



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England)
Ofqual qualification number (QN)	601/3474/4
Guided learning hours (GLH)	Minimum: 422 Maximum: 486
Total qualification time (TQT)	650
Credit value	65
Minimum age	16
Qualification purpose	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years. It covers a diverse range of job roles and occupational areas and is split into two pathways:</p> <ul style="list-style-type: none"> • Social Care • Learning and Development Support Services <p>The Children's Social Care pathway serves as the required qualification for the social care workforce, under the National Care Standards Act 2000.</p>
Grading	Achieved/not yet achieved
Assessment method	<p>Internally assessed and externally quality assured portfolio of evidence.</p> <p>The optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) may only be assessed via an externally set and assessed multiple-choice question (MCQ) paper/assignment.</p>
Work/industry placement experience	<p>For this qualification it is recommended that learners complete a minimum of 400 hours of non-mandatory work/industry placement experience throughout the duration of the qualification, before certification.</p> <p>For those learners who have no previous experience of working with children and young people, it is recommended that 400 hours be spent in a Realistic Work Environment.</p> <p>Centres that register learners on the Level 3 Diploma for the Children and Young People's Workforce qualification must ensure that learners have appropriate practical experience in a relevant setting, reflecting the assessment criteria for either pathway.</p>
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3474/4.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of the children and young people's workforce in relation to either social care or learning and development support services
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- help learners build the knowledge and skills needed when working with children and young people

Support Handbook

This Qualification Specification 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.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for those wanting to enter the children and young people's workforce.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **27 credits** from the mandatory units, **13 credits** from the pathway units and the **remaining 25 credits** from the optional units to make up a total of **65 credits**.



From the pathway units, learners must achieve either:

- 13 credits from the Social Care pathway
- 13 credits from the Learning Development and Support Services (LDSS) pathway

The remaining 25 credits must be achieved from the optional units to make up a total of 65 credits.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

Please note that the rules of combination for the Level 3 Diploma for the Children and Young People's Workforce (England) will not allow certain units to be taken together, please refer to the barred unit combinations in appendix A.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Pathways within this qualification

When registering learners, centres should use the qualification number (601/3474/4) followed by the relevant pathway code:

- Social Care (601/3474/4/SC)
- Learning, Development and Support Services (601/3474/4/LDSS)

The Children's Social Care pathway serves as the required qualification for the social care workforce, under the National Care Standards Act 2000.

As the chosen pathway will appear on the certificate, it is important that tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner onto. If learners are registered to the incorrect pathway, registration transfer fees or new registration fees will apply. Further information on fees can be found on the Fees and Pricing document on the NCFE website.

Age range covered by the qualification

This qualification covers from birth to 19 years.

Progression

Learners who achieve the Social Care pathway of this qualification could progress to the following:

- employment:
 - education support workers who visit families of preschool children in their homes
 - foster carers
 - children and families support workers
 - children and family court advisory and support service advisers
 - professional assistant in social care
 - family centre workers



- community care officer in social care
- further education:
 - youth work

Learners who achieve the Learning and Development Support Services pathway of this qualification could progress to the following:

- employment:
 - learning mentor

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

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.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.



The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

Work/industry placement experience

This qualification recommends that learners complete a minimum of 400 hours of non-mandatory work/industry placement experience throughout the duration of the qualification, before certification.

For those learners who have no previous experience of working with children and young people, it is recommended that 400 hours be spent in an RWE.

Centres that register learners on the L3 Diploma for the Children and Young People's Workforce qualification must ensure that learners have appropriate practical experience in a relevant setting, reflecting the assessment criteria for either pathway.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

The optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) may **only** be assessed via:

- an externally set and assessed paper/assignment:
 - multiple-choice question (MCQ) paper



The MCQ paper:

- covers 100% of the unit's content
- contributes to 100% of the unit's grade

The MCQ paper will be graded achieved or not yet achieved. Learners must obtain an achieved grade in the MCQ paper in order to gain the unit certification.

Learners must be successful in all components to gain the Level 3 Diploma for the Children and Young People's Workforce (England) (601/3474/4).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created some sample tasks for the 17 internally assessed units, which can be found within a separate document in the member's area of the NCFE website. 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 some LOs for 17 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please refer to the Skills for Care assessment principles for further information. This can be found on the qualification's page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.



External assessment

Each learner undertaking the optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) is required to undertake one external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills, based on the optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) of this qualification. Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessment.

The external assessment consists solely of:

- on demand (invigilated) – the centre schedules the assessment date and time when making the bookings

The external assessment is administered under specified assessment conditions and will last for one hour.

Where qualifications have external assessment, centres must have booked learners onto the assessment using the NCFE Portal.

Centres must make learners' bookings at least 10 working days in advance of the assessment date to avoid late booking fees. Booking cut-off dates can be found in the External Assessment Timetable on the NCFE website.

If applicable, pre-release material will be made available by NCFE in advance of the assessment. All centres with bookings will be notified.

On demand assessment

For on demand assessments, the centre may choose the date, time and location of the assessment.

These assessments are available as online only.

Types of external assessment

Each learner undertaking the optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) is required to undertake an externally set MCQ paper.

Multiple-choice question (MCQ) paper

Centres are free to choose the date, time and location of assessment. The assessment for the optional unit CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770) may be available as online only.

Learners will be issued with one of the following grades:

- achieved
- not achieved



If a learner disagrees with the outcome of the assessment, then the appeals process can be invoked.

Online assessment

For centres using our online assessment service, assessments should be booked directly on the online assessment platform and can be carried out without any notice, and without notifying NCFE. MCQ online assessment results will be available two working days after the assessment has been sat. For more information about how to get started with online assessment, please go to the NCFE website.

For instructions on conducting online external assessments, please refer to our Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

Remote invigilation is also available for this qualification, please refer to remote invigilation support on the NCFE website.

External quality assurance

Summatively assessed and internally quality assured grades for completed units must be submitted via the NCFE Portal, prior to an external quality assurance review taking place. Following the external quality assurance review, the unit grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected. More detailed guidance on this process and what to do if your grades are rejected can be found in the Support Handbook and on the NCFE website.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries and Appeals about Results and Assessment Decisions Policy, which is available on the NCFE website.

Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resit.

Improving the grade for the external assessment

Within each qualification, there is a maximum of one further opportunity after the first attempt for learners to resit the external assessment in order to improve a grade.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of 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 methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



Mandatory units

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

Unit summary				
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Demonstrate a range of communication methods and styles to meet individual needs
	2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Demonstrate ways to overcome barriers to communication
	3.4 Demonstrate strategies that can be used to clarify misunderstandings
	3.5 Explain how to access extra support or services to enable individuals to communicate effectively
4. Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality
	4.2 Demonstrate ways to maintain confidentiality in day-to-day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Range
2. Be able to meet the communication and language needs, wishes and preferences of individuals
2.3 Communication methods include:
<ul style="list-style-type: none"> • non-verbal communication <ul style="list-style-type: none"> ○ eye contact



Range

- touch
- physical gestures
- body language
- behaviour
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch

3. Be able to overcome barriers to communication

3.5 Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role
	1.2 Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2 Demonstrate the ability to reflect on practice
	2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards
	3.2 Demonstrate use of feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development
	4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3 Demonstrate how to work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Demonstrate how reflective practice has led to improved ways of working
	5.3 Show how to record progress in relation to personal development

Range
1. Understand what is required for competence in own work role
1.2 Standards may include:
<ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • National Occupational Standards
4. Be able to agree a personal development plan



Range

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

4.1 Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

4.2 Others may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professionals

Delivery and assessment guidance

Learning outcomes 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion
	1.2 Describe the potential effects of discrimination
	1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice
	3.2 Demonstrate how to support others to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

Range
1. Understand the importance of diversity, equality and inclusion
1.2 Effects may include effects on: <ul style="list-style-type: none"> • the individual • families or friends of the individual • those who inflict discrimination • wider society

Delivery and assessment guidance
Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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



Unit summary				
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	1 credit	5 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between an individual's rights and the duty of care
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Explain the main points of agreed procedures for handling complaints

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



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



Unit summary				
This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Explain the sequence and rate of each aspect of development from birth to 19 years
	1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors
	2.2 Explain how children and young people's development is influenced by a range of external factors
	2.3 Explain how theories of development and frameworks to support development influence current practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods
	3.2 Explain the reasons why children and young people's development may not follow the expected pattern
	3.3 Explain how disability may affect development
	3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
	4.2 Explain how multi-agency teams work together to support speech, language and communication
	4.3 Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects of transitions on children and young people's development	5.1 Explain how different types of transitions can affect children and young people's development
	5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Range
1. Understand the expected pattern of development for children and young people from birth to 19 years



Range
<p>1.1 Aspects of development including:</p> <ul style="list-style-type: none"> • physical • communication • intellectual/cognitive • social, emotional and behavioural • moral
<p>2. Understand the factors that influence children and young people's development and how these affect practice</p>
<p>2.1 Personal factors including:</p> <ul style="list-style-type: none"> • health status • disability • sensory impairment • learning difficulties <p>2.2 External factors including:</p> <ul style="list-style-type: none"> • poverty and deprivation • family environment and background • personal choices • looked-after/care status • education <p>2.3 Theories of development including:</p> <ul style="list-style-type: none"> • cognitive (such as Piaget) • psychoanalytic (such as Freud) • humanist (such as Maslow) • social learning (such as Bandura) • operant conditioning (such as Skinner) • behaviourist (such as Watson) <p>2.3 Frameworks to support development including social pedagogy.</p>
<p>3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern</p>
<p>3.1 Methods of assessing development needs, for example:</p> <ul style="list-style-type: none"> • assessment frameworks • observation • standard measurements • information from carers and colleagues <p>3.2 Reasons why development is not following expected pattern, for example:</p> <ul style="list-style-type: none"> • disability • emotional • physical • environmental



Range

- cultural
- social
- learning needs
- communication

3.4 Different types of interventions, for example:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor

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

5.1 Different types of transitions including:

- emotional, affected by personal experience such as bereavement, entering/leaving care
- physical such as moving to a new educational establishment, a new home/locality, from one activity to another
- physiological such as puberty, long-term medical conditions
- intellectual such as moving from preschool to primary to post-primary

Delivery and assessment guidance

Throughout unit, consider models of and attitudes to disability, for example:

- social model
- medical model
- cultural differences
- stereotyping
- low expectations
- benefits of positive attitudes to disability

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



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

Unit summary				
This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1 Explain the factors that need to be taken into account when assessing development
	1.2 Assess a child or young person's development in the following areas: <ul style="list-style-type: none"> • physical • communication • intellectual/cognitive • social, emotional and behavioural • moral
	1.3 Explain the selection of the assessment methods used
	1.4 Develop a plan to meet the development needs of a child or young person in the work setting
2. Be able to promote the development of children or young people	2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
	2.2 Evaluate and revise the development plan in the light of implementation
	2.3 Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work
	2.4 Listen to children or young people and communicate in a way that encourages them to feel valued
	2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities
3. Be able to support the provision of environments and services that promote the development of children or young people	3.1 Explain the features of an environment or service that promotes the development of children and young people
	3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand how working practices can impact on the development of children and young people	4.1 Explain how own working practice can affect children and young people's development
	4.2 Explain how institutions, agencies and services can affect children and young people's development
5. Be able to support children and young people's positive behaviour	5.1 Demonstrate how they work with children and young people to encourage positive behaviour
	5.2. Evaluate different approaches to supporting positive behaviour
6. Be able to support children and young people experiencing transitions	6.1 Explain how to support children and young people experiencing different types of transitions
	6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives

Range
1. Be able to assess the development needs of children or young people and prepare a development plan
<p>1.1 Factors that need to be taken into account when assessing development, for example:</p> <ul style="list-style-type: none"> • confidentiality, and when, for the safety of the child or young person, confidentiality must be breached • children's wishes and feelings • ethnic, linguistic and cultural background • disability or specific requirements (additional needs) • reliability of information • avoiding bias <p>1.3 Methods of assessing development needs, for example:</p> <ul style="list-style-type: none"> • assessment frameworks • observations • standard measurements • information from parents, carers, children and young people, other professionals and colleagues <p>1.4 Plan:</p> <p>Encouraging a child or young person to take responsibility for own development should feature in the plan.</p>
2. Be able to promote the development of children or young people
<p>2.1 Development plan:</p> <p>A development plan can be drawn from a lead practitioner (such as a teacher's) overarching plan.</p>
3. Be able to support the provision of environments and services that promote the development of children or young people
<p>3.1 Features of an environment or service, for example:</p> <ul style="list-style-type: none"> • stimulating and attractive



Range
<ul style="list-style-type: none"> • well planned and organised • personalised and inclusive • encouraging and practising participation • high quality policies in place and followed • regulatory requirements met • varied • meeting individual and group needs • providing appropriate risk and challenge • involving parents and carers where appropriate to setting or service <p>3.2 How own work environment or service is organised, for example:</p> <ul style="list-style-type: none"> • taking into account personal and external factors • providing specific activities such as play, learning, home visiting • providing services • measuring outcomes • communicating effectively and showing appropriate empathy and understanding • supporting participation • involving parents and carers where appropriate to setting or service • supporting children and young people's rights
<p>5. Be able to support children and young people's positive behaviour</p> <p>5.2 Positive behaviour support, for example:</p> <ul style="list-style-type: none"> • least restrictive principle • reinforcing positive behaviour • modelling/positive culture • looking for reasons for inappropriate behaviour and adapting responses • individual behaviour planning • phased stages • planning interventions to reduce inappropriate behaviour • de-escalate and diversion • containment • following management plans • boundary setting and negotiation • supporting children and young people's reflection on and management of own behaviour • anti-bullying strategies • time out (following up-to-date guidance) • use of physical intervention (following up-to-date guidance)
<p>6. Be able to support children and young people experiencing transitions</p> <p>6.1 Different types of transitions, for example:</p> <ul style="list-style-type: none"> • emotional, affected by personal experience such as bereavement, entering/leaving care • physical such as moving to a new educational establishment, a new home/locality, from one activity to another • physiological such as puberty or long-term medical conditions • intellectual such as moving from preschool to primary to post-primary, smaller daily transitions



Delivery and assessment guidance

Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

Some reflection on practice should be included in the assessment.

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



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



Unit summary				
This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
	1.2 Explain child protection within the wider concept of safeguarding children and young people
	1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people
	1.4 Explain when and why inquiries and child safeguarding practice reviews are required and how the sharing of the findings informs practice
	1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people
	2.2 Explain the importance of a child- or young person-centred approach
	2.3 Explain what is meant by partnership working in the context of safeguarding
	2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting
	3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
	3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5. Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people
	5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
	5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and well-being	6.1 Explain how to support children and young people's self-confidence and self-esteem
	6.2 Analyse the importance of supporting resilience in children and young people
	6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
	6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety
7. Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
	7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone

Range
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
1.3 Day-to-day work , for example: <ul style="list-style-type: none"> • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (such as providing advocacy services) • supporting children and young people and others who may be expressing concerns
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
2.4 Different organisations , for example: <ul style="list-style-type: none"> • social services • NSPCC



Range
<ul style="list-style-type: none"> • health visiting • GP • probation • police • school • psychology service
<p>3. Understand the importance of ensuring children and young people's safety and protection in the work setting</p>
<p>3.2 Policies and procedures for safe working, for example:</p> <ul style="list-style-type: none"> • working in an open and transparent way • listening to children and young people • duty of care • whistle blowing • power and positions of trust • propriety and behaviour • physical contact • intimate personal care • off-site visits • photography and video • sharing concerns and recording/reporting incidents
<p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p>
<p>5.1 Bullying, for example:</p> <ul style="list-style-type: none"> • physical (pushing, kicking, hitting, pinching and other forms of violence or threats) • verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) • emotional (excluding, tormenting, ridicule, humiliation) • cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) • specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities
Delivery and assessment guidance
<p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
	1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
	1.3 Identify sources of current guidance for planning healthy and safe environments and services
	1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2. Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
	2.2 Demonstrate ability to deal with hazards in the work setting or in off-site visits
	2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
	2.4 Explain how health and safety risk assessments are monitored and reviewed
3. Understand how to support children and young people to assess and manage risk for themselves	3.1 Explain why it is important to take a balanced approach to risk management
	3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements
	3.3 Give an example from own practice of supporting children or young people to assess and manage risk
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off-site visits	4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
	4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

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



Range
<p>1.1 Factors, for example:</p> <ul style="list-style-type: none"> • the individual needs, age and abilities of the children and young people • specific risks to individuals such as pregnancy and sensory impairments • the needs of carers where relevant • the function and purpose of environments and services offered • the duty of care • desired outcomes for the children and young people • lines of responsibility and accountability
<p>2. Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits</p>
<p>2.1 Potential hazards, for example:</p> <ul style="list-style-type: none"> • physical • security • fire • food safety • personal safety
<p>3. Understand how to support children and young people to assess and manage risk for themselves</p>
<p>3.1 Balanced approach to risk management:</p> <ul style="list-style-type: none"> • taking into account a child or young person's age, needs and abilities • avoiding excessive risk taking • not being excessively risk averse • recognising the importance of risk and challenge to a child or young person's development
<p>4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off-site visits</p>
<p>4.1 Accidents, incidents, emergencies and illness, for example:</p> <ul style="list-style-type: none"> • accidents involving children, young people or adults • incidents – all types • emergencies such as fire, missing children or young people and evacuation • recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Delivery and assessment guidance
<p>Learning outcome 2 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
To enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	1 credit	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to develop positive relationships with children and young people	1.1 Explain why positive relationships with children and young people are important and how these are built and maintained
	1.2 Demonstrate how to listen to and build relationships with children and young people
	1.3 Evaluate own effectiveness in building relationships with children or young people
2. Be able to build positive relationships with people involved in the care of children and young people	2.1 Explain why positive relationships with people involved in the care of children and young people are important
	2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people

Range
1. Be able to develop positive relationships with children and young people
1.1 Positive relationships are built and maintained , for example: <ul style="list-style-type: none"> • communicating effectively • identifying and sorting out conflicts and disagreements • being consistent and fair • showing respect and courtesy • valuing and respecting individuality • keeping promises and honouring commitments • monitoring impact of own behaviour on others • keeping confidentiality as appropriate • recognising and responding appropriately to the power base underpinning relationships
2. Be able to build positive relationships with people involved in the care of children and young people
2.1 People involved , for example: <ul style="list-style-type: none"> • colleagues • organisational managers and supervisors (where appropriate) • carers • official visitors such as inspectorate for the UK Home Nation (where appropriate) • other visitors • colleagues from other agencies and services • external partners



Delivery and assessment guidance

Learning outcomes 1 and 2 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit is designed to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand integrated and multi-agency working	1.1 Explain the importance of multi-agency working and integrated working
	1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
	1.3 Describe the functions of external agencies with whom your work setting or service interacts
	1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome
	1.5 Explain how and why referrals are made between agencies
	1.6 Explain the assessment frameworks that are used in own UK Home Nation
2. Be able to communicate with others for professional purposes	2.1 Select appropriate communication methods for different circumstances
	2.2 Demonstrate use of appropriate communication methods selected for different circumstances
	2.3 Prepare reports that are accurate, legible, concise and meet legal requirements
3. Be able to support organisational processes and procedures for recording, storing and sharing information	3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
	3.2 Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> • paper-based • electronic
	3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed

Range
2. Be able to communicate with others for professional purposes
2.1 Appropriate communication , for example: <ul style="list-style-type: none"> • use of electronic communication aids



Range

- use of pictorial and design communication aids such as Makaton
- use of an interpreter when appropriate including British/Irish Sign Language interpreters
- effective use of the telephone
- preparing and delivering presentations
- written communication
- notes of meetings
- personal records
- presentations
- letters
- formal reports
- email

2.3 Prepare reports:

In some settings where this is not a practitioner's lead responsibility (such as a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.

Delivery and assessment guidance

Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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



Unit summary				
This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how the social, economic and cultural environment can impact on the outcomes of life chances of children and young people	1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people
	1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people
	1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve
	2.2 Explain the importance of designing services around the needs of children and young people
	2.3 Explain the importance of active participation of children and young people in decisions affecting their lives
	2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people
	3.2 Explain the importance of positive attitudes towards disability and specific requirements
	3.3 Explain the social and medical models of disability and the impact of each on practice
	3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
	4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes

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



Range
<p>1.1 Social, economic and cultural factors, for example:</p> <ul style="list-style-type: none"> • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti-social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion
<p>2. Understand how practitioners can make a positive difference in outcomes for children and young people</p>
<p>2.1 Positive outcomes for children and young people, for example:</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being
<p>3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people</p>
<p>3.4 Types of support, for example:</p> <ul style="list-style-type: none"> • speech and language therapy • support from health professionals • additional learning support • assistive technology • specialised services

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



Pathway units

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

Unit summary				
This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to place children and young people at the centre of assessment and planning	1.1 Explain the value of a child-centred model of assessment and planning
	1.2 Explain how to identify the needs of children and young people
	1.3 Explain the importance of working with others to assess the needs of children and young people to inform planning
	1.4 Analyse current evidence about effective methods of ensuring participation and engagement of children and young people, of all ages and levels of understanding, in assessment and planning
	1.5 Explain the importance of permanency planning for children and young people
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1 Demonstrate in own practice, engagement with children or young people and their carers, in expressing their needs and aspirations to inform planning
	2.2 Demonstrate how to encourage a child or young person to plan realistic and achievable but challenging goals
	2.3 Explain how the goals and targets identified will support the achievement of positive outcomes
	2.4 Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes
	2.5 Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1 Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan
	3.2 Agree with a child, young person and others how goals and targets will be met
	3.3 Demonstrate how a positive approach is used to encourage children or young people to work towards the achievement of goals and targets
	3.4 Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to work with children and young people to review and update plans	4.1 Demonstrate how to record relevant information to prepare for a review
	4.2 Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
	4.3 Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
	4.4 Present information to reviews about aspects of the plan that are working well and those that need to be changed

Range
<p>1. Understand how to place children and young people at the centre of assessment and planning</p> <p>1.3 Others, for example:</p> <ul style="list-style-type: none"> • children and young people • carers • foster carers • residential workers • social workers • psychologists • doctors • support workers • police • youth justice • speech and language therapists • other agencies <p>1.4 Effective methods, for example:</p> <ul style="list-style-type: none"> • appropriate venue/location • contributions through play • contributions through pictures • children and young people setting ground rules • written contributions • video/audio contributions <p>1.5 Permanency planning:</p> <p>Permanency planning is necessary for looked-after children and young people who need to have plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.</p>



Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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

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



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

Unit summary				
This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of promoting positive well-being and resilience of children and young people	1.1 Explain the factors that influence the well-being of children and young people
	1.2 Explain the importance of resilience for children and young people
	1.3 Analyse effective ways of promoting well-being and resilience in the work setting
	1.4 Describe ways of working with carers to promote well-being and resilience in children and young people
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding	2.1 Explain why social and emotional identity is important to the well-being and resilience of children and young people
	2.2 Explain how to support children and young people to identify with their own self-image and identity
	2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
	2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
	2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people
3. Be able to provide children and young people with a positive outlook on their lives	3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.2 Explain how a solution-focused approach will encourage children and young people to have a positive outlook on their lives
	3.3 Support and encourage children and young people to respond positively to challenges and disappointments
	3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
	3.5 Support children and young people to reflect on the impact of their own actions and behaviour



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to respond to the health needs of children and young people	4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
	4.2 Encourage children and young people to make positive choices about all of their health needs
	4.3 Assess any risks or concerns to the health and well-being of children and young people and take appropriate action
	4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well-being
	4.5 Record concerns about a child or young person's health or well-being following recognised procedures

Range
1. Understand the importance of promoting positive well-being and resilience of children and young people
1.1 Factors that influence well-being , for example: <ul style="list-style-type: none"> • attachment • relationships • emotional security • health • self-esteem • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding
2.3 Ways to encourage , for example: <ul style="list-style-type: none"> • positive role models • cultural/ethnic networks • life story work
4. Be able to respond to the health needs of children and young people
4.2 Health needs , for example: <ul style="list-style-type: none"> • physical • mental • sexual
4.3 Concerns , for example: <ul style="list-style-type: none"> • illness • injury • use of illegal substances • emotional distress



Range

- poor lifestyle choices
- bullying (either as victim or perpetrator)
- exploitative behaviour (either as victim or perpetrator)
- harm or abuse
- changes in behaviour

4.4 Relevant people, for example:

- carers
- social worker
- lead professional
- residential workers

Delivery and assessment guidance

Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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

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



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

Unit summary				
This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislation and policy framework for working with children and young people in social care work settings	1.1 Explain how current and relevant legislation and policy affects work with children and young people
	1.2 Describe the impact of social care standards and codes of practice on work with children and young people
	1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2. Understand the professional responsibilities of working with children and young people	2.1 Explain the responsibilities of a: <ul style="list-style-type: none"> • corporate parent • professional carer
	2.2 Explain what is meant by a 'duty of care'
	2.3 Analyse the impact of professional relationships on children and young people
	2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice	2.5 Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
	3.1 Explain the professional responsibility to maintain current and competent practice
	3.2 Engage with professional supervision in order to improve practice
	3.3 Seek, and learn from, feedback on own practice from colleagues and children and young people
4. Be able to develop effective working relationships with professional colleagues	3.4 Explain the importance of understanding the limits of personal competence and when to seek advice
	4.1 Respect and value the professional competence and contribution of colleagues
	4.2 Explain own rights and expectations as a professional and how to assert them



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
5. Understand the implications of equalities legislation for working with children, young people and families	5.1 Explain how current equalities legislation affects work with children, young people and families
	5.2 Identify examples of good practice in promoting equality and explain how and why they are effective
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1 Explain what is meant by diversity
	6.2 Explain what is meant by anti-discriminatory practice, giving examples of how it is applied in practice with children, young people and families
	6.3 Describe the effects of discrimination and explain the potential results for children and young people

Range
1. Understand the legislation and policy framework for working with children and young people in social care work settings
1.1 Current and relevant legislation and policies as appropriate to UK Home Nation.
2. Understand the professional responsibilities of working with children and young people
2.3 Impact of professional relationships , for example: <ul style="list-style-type: none"> • power relationships • dealing with an employed professional • feelings of powerlessness • uncertainties about how to behave and relate
5. Understand the implications of equalities legislation for working with children, young people and families
5.1 Equalities legislation as appropriate to UK Home Nation.

Delivery and assessment guidance
Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their education potential.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1 Explain the principles and values that underpin work to support children and young people to achieve their educational potential
	1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
	1.3 Evaluate the factors that can contribute to low achievement by children and young people
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1 Support children or young people to articulate their educational needs and aspirations
	2.2 Support children or young people to develop a plan of action identifying realistic goals for their educational development
3. Be able to support children and young people to work towards their educational goals	3.1 Identify and celebrate individual children or young people's successes and achievements
	3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions
	3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals
4. Be able to review educational achievements with children and young people	4.1 Evaluate, with individual children or young people, their achievements against their action plans
	4.2 Discuss and agree, with individual children or young people, ways of addressing and overcoming any problems and modify the action plan accordingly

Range
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
1.1 Principles and values: <ul style="list-style-type: none"> • putting the needs and rights of the individual child at the centre of service provision • promoting integrated working practices • maintaining personal and professional integrity • promoting equality of opportunity and valuing diversity
1.2 Current legislation as appropriate to the relevant UK Home Nation.



Range
<p>1.3 Factors that can contribute to low achievement:</p> <ul style="list-style-type: none"> • poor literacy or numeracy skills • poor speech and language skills • lack of parental support • peer pressure • low self-esteem and aspirations • low expectations expressed by others
<p>2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions</p>
<p>2.2 Plan of action which:</p> <ul style="list-style-type: none"> • sets out clear short-, medium- and long-term goals • identifies the resources needed to achieve the goals (for example, physical resources such as books, electronic learning aids, appropriate environment and time) • identifies any additional support needed by the child/young person (such as additional formal teaching support, literacy, numeracy support or speech and language therapy) • identifies support to address inappropriate and/or aggressive behaviour • includes working with carers to enable them to support the child/young person • identifies the process for reviewing achievement and revising goals
<p>3. Be able to support children and young people to work towards their educational goals</p>
<p>3.1 Successes and achievements:</p> <p>This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.</p> <p>3.2 Barriers:</p> <ul style="list-style-type: none"> • lack of appropriate/sufficient physical resources • lack of available appropriate learning environment at a time suitable for the child/young person • lack of carer/peer support • lack of motivation of individual child/young person
Delivery and assessment guidance
<p>Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to support children and young people to make positive changes in their lives	1.1 Identify the factors that can impact on the lives of children and young people
	1.2 Analyse the impact such factors can have on the lives of children and young people
	1.3 Explain how individuals and agencies support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives	2.1 Explain interventions that can be provided to support children and young people to make positive changes in their lives
	2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
	2.3 Work with a child or young person to develop an action plan to support positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives	3.1 Support children or young people to review and amend their action plan
	3.2 Give examples from own practice of supporting children or young people to access further interventions
	3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives

Range
<p>1. Understand how to support children and young people to make positive changes in their lives</p> <p>1.1 Factors, for example:</p> <ul style="list-style-type: none"> poor socio-economic background poor parenting background poor literacy/numeracy/speech and language skills <p>1.2 Impact, for example:</p> <ul style="list-style-type: none"> inappropriate and/or aggressive behaviour low educational achievement low self-esteem self-harm inability to establish and maintain relationships



Range
<ul style="list-style-type: none"> offending or at risk of offending behaviour misuse of substances (drugs, alcohol, solvents) <p>1.3 Roles of individuals and agencies, for example:</p> <ul style="list-style-type: none"> youth workers parent support workers education professionals drug and alcohol support agencies Child and Adolescents Mental Health Service (CAMHS) social services information, advice and guidance (IAG) professionals speech and language therapists behaviour support teams
<p>2. Be able to support children and young people to make positive changes in their lives</p> <p>2.1 Interventions, for example:</p> <ul style="list-style-type: none"> learning and development support anger management behaviour support classes restorative justice support to address substance misuse support to address mental health issues <p>2.3 Action plan that:</p> <ul style="list-style-type: none"> identifies the positive changes the child/young person needs to achieve identifies the barriers to achievement identifies achievable and realistic goals for the child/young person to achieve identifies the interventions required to support achievement agrees a review process
<p>3. Be able to review support to children and young people to make positive changes in their lives</p> <p>3.1 Support children or young people to review and amend their action plan, for example:</p> <ul style="list-style-type: none"> identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations) identify where goals have not been met agree reasons for non-achievement agree any additional interventions that might support children/young people to achieve positive changes in their lives revise the action plan in light of the review process
Delivery and assessment guidance
<p>Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
<p>This unit aims to enhance the quality of practice of individual learning, development and support services (LDSS) workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.</p>				
Assessment				
<p>This unit is internally assessed and externally quality assured.</p>				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purposes of learning, development and support services	1.1 Explain the purposes of learning, development and support services
	1.2 Explain the roles and responsibilities of those working within learning, development and support services
2. Understand current legislation, policies and influences on learning, development and support services	2.1 Explain the impact of current legislation, policies, and influences on learning, development and support services
	2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3. Be able to implement the current principles and values that underpin and inform the work of learning, development and support services practitioners	3.1 Explain the current principles and values that underpin and inform the work of learning, development and support services practitioners and their impact on practice
	3.2 Implement the principles and values in own practice
	3.3 Explain the impact of the principles and values that underpin and inform the work of learning, development and support services practitioners on children, young people and carers
4. Understand how the views of children, young people and carers can be used to improve learning development and support services	4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
	4.2 Explain how the views of children, young people and carers can be obtained
	4.3 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
5. Be able to use supervision to support continuing professional development and personal effectiveness	5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
	5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives
	6.2 Develop a personal development plan and reflective practice log
	6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Range
3. Be able to implement the current principles and values that underpin and inform the work of learning, development and support services practitioners
3.1 Principles and values:
This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home Nation.
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice
6.2 Personal development plan and reflective practice log that identifies:
<ul style="list-style-type: none"> • personal strengths and weaknesses • specific, measurable, achievable, relevant, and time-bound (SMART) objectives • personal and professional development needs • proposals for meeting development needs including additional training if required • the review process • potential barriers to meeting the SMART objectives and how they can be overcome • remedial actions that can be implemented if objectives are not being achieved • a reflective practice log to be completed on an agreed timescale such as weekly

Delivery and assessment guidance
Learning outcomes 3, 5 and 6 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



Optional units

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

Unit summary				
This unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their third birthday.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the development and learning of babies and young children	1.1 Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
	1.2 Explain: <ul style="list-style-type: none"> • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways • the importance of play
	1.3 Explain the potential effects on development, of pre-conceptual, pre-birth and birth experiences
	1.4 Explain the impact of current research into the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children	2.1 Undertake assessments of babies or young children's development and learning needs
	2.2 Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
	2.3 Plan play-based activities and experiences based on assessments to support development and learning
	2.4 Demonstrate in own practice the provision of play-based activities and experiences to promote development and learning that are tailored to babies or young children's needs
3. Understand the attachment needs of babies and young children	3.1 Explain the benefits of the key worker/person system in early years settings
	3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
	3.3 Analyse the possible effects of poor-quality attachments on the development of babies and children



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to engage with babies and young children and be sensitive to their needs	4.1 Engage sensitively with babies and young children, giving them time to respond
	4.2 Engage in playful activity with babies and young children
	4.3 Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice
	4.4 Explain why it is important to manage transitions for babies and young children
	4.5 Explain when and why babies and young children require periods of quiet to rest and sleep
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1 Explain the primary importance of carers in the lives of babies and young children
	5.2 Demonstrate in own practice how to exchange information with carers
	5.3 Evaluate ways of working in partnership with carers

Range
1. Understand the development and learning of babies and young children
<p>1.3 Pre-conceptual, pre-birth and birth experiences on development, for example:</p> <ul style="list-style-type: none"> • smoking • alcohol • maternal ill health • poor maternal diet • substance abuse • assisted birth • birth trauma
2. Be able to promote the development and learning of babies and young children
<p>2.2 Environment, for example:</p> <ul style="list-style-type: none"> • well equipped, clean and safe with age-appropriate equipment and materials • provides appropriate challenge • offer appropriate levels of sensory stimulation • provide quiet calming spaces for babies and young children • planned and organised around individual needs of babies and young children
3. Understand the attachment needs of babies and young children
<p>3.3 Possible effects of poor-quality attachments:</p> <ul style="list-style-type: none"> • effects on social and emotional development and emotional security • effects on ability to settle, take risks and make the most of learning opportunities • possible effects on short- and long-term mental health • effects on relationships with parents and professional carers
4. Be able to engage with babies and young children and be sensitive to their needs
<p>4.3 Responsive care:</p> <ul style="list-style-type: none"> • where carer responds sensitively, consistently and promptly • responses sensitive to individual needs and preferences



Range

- consistency of response
- responding promptly and managing situations to avoid delay

Delivery and assessment guidance

Learning outcomes 2, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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

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



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

Unit summary				
This unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to provide respectful physical care for babies and young children	1.1 Demonstrate culturally and ethnically appropriate care for babies and young children for: <ul style="list-style-type: none"> • skin • hair • teeth • nappy area
	1.2 Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
	1.3 Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
	1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary
2. Be able to provide routines for babies and young children that support their health and development	2.1 Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
	2.2 Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
	2.3 Explain the principles of effective toilet training and how this is incorporated into routines
3. Be able to provide opportunities for exercise and physical activity	3.1 Explain the importance of exercise and physical activity for babies and young children
	3.2 Demonstrate in own practice how to support babies or young children's exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children	4.1 Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
	4.2 Demonstrate and evaluate the safety features within the environment for babies and young children
	4.3 Supervise babies or young children and demonstrate a balanced approach to risk management
	4.4 Explain current advice on minimising sudden infant death syndrome in everyday routines for babies



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
5. Be able to provide for the nutritional needs of babies under 18 months	5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned, and using information from carers, plan a programme of weaning
	5.2 Prepare formula feeds hygienically following current guidance
	5.3 Evaluate the benefits of different types of formula that are commonly available
6. Understand how to provide for the nutritional needs of young children from 18 to 36 months	6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
	6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child

Range
2. Be able to provide routines for babies and young children that support their health and development
2.3 Toilet training, for example: <ul style="list-style-type: none"> • encouraging and praising • treating child with respect and avoiding guilt • working in partnership with carers • flexible personalised approach • starting training when the child is ready and not rushing the process • being positive and supportive to the child's efforts • structuring physical environment to facilitate training • avoiding confrontation • providing plenty of fluids and fibre to prevent hard stools
4. Be able to provide safe and protective environments for babies and young children
4.2 Safety features, for example: <ul style="list-style-type: none"> • socket covers • safety gates • corner protectors • cupboard locks

Delivery and assessment guidance
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted except for AC5.2.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit is about providing leadership and management in a community-based setting that promotes the engagement, involvement and participation of parents.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 4	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purposes, benefits and key features of community-based early years provision	1.1 Explain the purpose and features of community-based setting
	1.2 Explain how a community-based early years setting can be an agent of community development
	1.3 Describe the benefits arising from community-based early years provision for: <ul style="list-style-type: none"> • children • parents/carers • the early years setting • the local community
2. Be able to lead the team in a community-based early years setting	2.1 Demonstrate leadership skills in own practice
	2.2 Implement activities with the setting's staff team to share and promote their understanding of good practice
	2.3 Implement strategies to create and maintain a team culture among all of the staff and parents in a community-based early years setting
	2.4 Examine the effectiveness of own practice in implementing the principles of community-based early years provision
3. Be able to engage parents as partners in the community-based early years setting	3.1 Establish and maintain a relationship of partners with the parents of an early years setting
	3.2 Exchange information with parents about the progress of their child's learning and development
	3.3 Involve parents in decisions about plans and activities to progress their child's learning and development
	3.4 Involve parents in the activities of the early years setting
4. Be able to engage parents in the management/decision making processes of an early years setting	4.1 Explain the role of the parent management committee/support group in a community-based early years setting
	4.2 Demonstrate support to parents' involvement in the parent management committee/support group of a community-based early years setting



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to provide learning opportunities to support parents’ participation in a community-based early years setting	5.1 Utilise the informal learning opportunities arising from parents’ participation in activities to promote the learning and development of their own child and the setting’s children
	5.2 Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: <ul style="list-style-type: none"> • why the activity was appropriate for the setting’s parents • how the setting encouraged parents to participate in the activity
	5.3 Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting
6. Be able to manage the resource, regulatory and financial requirements for a community-based early years setting	6.1 Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
	6.2 Explain how human resources are managed within the setting
	6.3 Demonstrate how systems of resource management operate in the work setting
	6.4 Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards

Range
2. Be able to lead the team in a community-based early years setting
2.1 Leadership skills, for example: <ul style="list-style-type: none"> • effective communication • negotiation and empathy • consistency and fairness • leading change and modelling good practice • effective conflict management • coaching and facilitation skills
3. Be able to engage parents as partners in the community-based early years setting
3.4 Involve parents in activities, for example: <ul style="list-style-type: none"> • providing the parent with an overview of the planning for activities • giving guidance to the parent on which activity/activities in which to participate • explaining the purposes of the activity/activities in which the parent participates • working with a parent to enable her/him to share a specific interest/skill with the early years setting’s children • creating opportunities for parents to contribute to the play materials provided for the children by the early years setting • supporting parents to participate in the early years setting’s curriculum provision for its children

Delivery and assessment guidance
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner's competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well-being	1.1 Explain why physical activity is important to the short- and long-term health and well-being of children
	1.2 Explain the development of movement skills in young children and how these skills affect other aspects of development
2. Be able to prepare and support a safe and challenging environment for young children that encourage physical activity and the development of movement skills	2.1 Prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities
	2.2 Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
	2.3 Explain the importance of natural outdoor environments for young children's physical activity and movement skills
3. Be able to plan and implement physical activities for young children	3.1 Plan opportunities for physical activity for young children
	3.2 Explain how the plan: <ul style="list-style-type: none"> • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play
	3.3 Demonstrate in own practice how planned physical activities are implemented
4. Be able to build opportunities for physical activity into everyday routines for young children	4.1 Explain the importance of building physical activity into everyday routines
	4.2 Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines
5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1 Assess effectiveness of planned provision in: <ul style="list-style-type: none"> • supporting physical activity • supporting confidence and progression in movement skills
	5.2 Identify and record areas for improvement
	5.3 Reflect on own practice in supporting young children's physical development and movement skills



Range
<p>1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well-being</p>
<p>1.2 Movement skills:</p> <ul style="list-style-type: none"> • travel (travelling movements where the child moves from one point to another such as running, jumping, skipping) • object control (movements such as throwing, catching, dribbling which involve objects being sent, received, travelled with) • balance and co-ordination
<p>2. Be able to prepare and support a safe and challenging environment for young children that encourage physical activity and the development of movement skills</p>
<p>2.1 All children including:</p> <ul style="list-style-type: none"> • girls and boys • disabled children • children with specific/additional needs • children of different ages including babies
<p>5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills</p>
<p>5.1 Assess, for example:</p> <ul style="list-style-type: none"> • observing and assessing children's participation and developmental progress • direct feedback from children on their participation in and enjoyment of activities • feedback from parents, colleagues and others

Delivery and assessment guidance
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>This unit is most suitable for those learners working in early years settings.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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



Unit summary				
To prepare learners to work as home-based child carers/childminders. As well as learning relevant aspects of childcare, this knowledge-based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home-based childcare service.				
Assessment				
This unit is assessed by external assessment (multiple-choice question paper) and graded achieved or not yet achieved.				
Optional	Achieved/not yet achieved	Level 3	4 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to set up a home-based childcare service	1.1 Outline the current legislation covering home-based childcare, and the role of regulatory bodies
	1.2 Develop policies and procedures for: <ul style="list-style-type: none"> • accidents, illness and emergencies • behaviour • safeguarding • equal opportunities and explain how these will be implemented
	1.3 Explain the importance of confidentiality and data protection
	1.4 Develop a marketing plan for own home-based childcare service
	1.5 Demonstrate financial planning for own home-based childcare service
	1.6 Identify sources of support and information for the setting up and running of your home-based childcare service
2. Understand how to establish a safe and healthy home-based environment for children	2.1 Explain the key components of a healthy and safe home-based environment
	2.2 Explain the principles of safe supervision of children in the home-based setting and off-site
	2.3 Identify ways of ensuring that equipment is suitable for children and meets safety requirements
	2.4 Know where to obtain current guidance on health and safety risk assessment of the home-based work setting
	2.5 Explain how to store and administer medicines
3. Understand the importance of partnerships with parents for all aspects of the home-based childcare service	3.1 Explain the importance of partnership with parents for all aspects of the childcare service
	3.2 Describe how partnerships with parents are set up and maintained



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the principles of development of routines for home-based childcare	4.1 Explain how routines are based on: <ul style="list-style-type: none"> • meeting a child’s needs • agreements with parents • participation of children
	4.2 Explain how they would adapt routines to meet the needs of children at different ages and stages of development
	4.3 Explain how they ensure that each child is welcomed and valued in the home-based work setting
5. Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion	5.1 Explain the importance of play to children’s learning and development and the need for an inclusive approach
	5.2 Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
	5.3 Explain what can be learned about children by observing them at play
	5.4 Identify how and why it is important that children receive equal treatment and access, based on their individual needs and acknowledging their rights
	5.5 Compare how other resources available for children support their play
6. Understand how home-based childcarers can support the safeguarding of children in their care	6.1 Explain the concept of safeguarding and the duty of care that applies to all practitioners
	6.2 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	6.3 Outline regulatory requirements for safeguarding children that affect home-based childcare
	6.4 Explain the procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged, either against them or third parties
7. Understand the principles of supporting positive behaviour in home-based childcare settings	7.1 Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
	7.2 Explain how ground rules for behaviour and expectations are developed and implemented

Range
2. Understand how to establish a safe and healthy home-based environment for children
2.1 Key components: <ul style="list-style-type: none"> • hygiene and waste disposal • storage and preparation of food • care of animals • using equipment according to manufacturer’s guidance • appropriate responses to illnesses, allergies, incidents and accidents
2.3 Safety requirements: <p>According to the requirements of the registering body in the relevant UK Home Nation</p>



Range
<p>4. Understand the principles of development of routines for home-based childcare</p> <p>4.1 Routines:</p> <ul style="list-style-type: none"> • arrivals and departures • taking children to and from school/playgroup/preschool • meal and snack times • sleep and rest • play and activities • off-site visits • outdoor activities • homework and evening activities for school-age children
<p>5. Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion</p> <p>5.1 Inclusive approach:</p> <ul style="list-style-type: none"> • treating children as individuals who are respected, valued and accepted regardless of social or ethnic background, abilities or health status • being a positive role model • challenging stereotypes and offensive remarks and attitudes appropriately • acknowledging children have rights and responsibilities <p>5.5 Other resources, for example:</p> <ul style="list-style-type: none"> • libraries • drop ins • toy libraries • equipment loan schemes
<p>7. Understand the principles of supporting positive behaviour in home-based childcare settings</p> <p>7.1 Typical behaviours, for example:</p> <ul style="list-style-type: none"> • toddler tantrums • separation anxiety
Delivery and assessment guidance
<p>This unit is assessed by external assessment (multiple-choice question paper) and graded achieved or not yet achieved.</p>



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

Unit summary				
This unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 4	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
	1.2 Compare service-led and child- and young person-led models of provision for disabled children and young people
	1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision
	1.4 Explain the importance of: <ul style="list-style-type: none"> • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role
	1.5 Explain the importance of encouraging the participation of disabled children and young people
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1 Explain the concepts and principles of partnership with carers of disabled children and young people and those with specific requirements
	2.2 Explain the types of support and information carers may require
	2.3 Demonstrate in own practice partnership working with families
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1 Demonstrate in own practice engagement with disabled children or young people
	3.2 Encourage children or young people to express their preferences and aspirations in their chosen way of communication
	3.3 Demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
	3.4 Develop a plan with an individual child or young person to support learning, play or leisure needs
	3.5 Implement the learning, play or leisure plan according to own role and responsibility, explaining and evaluating its effectiveness and suggesting changes for the future



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1 Demonstrate in own practice how barriers which restrict children and young people's access are overcome
	4.2 Explain the importance of evaluating and challenging existing practice and becoming an agent of change
	4.3 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
	4.4 Describe the impact of disability within different cultures and the importance of culturally sensitive practice
	4.5 Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1 Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
	5.2 Analyse examples of multi-agency and partnership working from own practice

Range
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
<p>2.2 Types of support and information, for example:</p> <ul style="list-style-type: none"> • learning to use sign language, Makaton • speech board • social and emotional, such as coming to terms with impact of disability on own family • financial • information about services and availability • information about children's and families' rights
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements
<p>3.3 Assess a child or young person's learning, play or leisure needs:</p> <ul style="list-style-type: none"> • observations • information from others • preferences of the child or young person • findings solutions to obstacles • looking at how to overcome barriers

Delivery and assessment guidance
<p>Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 4	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development	1.1 Analyse the differences between creative learning and creativity
	1.2 Explain current theoretical approaches to creativity and creative learning in early childhood
	1.3 Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development
2. Be able to provide opportunities for young children to develop their creativity and creative learning	2.1 Demonstrate in own practice how to promote creativity and creative learning
	2.2 Explain why young children require extended and unhurried periods of time to develop their creativity
3. Be able to develop the environment to support young children's creativity and creative learning	3.1 Explain the features of an environment that supports creativity and creative learning
	3.2 Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning
4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1 Evaluate and reflect on own practice in promoting creativity and creative thinking
	4.2 Support others to develop their practice in promoting creativity and creative learning
	4.3 Develop a programme of change to the environment to enhance creativity and creative learning, giving a justification and expected outcomes for each area of change

Range
2. Be able to provide opportunities for young children to develop their creativity and creative learning
2.1 Promoting creativity and creative learning, for example:
<ul style="list-style-type: none"> developing imagination and imaginative play traditional creative arts music, dance and movement areas of learning such as mathematics, problem solving and exploration Information and Communications Technology (ICT)



Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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

Unit summary				
The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance for young people of developing a personal action plan for their future development needs	1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development
	1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan
2. Be able to support young people to develop an action plan	2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
	2.2 Demonstrate how young people are encouraged to identify their needs and aspirations
	2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
	2.4 Demonstrate in own practice work with young people to develop an action plan
3. Be able to support young people to work towards implementation of their action plan	3.1 Give examples from own practice of support required by young people implementing actions within their plan
	3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan
4. Be able to support young people to review and revise their action plan	4.1 Explain why it is important for young people to review their progress against their action plan
	4.2 Demonstrate in own practice how to review the action plan with young people
5. Be able to review own role in supporting the development and implementation of the young person's action plan	5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
	5.2 Evaluate own contribution to the process

Range
1. Understand the importance for young people of developing a personal action plan for their future development needs
1.1 Reasons why young people should be encouraged to develop an action plan:
<ul style="list-style-type: none"> to identify personal and/or educational development needs to agree achievable goals



Range
<ul style="list-style-type: none"> to agree how to achieve those goals to identify additional support needs
2. Be able to support young people to develop an action plan
<p>2.1 Preliminary and preparatory actions:</p> <ul style="list-style-type: none"> explaining to young people why the action plan is important checking their understanding establishing constructive and supporting relationships with the young people <p>2.3 Range of options, for example:</p> <ul style="list-style-type: none"> working to continue in full time education working towards an apprenticeship working towards employment <p>2.4 Develop an action plan that:</p> <ul style="list-style-type: none"> identifies clear goals and outcomes identifies achievable timescales for reaching the goals specifies the ways in which the young person will achieve their goals specifies review dates identifies any support needed to achieve those goals such as: <ul style="list-style-type: none"> additional formal tuition, for example literacy/language skills support from a learning mentor support in writing a CV support to develop interview/employability skills
4. Be able to support young people to review and revise their action plan
<p>4.2 Review action plan:</p> <ul style="list-style-type: none"> identify achievements identify where goals have not been met agree reasons for non-achievement revise the action plan to set new goals and milestones

Delivery and assessment guidance
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up-to-date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of practitioners in providing information and advice to children and young people	1.1 Explain the importance of providing accurate and up-to-date information and advice to children and young people
	1.2 Explain the role of practitioners in providing impartial information and advice to children and young people
2. Be able to establish and address the information and advice needs of children and young people	2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs
	2.2 Select information from appropriate sources that will best meet the needs of the young person
	2.3 Verify the accuracy and currency of information before presenting it to the young person
	2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1 Explain why it is important to provide opportunities for children and young people to make informed choices
	3.2 Evaluate with the young person the choices available to them
	3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them
	3.4 Record the interaction with the young person following all organisational procedures and legal requirements

Range
1. Understand the role of practitioners in providing information and advice to children and young people
<p>1.1 Information:</p> <p>The kind of information needed by practitioners:</p> <ul style="list-style-type: none"> interests and aspirations of the young person evidence of achievements such as academic qualifications, other certificates such as first aid, lifeguard, employer testimonials, school report young person's motivation any other relevant evidence such as physical fitness if that is relevant to the aspirations of the young person
2. Be able to establish and address the information and advice needs of children and young people



Range

2.1 Ways to encourage the participation of and engagement with children and young people:

- active listening
- open questioning
- checking understanding
- summarising
- presenting information
- inviting feedback
- using appropriate settings

2.2 Appropriate sources:

- paper-based sources such as career development leaflets, college/higher education institution prospectuses
- web-based sources such as UCAS

3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices

3.2 Choices available:

- remaining in full time education
- applying for an apprenticeship/advanced apprenticeship
- progressing to higher education
- employment

3.4 Legal requirements:

- data protection
- confidentiality

Delivery and assessment guidance

Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the process of preparing for and planning the interviews	1.1 Identify why it is important to plan for the interview
	1.2 Explain the components of the interview planning process
2. Be able to conduct the interview with individual children or young people	2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person
	2.2 Provide any relevant information about the interview to the child or young person
	2.3 Conduct the interview to achieve the desired outcomes
	2.4 Record the details of the interview according to confidentiality and information sharing protocols
3. Be able to implement interview follow-up procedures	3.1 Identify the interview follow-up procedures
	3.2 Implement interview follow-up procedures

Range
1. Understand the process of preparing for and planning the interviews
1.2 Components of the interview planning process: <ul style="list-style-type: none"> define interview objectives gather and assess all relevant information confirm the interview with the child/young person prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee
2. Be able to conduct the interview with individual children or young people
2.1 Communication skills: <ul style="list-style-type: none"> active listening skills open questioning techniques use of appropriate body language how to give constructive feedback ways of empathising with children and young people whilst maintaining professional boundaries how to encourage children and young people to participate and communicate without showing bias or judgement using an appropriate environment



Range

2.2 Relevant information:

- interview objectives
- rights and responsibilities of interviewee
- rights and responsibilities of interviewer
- potential outcomes and interview follow-up procedures

3. Be able to implement interview follow-up procedures

3.1 Interview follow-up procedures:

- recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols
- referral details (if appropriate)
- action plans and reviews

Delivery and assessment guidance

Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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

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



CYPOP 11 Caseload management (D/601/1343)

Unit summary				
This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of managing personal case load	1.1 Explain the importance of managing personal case load 1.2 Give examples from own practice of pressures on the management of caseloads
2. Be able to prioritise cases in personal case load	2.1 Explain the criteria for prioritising personal case load 2.2 Review and prioritise existing and new cases against specified criteria 2.3 Process cases according to priority 2.4 Explain how to use supervision and other support systems to recognise when additional personal support is required
3. Understand how to review and evaluate the effectiveness of the case management	3.1 Explain the importance of reviewing and evaluating the effectiveness of the case management process 3.2 Identify and implement improvements in the case management process based on the evaluation

Range
2. Be able to prioritise cases in personal case load
2.1 Criteria for prioritising personal case load:
<ul style="list-style-type: none"> urgency of addressing the individual case potential consequences of postponing the case own and others' workload organisation's protocols and timescales for processing cases availability of organisation's resources

Delivery and assessment guidance
Learning outcome 2 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older and are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the way that young people move from dependence to independence	1.1 Explain the reasons why some young people may find it difficult to move to independence
	1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
	1.3 Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times
2. Be able to prepare young people for the practical challenges of independence	2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
	2.2 Prepare plans with young people that will assist them in maintaining their own health and well-being
	2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
	2.4 Provide young people with information about how to manage personal finances
	2.5 Explain why practical support and advice for independence is a long-term project
3. Be able to prepare young people for the emotional challenges of independence	3.1 Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
	3.2 Provide young people with information about where to find support if they feel isolated or lonely
	3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent
	3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
	3.5 Explain the importance of having somewhere that is 'home'
4. Be able to prepare young people to assess personal risks and protect themselves	4.1 Explain to young people how to assess risks in day-to-day situations
	4.2 Demonstrate how to prepare young people to minimise risks
	4.3 Provide young people with information and skills to protect themselves and know when to seek help



Range
<p>1. Understand the way that young people move from dependence to independence</p> <p>1.1 Reasons why it is difficult to move to independence, for example:</p> <ul style="list-style-type: none"> • incomplete attachment • abuse/exploitation • disrupted living • disrupted or multiple placements • repeated damaging or unsatisfactory relationships • unresolved emotional issues • physical disability • learning difficulties • mental health problems • risks or threats
<p>2. Be able to prepare young people for the practical challenges of independence</p> <p>2.2 Maintaining their own health and well-being, for example:</p> <ul style="list-style-type: none"> • registering with GP • seeking medical advice • attending medical screening as necessary • registering with dentist • regular dental check ups • healthy balanced diet • regular exercise • rest and sleep <p>2.3 Manage and maintain accommodation, for example:</p> <ul style="list-style-type: none"> • where to find rented accommodation • process of renting accommodation • legal position of tenants/lodgers • basic maintenance – such as changing light bulbs • simple DIY • what repairs are essential • landlord/tenant responsibilities <p>2.4 Manage personal finances, for example:</p> <ul style="list-style-type: none"> • how to budget • how bank accounts work • avoiding/managing debt • money safety • avoiding financial abuse • shoppers' rights • financial rights • where to get financial advice
<p>4. Be able to prepare young people to assess personal risks and protect themselves</p>



Range

4.1 Day-to-day risk situations, for example:

- pubs, clubs
- shopping in crowds
- obtaining cash
- shopping online
- meeting people through the internet
- opening door to strangers
- purchasing on the doorstep

Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislation and policies that underpin education and learning for children and young people	1.1 Describe the legislation that affects children and young people's access to education and learning opportunities
	1.2 Explain how policies have influenced access to learning opportunities for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve	2.1 Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
	2.2 Work with a child or young person to help them to see how they can build on their interests, talents and abilities
3. Be able to work with children and young people to make the most of learning opportunities	3.1 Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
	3.2 Support children or a young person's learning activities
	3.3 Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
	3.4 Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
	3.5 Provide children or young people with enthusiastic feedback to celebrate achievement
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities	4.1 Explain the importance of engaging carers in children and young people's learning
	4.2 Identify key professionals and their roles in supporting and developing children and young people's learning
	4.3 Explain the importance of effective communication between all those involved in a child or young person's learning

Range
1. Understand the legislation and policies that underpin education and learning for children and young people
1.1 Legislation:
As appropriate to relevant UK Home nation.



Delivery and assessment guidance

Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of positive relationships for the development and well-being of children and young people	1.1 Identify the different relationships children and young people may have
	1.2 Explain the importance of positive relationships for development and well-being
	1.3 Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships
2. Be able to support children and young people to make and maintain positive relationships	2.1 Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
	2.2 Explain how to support children or young people to make new relationships
	2.3 Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
3. Understand how to support children and young people when there are relationship difficulties	3.1 Explain why it is important to encourage children or young people to resolve conflict for themselves, if possible
	3.2 Explain how to support a child or young person who is distressed by relationship difficulties
	3.3 Explain how to support a child or young person to end relationships that are making them unhappy
	3.4 Describe the circumstances that would result in a relationship causing concern and the actions that should follow
	3.5 Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships

Range
1. Understand the importance of positive relationships for the development and well-being of children and young people
1.1 Different types of relationship , for example: <ul style="list-style-type: none"> • parental • carer • sibling • family • friendship • emotional/sexual • acquaintance



Range

- professional

3. Understand how to support children and young people when there are relationship difficulties

3.2 Relationship difficulties, for example:

- parents or carers
- families
- peers
- close friends
- colleagues or other professionals

Delivery and assessment guidance

Learning outcome 2 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit aims to ensure that practitioners work with children and young people at the centre of their practice and base their work on the strengths of the children and young people rather than their difficulties.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
	1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around their difficulties
	1.3 Provide examples of how current research evidence supports positive practice
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1 Identify and describe the different strategies and targets that can support children and young people with speech, language and communication needs
	2.2 Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
	2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist
	2.4 Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs	3.1 Review and identify the particular issues and implications in your setting for children and young people's speech, language and communication
	3.2 Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people with speech, language and communication needs
	3.3 Demonstrate effective ways to find out the views of children and young people with speech, language and communication needs and take them into account in planning and delivering practice
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people.	4.1 Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
	4.2 Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
	4.3 Review and report on the roles of other professionals in supporting children and young people with speech, language and communication needs and explain how to access additional support



Range
<p>1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs</p> <p>1.1 Positive strategies may include:</p> <ul style="list-style-type: none"> • adapting adult language • adapting the environment to support communication • modelling and expanding the child or young person's language • demonstrating specific communication behaviours • facilitating communication between children and young people • providing time and supported opportunities to communicate • supporting and developing confidence and self-esteem
<p>3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs</p> <p>3.2 Resources and tasks may include:</p> <ul style="list-style-type: none"> • everyday activities within the work setting • specific resources or activities within, for example a curriculum • daily routines within the setting • published resources; written information
Delivery and assessment guidance
<p>Learning outcome 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
To provide the learner with the competence required to work as a special educational needs coordinator in early years settings. The unit also assesses ability to support and advise colleagues.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 4	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the special educational needs coordinator	1.1 Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation
	1.2 Explain the responsibilities of the special educational needs coordinator
	1.3 Explain the importance of early recognition and intervention
	1.4 Explain the policies and/or procedures of the setting in respect of special educational needs
	1.5 Explain the importance of liaison and partnerships with carers, other agencies and professionals
2. Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.1 Coordinate and lead the observation, assessment and recording of progress of children with special educational needs
	2.2 Coordinate and plan the next steps for children with special educational needs in collaboration with: <ul style="list-style-type: none"> • colleagues including those in other agencies • children and their carers
	2.3 Demonstrate how the children's individual play/education plans are developed, monitored and regularly updated
	2.4 Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting
3. Be able to engage with children with special educational needs and their carers	3.1 Assess barriers to communication and engagement, and explain how these can be overcome
	3.2 Demonstrate engagement with children who have special educational needs in own work setting or service
	3.3 Demonstrate engagement with families of children who have special educational needs in own work setting or service
4. Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1 Demonstrate in own practice how to coordinate provision for special educational needs
	4.2 Identify sources of support and professional development for special educational needs practitioners and co-ordinators
	4.3 Demonstrate in own practice how to share new information and act as an agent of change and improvement
	4.4 Demonstrate in own practice how to work directly with colleagues to mentor and support practice



Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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



Unit summary				
To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 4	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the factors that impact on outcomes and life chances for children and young people
	1.2 Explain the critical importance of poverty in affecting outcomes and life chances
	1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people
2. Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • physical development • social and emotional development • communication development • intellectual development • learning
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability
	3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
	3.3 Evaluate the impact of early intervention
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
	4.2 Explain how carers can be engaged in the strategic planning of services
	4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development
	4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence
	5.2 Explain why it is important for practitioners to have high expectations of and ambitions for, all children and young people regardless of their circumstances and background
	5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting

Range
1. Understand the factors that may impact on the outcomes and life chances of children and young people
<p>1.1 Factors:</p> <p>There are many factors impacting on children and young people's life chances. The following are examples:</p> <ul style="list-style-type: none"> • poverty • social and community pressures • health status • abuse and neglect • violent and/or offending family or personal backgrounds • race, gender, sexual orientation • asylum seeking or victims of trafficking
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
<p>3.2 Vulnerable children:</p> <p>A child or young person (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.</p>

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



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



Unit summary				
This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	2 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1 Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
	1.2 Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2. Understand how to support young people who are involved in anti-social and/or criminal activities	2.1 Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
	2.2 Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person
	2.3 Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies

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



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



Unit summary				
This unit aims to enable learners to understand and support young people who are looked after or leaving care to know about the relevant statutory and legal frameworks.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the issues affecting young people who are looked after or leaving care	1.1 Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
	1.2 Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2. Understand how to support young people who are looked after or leaving care	2.1 Describe the sources of information and support services which are available to support young people who are looked after or leaving care
	2.2 Enable young people to explore their views, choices and perceptions of their care situation or change of situation, and to understand the potential consequences of their choices
	2.3 Encourage young people to maintain positive relationships and contact with family, carers and/or significant others
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1 Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
	3.2 Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care

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



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

Unit summary				
This unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of speech, language and communication for children and young people's overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs
	1.2 Explain how speech, language and communication skills support the following areas in children and young people's development: <ul style="list-style-type: none"> • learning • emotional • behaviour • social
	1.3 Describe the potential impact of speech, language and communication needs on the overall development of a child or young person both short term and long term
	1.4 Explain the factors that increase the risk of children and young people having speech, language and communication needs
2. Understand typical speech, language and communication development in children and young people	2.1 Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> • 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)
	2.2 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
	2.3 Explain how speech, language and communication work together to enable effective interaction
	2.4 Explain the different ways in which a child or young person may not follow typical speech, language and communication development



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
3. Be able to identify typical speech, language and communication development of children and young people	3.1 Observe and report examples of a child or young person using their communication skills in different contexts
	3.2 Plan and carry out an observation of a child or young person using their communication skills in different contexts
	3.3 Report on planned observations, highlighting normal variations in the typical speech, language and communication development of children and young people

Range
1. Understand the importance of speech, language and communication for children and young people's overall development
1.4 Factors may include: <ul style="list-style-type: none"> • limited or poor-quality support for speech, language and communication development • hearing difficulties • social disadvantage • physical difficulties such as cerebral palsy • other syndromes, conditions or areas of need such as autism, attention deficit disorder • trauma/abuse • family history of speech, language and communication needs • learning difficulties

Delivery and assessment guidance
Learning outcome 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit develops the ability of those working with children and young people to work in partnership with parents, families and carers to support their child's speech, language and communication development.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of parental support for the development of speech, language and communication	1.1 Outline the nature of the parent/child or young person relationship at key stages of a child's or young person's life in relation to speech, language and communication
	1.2 Explain the influences of different parenting styles on speech, language and communication development
	1.3 Explain how supporting effective speech, language and communication between parents/carers and children, or young people, could influence their relationship and overall development at home
2. Be able to work in partnership with parents, families and carers to support their child's speech, language and communication development	2.1 Explain issues and challenges for parents, families and carers which may influence how they support their child or young person's speech, language and communication development
	2.2 Support parents, families and carers to understand their valuable role in supporting their child or young person's speech, language and communication development
	2.3 Explain a range of ways to work with parents, families and carers to support their child or young person's speech, language and communication development
	2.4 Demonstrate ways of developing and maintaining parents', families' and carers' confidence in supporting their child or young person's speech, language and communication development
3. Be able to support parents, families and carers to use activities and approaches to support their child's speech, language and communication development	3.1 Provide parents, families and carers with appropriate advice and sources of information to support their child or young person's speech, language and communication development
	3.2 Explain ways to support parents, families and carers in how to use activities and approaches to support their child or young person's speech, language and communication development
	3.3 Evaluate the ways in which own role can be effective in supporting parents, families and carers to support their children or young person's speech, language and communication development



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the importance of working in partnership with parents, families or carers of children or young people with speech, language and communication needs (SLCN) and relevant professional agencies	4.1. Explain why it is important to be able to work in partnership with parents, families and carers of children or young people with speech, language and communication needs
	4.2 Identify useful sources of information and relevant organisations and services to support parents, families or carers of children or young people who have speech, language and communication needs
	4.3 Explain the importance of partnership working across professionals, agencies and parents, families or carers when supporting children or young people with speech, language and communication needs

Delivery and assessment guidance
<p>Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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



Unit summary				
This unit explores the way in which, social, emotional and mental health difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with social, emotional and mental health difficulties.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the links between language, behaviour, social and emotional development and mental health	1.1 Explain why behaviour can be seen as a means of communication
	1.2 Explain, with examples, how speech, language and communication needs may affect behaviour, emotional and social development and mental well-being in children and young people
	1.3 Review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health difficulties in children and young people
	1.4 Describe the range of behavioural , social, emotional and mental health needs that children and young people may experience and how they can affect speech, language and communication development
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs	2.1 Identify 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
	2.2 Explain effective strategies to overcome barriers to support the speech, language and development of children and young people with social, emotional and mental health needs
	2.3 Explain how adapting adult language and interactions can support a child or young person's behaviour, social and emotional development and mental well-being, as well as support their communication development
	2.4 Explain how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
3. Understand how to adapt strategies and approaches to support social, emotional and mental health to meet speech, language and communication needs	3.1 Identify and explain current evidence-based approaches to understanding children and young people's behaviour
	3.2 Explain how setting-wide strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs
	3.3 Use examples to explain, 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
4. Know how to work with others to support the speech, language and communication development of children and young people with social, emotional and mental health needs	4.1 Explain ways to work with parents/carers and families in supporting children and young people's speech, language and communication needs that also promote positive behaviour
	4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and social, emotional and mental health needs of children and young people

Range
1. Understand the links between language, behaviour, social and emotional development and mental health
<p>1.4 Behavioural may include:</p> <ul style="list-style-type: none"> • withdrawn or isolated • disruptive and disturbing • hyperactive and lacking concentration • immature social skills • challenging behaviours arising from other complex special needs • emotional disorders • conduct disorders/hyperkinetic disorders • anxiety • self-harm • school phobia • depression
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs
<p>2.4 Positive changes may include:</p> <ul style="list-style-type: none"> • increased accessibility of the language used in behaviour management techniques • ensuring children and young people understand verbal and written information • clear visual support • making rules, routines and boundaries clear, explicit and understandable • decreasing visual and auditory distractions • increased staff awareness and skills • ensuring approaches which support children to ask for clarification



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

Unit summary				
This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	26 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1 Explain how to identify which languages are used by children and young people in own setting
	1.2 Explain how to collect information on a child or young person's use of their languages at home and in own setting
	1.3 Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
	1.4 Explain how to recognise when a child or young person learning more than one language may have speech, language and communication needs
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1 Explain what is meant by 'bilingualism'
	2.2 Explain the advantages of bilingualism
	2.3 Define culture and identify how to integrate cultures you do not share within own work setting
	2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
	2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English
3. Be able to work with parents of children and young people whose home language is not English	3.1 Provide appropriate advice to parents on supporting their child or young person's speech, language and communication development
	3.2 Demonstrate approaches to supporting parents in promoting their child or young person's speech, language and communication development
	3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1 Explain the different ways in which professionals can work together in the interests of children and young people
	4.2 Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
	4.3 Identify and describe when and how to contact and work with relevant agencies and services

Delivery and assessment guidance
Learning outcome 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups: <ul style="list-style-type: none"> • 0 to 3 years • 3 to 5 years • 5 to 7 years • 7 to 11 years • 11 to 18 years • 18 to 25 years
	1.2 Evaluate relevant positive effects of adult support for children, young people and their families
2. Be able to provide support for the speech, language and communication development of children and young people	2.1 Demonstrate methods of providing support, taking into account the: <ul style="list-style-type: none"> • specific needs • abilities • home language • interests of children and young people in own setting
	2.2 Initiate and implement planning for speech, language and communication support to children and young people in own setting
	2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in own setting
3. Understand how environments support speech, language and communication	3.1 Explain the importance of the environment in supporting speech, language and communication development
	3.2 Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
	3.3 Apply research evidence to planning an environment that supports speech, language and communication



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to recognise and obtain additional support for children and young people who may have speech, language and communication needs	4.1 Identify the range of speech, language and communication needs that children and young people may have
	4.2 Identify the indicators which may suggest that a child or young person has speech, language and communication needs
	4.3 Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

Range
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people
<p>1.1 Ways in which adults can support may include:</p> <ul style="list-style-type: none"> the words and levels of language and questions adults use with children and young people conversations/interactions with children and young people information and activities used work with parents/carers <p>1.2 Positive effects may include improved:</p> <ul style="list-style-type: none"> speech, language and communication skills social interaction behaviour emotional development/self-confidence
2. Be able to provide support for the speech, language and communication development of children and young people
<p>2.1 Methods may include:</p> <ul style="list-style-type: none"> adapting own language scaffolding the child's language giving children and young people the time and opportunity to communicate facilitating communication between children and young people with each other learning through play working with parents, carers and families <p>2.2 Planning may include:</p> <ul style="list-style-type: none"> the physical environment staff roles and responsibilities training needs and opportunities views of the children and young people involvement of parents and families
4. Be able to recognise and obtain additional support for children and young people who may have speech, language and communication needs
4.1 Range may include



Range

- whether speech, language and communication are the primary need or part of another disability or need
- whether speech, language and communication needs are short term or persistent
- the level of need a child or young person may have

4.2 Indicators may include:

- limited speech, language and communication skills
- behaviour challenges
- poor literacy skills
- limited social/play/interaction skills
- isolation from peer group
- low confidence/self-esteem

4.3 Processes and procedures may include:

- raising initial concern within the setting
- discussion with parents/carers/young person
- period of observation/monitoring/support
- consent for referral
- onward referral to specialists, such as Speech and Language Therapist
- procedures for collaborative working with specialists

Delivery and assessment guidance

Learning outcomes 2 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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



Unit summary				
This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	2 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the issues affecting young people who are socially excluded or excluded from school	1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
	1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people
2. Understand how to support young people who are socially excluded or excluded from school	2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
	2.2 Describe the information, support and community services which are available to support excluded young people
	2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

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



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



Unit summary				
This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	2 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including: <ul style="list-style-type: none"> • peer pressure • consensual relationships • readiness for sexual activity • contraception • sexually transmitted infections • pregnancy options
	1.2 Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
	1.3 Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy	2.1 Describe relevant sources of information, guidance and support and the range of health services available for these young people
	2.2 Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
	2.3 Enable young people to make informed choices in relation to their identified needs and priorities
	2.4 Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

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



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



Unit summary				
This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to enable parents to understand and respond to children's feelings and behaviours	1.1 Explain the importance of modelling behaviour for children and parents
	1.2 Explain the effects of harsh parenting on children
	1.3 Explain the importance of boundaries
	1.4 Explain parental strategies for holding boundaries
	1.5 Explain ways of promoting children's progression towards self-discipline
	1.6 Explain and demonstrate how to enable parents to understand their children's feelings and behaviour
	1.7 Explain and demonstrate how to enable parents to assist children to recognise their feelings
	1.8 Explain how to enable parents to identify strategies for them and their children to manage conflict
	1.9 Explain when particular/specialist help is needed, and how to refer parents to appropriate services
2. Understand how to support parents to interact with their children in positive ways	2.1 Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
	2.2 Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
	2.3 Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others
3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity	3.1 Explain the role of play in children's development
	3.2 Explain ways in which parents can support children's play in developmentally appropriate ways
	3.3 Explain how children can be encouraged to take the lead and develop their own ideas
	3.4 Describe sources of information and advice for parents on meeting children's play and learning needs



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand how to work with parents to find positive ways to meet children's physical needs	4.1 Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home 4.2 Explain how to enable parents to find strategies for addressing eating and sleeping issues 4.3 Describe sources of information and advice on meeting children's physical needs
5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1 Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development

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



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



Unit summary				
This unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the nature of the parent and child relationship	1.1 Explain the evolving and interdependent nature of the relationship between parents and their children
	1.2 Explain key factors which affect the relationship between parents and children through all developmental stages
	1.3 Explain key types of transitions that a child or young person may experience
	1.4 Explain changes which parenthood makes to the lives of parents
	1.5 Explain key factors in the process and function of bonding and attachment
	1.6 Explain key factors in the process of children's development of a sense of self
2. Know how to work with parents to understand the nature of the parent and child relationship	2.1 Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
	2.2 Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
	2.3 Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
	2.4 Explain ways of challenging parents assertively and when it is appropriate to do so
3. Understand how to work with parents to provide age-appropriate support for a specified age group of children	3.1 Identify key features of expected patterns of child development
	3.2 Explain the development and maturational tasks of a specified age group of children
	3.3 Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
	3.4 Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children
4. Understand how to reflect on own practice in working with parents to meet their children's needs	4.1 Reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development



Delivery and assessment guidance

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



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



Unit summary				
This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and know about the relevant statutory and legal frameworks.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the issues affecting young people with mental health problems	1.1 Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
	1.2 Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2. Understand how to support young people with mental health problems	2.1 Describe the sources of information, agencies and support services which are available to help young people with mental health problems
	2.2 Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
	2.3 Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3. Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1 Describe the statutory and legal frameworks for protecting young people with mental health problems
	3.2 Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

Delivery and assessment guidance
<p>Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day-to-day creativity for living and participation in organised creative activities.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how creativity promotes well-being for children and young people	1.1 Explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people
	1.2 Identify the potential benefits of different types of creative activity
	1.3 Explain the difference between formal and informal creative activity
2. Be able to encourage children and young people to recognise and value their own and others' creativity	2.1 Demonstrate how to work with children and young people to promote and encourage creativity
	2.2 Explain the importance of encouraging children and young people to recognise and value creativity
	2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity
3. Be able to support children and young people to take part in creative activities	3.1 Identify potential resources to support children and young people to take part in organised creative activities
	3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
	3.3 Explain the importance of encouraging carers to support children and young people's creative activities
4. Be able to participate in creative, day-to-day activities with children and young people	4.1 Explain the importance of spending creative time with children and young people and the benefits that can result
	4.2 Demonstrate how to spend time with children and young people in creative activity
	4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

Range
1. Understand how creativity promotes well-being for children and young people
1.2 Different types of creative activity , for example:
<ul style="list-style-type: none"> • solitary • shared • group • sedentary such as writing • active such as gardening, sport • cerebral such as chess, computer games



Range

1.3 Formal creative activity, for example:

- drama groups
- music groups
- art classes
- creative writing groups
- discussion/debating groups
- fashion design classes
- architectural design/drawing

1.3 Informal creative activity, for example:

- creative thinking
- cooking
- baking
- flower arranging
- decorating
- computer gaming

Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1 Outline current theoretical approaches to residential provision for children and young people
	1.2 Explain the relevant legal and rights framework that underpins work with children and young people in residential care
	1.3 Explain the influence of current policies and legislation on residential care provision
	1.4 Describe how the life chances and outcomes of children and young people in residential care compare with those who are not
2. Understand own role and professional responsibilities in a residential care setting	2.1 Explain the requirements of professional codes of conduct and how they apply to day-to-day work activities
	2.2 Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
	2.3 Analyse how power, prejudice and discrimination can affect children and young people
	2.4 Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
	2.5 Explain the professional requirement to maintain current, competent practice
	2.6 Explain the importance of maintaining positive relationships with people in the local community
3. Be able to work with children and young people through the day-to-day activities involved in sharing a living space	3.1 Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
	3.2 Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
	3.3 Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
	3.4 Demonstrate how to link planning day-to-day activities in a residential setting to the overall care plan for a child or young person
	3.5 Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
4. Be able to work with children and young people in a residential setting	4.1 Demonstrate how to facilitate agreement of arrangements for living together regardless of group size
	4.2 Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
	4.3 Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives
5. Be able to safeguard children and young people in a residential care setting	5.1 Demonstrate how to equip children or young people to feel safe and to manage risks
	5.2 Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
	5.3 Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting

Range
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
<p>1.1 Current theoretical approaches, for example:</p> <ul style="list-style-type: none"> • therapeutic communities childcare • social pedagogy • all systems • outcome based • life space • solution focused <p>1.3 Current policies and legislation:</p> <p>Current policies, frameworks and legislation as relevant to UK Home nation.</p>

Delivery and assessment guidance
Learning outcomes 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
	1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home
	1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
	1.4 Explain what needs to be recorded when working with children or young people in their own home
	1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
2. Be able to build positive relationships with children or young people and their carers when working in their home	2.1 Explain the importance of gathering information about the needs and preferences of children or young people
	2.2 Demonstrate methods of gathering information about the needs and preferences of children or young people
	2.3 Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
	2.4 Explain why a sensitive approach is needed when working with children or young people in their own home
	2.5 Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1 Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> • preparation of the environment • preparation of resources • consideration of the level of support required
	3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
	3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result

Delivery and assessment guidance
Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.



Delivery and assessment guidance

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



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



Unit summary				
To enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children's development.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the context of pregnancy and parenthood for young people	1.1 Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.2 Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.3 Demonstrate how the strategy and guidance apply to own work with young parents
2. Understand transition issues for young people and their potential impact on parenthood	2.1 Reflect on own transitional experiences as a young person
	2.2 Describe issues facing young parents in their transition from child to young adult
3. Understand the impact of stress on a young parent's relationship with their child/children	3.1 Explain how stress experienced by young parents may affect their relationships with their children
	3.2 Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting
4. Understand how to engage young parents with services	4.1 Explain factors which impact on a young parent's engagement with services
	4.2 Reflect on the potential effectiveness of the range of services that can be offered to young parents
	4.3 Demonstrate how young parents engage with services/settings in own practice
5. Understand the specific needs of young fathers in engaging with their child's needs and development	5.1 Explain the specific needs of young fathers
	5.2 Explain factors that may lead to young fathers engaging with the needs of their children
	5.3 Explain how services/settings can support young fathers to engage with their child's needs and development

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



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



Unit summary				
To enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning	1.1 Explain key research studies that show the importance of fathers' involvement in their children's early learning
	1.2 Summarise the role of a father in family life, structure and functioning in diverse communities
	1.3 Explain the concept of positive home learning environments and ways of promoting and supporting them
	1.4 Explain why it is important to work in partnership with fathers
	1.5 Explain the importance of clear principles and policies to support the engagement of fathers in their children's early learning
2. Understand how to work in partnership with fathers to support their children's early learning	2.1 Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their children's early learning
	2.2 Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
	2.3 Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities
3. Understand the barriers to fathers being involved in their children's early learning	3.1 Explain personal, social and cultural barriers to fathers being involved in their children's early learning
	3.2 Explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their children's early learning
	3.3 Explain how attitudes can be barriers to engaging fathers in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	4.1 Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning
	4.2 Identify and explain support and changes needed to improve own skills and knowledge, and build on their own practice
	4.3 Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning

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



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



Unit summary				
To enable the learner to gain the understanding and ability to engage parents in their children's early learning.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the policy context and research that underpins parental involvement in their children's early learning	1.1 Explain key research findings which show the importance of parental involvement in their children's learning in their early years
	1.2 Explain the concept of positive home learning environments and identify ways of promoting and supporting them
	1.3 Explain why it is important to work in partnership with parents, including fathers
	1.4 Explain the importance of clear principles and policies to support the engagement of parents in their children's early learning
2. Understand how to work in partnership with parents to support their children's early learning	2.1 Explain and demonstrate how parents are engaged as partners in their children's early learning
	2.2 Explain and demonstrate key relationship-building strategies and/or skills involved in working with parents in partnership
	2.3 Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
	2.4 Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator
3. Understand barriers to parents being involved in their children's early learning	3.1 Explain personal, social and cultural barriers to parents being involved in their children's early learning
	3.2 Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their children's early learning
	3.3 Explain how attitudes can be barriers to engaging parents in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning	4.1 Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
	4.2 Reflect on ways of working with parents to help them provide appropriate support for their children's early learning
	4.3 Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

Delivery and assessment guidance
Assessment will be by portfolio and none of the learning outcomes will be assessed by observation.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	6 credits	44 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
	1.2 Define what is meant by restrictive interventions
	1.3 Explain when restrictive interventions may and may not be used
	1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
	1.6 Describe safeguards that must be in place if restrictive physical interventions are used
2. Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies
	2.2 Identify the proactive and reactive strategies that are used within own work role
	2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
	2.4 Explain the importance of maintaining a person or child-centred approach when establishing proactive strategies
	2.5 Explain the importance of reinforcing positive behaviour with individuals
	2.6 Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies
3. Be able to promote positive behaviour	3.1 Explain how a range of factors may be associated with challenging behaviours
	3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	3.4 Demonstrate how to model to others best practice in promoting positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours
	4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines



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

Range
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
1.5 Challenging behaviour may include behaviours that are: <ul style="list-style-type: none"> • repetitive/obsessive • withdrawn • aggressive • self-injurious • disruptive • anti-social or illegal • verbally abusive
2. Understand the context and use of proactive and reactive strategies
2.5 Individuals meaning the child, young person or adult accessing a service.
2.6 Well-being , for example: <ul style="list-style-type: none"> • emotional



Range

- psychological
- physical

3. Be able to promote positive behaviour

3.1 Factors:

- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender

3.4 Others may include:

- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates

6. Be able to review and revise approaches to promoting positive behaviour

6.1 Antecedent, behaviour and consequences:

Antecedent is what happens before the behaviour.

Behaviour is the actions that are perceived as challenging behaviour or unwanted.

Consequences are what happened as a result of the behaviour

Delivery and assessment guidance

Learning outcomes 3, 4, 5 and 6 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
To assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventive and aims to prevent admission into local authority care. It is also sometimes used to support adoption services.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of support care in fostering services for vulnerable children, young people and carers	1.1 Explain the principles, aims and legal status of support care in fostering services
	1.2 Explain own role and responsibilities and that of others involved in support care in fostering services
	1.3 Identify sources of information and support for the support carer role within fostering services
2. Be able to offer support care within fostering services to a vulnerable child or young people	2.1 Demonstrate and explain how to build positive relationships with the vulnerable child or young person, taking into account their age, needs, abilities, culture, religious and ethnic background
	2.2 Explain, giving examples from own practice: <ul style="list-style-type: none"> • how placement agreements are reached and typical content • the types of tasks and activities to be undertaken with the child or young person and the reason for the selection
	2.3 Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations
3. Be able to support carers of vulnerable children or young people	3.1 Demonstrate and explain how to build positive relationships with carers
	3.2 Explain the barriers that may exist in positive relationships with carers and how these may be overcome
	3.3 Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate

Delivery and assessment guidance
Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that impact on the attendance of children and young people in statutory education	1.1 Explain the factors that can affect the attendance of children and young people in statutory education
	1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1 Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
	2.2 Explain the role of key individuals in improving whole school attendance
	2.3 Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1 Obtain data on attendance of children and young people in statutory education
	3.2 Analyse data to identify patterns of attendance of children and young people in statutory education
	3.3 Store data records in compliance with all organisational and legislative requirements
	3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1 Support engagement with children, young people and their families to address attendance issues
	4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
	4.3 Liaise effectively with other agencies to improve attendance of children and young people in statutory education

Range
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
2.1 Different agencies , for example: <ul style="list-style-type: none"> • education welfare • social services • police



Range

2.2 Individuals:

- school staff including behaviour support teams
- education welfare staff
- children's social workers
- families and carers

2.3 Strategies, for example:

- linking improved attendance to whole school performance
- engaging the support of families and carers
- identifying 'at risk' pupils and providing appropriate support
- providing appropriate parenting support if required

Delivery and assessment guidance

Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
	1.2 Explain how different learning styles and methods impact on the learning and development of children and young people
2. Be able to support children and young people to address their individual learning and development needs	2.1 Support children or young people to express their goals and aspirations
	2.2 Support children or young people to identify ways of removing barriers to achievement
	2.3 Develop an action plan to address individual learning and development needs of children or young people
3. Be able to promote the well-being, resilience and achievement of individual children and young people through mentoring	3.1 Explain the importance of promoting the well-being, resilience and achievement of children and young people through mentoring
	3.2 Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience
4. Be able to review the effectiveness of the mentoring process	4.1 Assess the progress of individual children or young people against their action plans , suggesting improvements
	4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Range
1. Understand how to facilitate the learning and development needs of children and young people through mentoring
1.1 Interpersonal and communication skills: <ul style="list-style-type: none"> • effective listening skills • open questioning techniques • use of appropriate body language • how to give constructive feedback • ways of empathising with children and young people whilst maintaining professional boundaries



Range

- how to encourage children and young people to participate and communicate effectively in the mentoring process

1.2 Different learning styles and methods:

- 1:1 learning
- working in pairs
- group working
- using electronic learning aids
- visual, auditory and tactile learning styles

2. Be able to support children and young people to address their individual learning and development needs

2.2 Barriers to achievement:

- low levels of literacy/communication skills
- low levels of numeracy skills
- bias and stereotyping in the learning process
- low learner motivation
- parental and/or peer influence

2.3 Action plan for learning, for example:

- sets clear targets and outcomes appropriate for the individual learner
- sets clear timescales for achievement
- agrees the support that will be provided to help achievement of targets
- agrees clear review and revision processes and procedures

Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in an advisory service.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the referral options that are available for children and young people	1.1 Explain the services provided by individuals and agencies that children and young people can be referred to
	1.2 Explain how to identify the most appropriate referral opportunity for children and young people
2. Be able to work with children and young people in order to encourage their participation in the referral process	2.1 Demonstrate in own practice how to encourage participation of children or young people during the referral process
	2.2 Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3. Be able to support children and young people through the referral process	3.1 Explain how children and young people are supported through difficult decisions and conflict situations
	3.2 Facilitate the referral process between the child or young person and the referral opportunity
4. Be able to evaluate the effectiveness of the referral process, suggesting improvements	4.1 Evaluate the referral process
	4.2 Suggest improvements to the referral process in light of the evaluation

Range
1. Understand the referral options that are available for children and young people
1.1 Individuals and agencies: <ul style="list-style-type: none"> • colleagues in own organisation • colleagues in other organisations including: <ul style="list-style-type: none"> ○ education welfare ○ education psychologist ○ Child and Adolescent Mental Health Services (CAMHS) ○ drug and alcohol teams ○ special educational needs co-ordinator (SENCo) ○ youth offending team ○ behaviour support teams ○ support for gifted and talented students



Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings
	1.2 Outline the legal classification system for medication
	1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	2.1 Identify common types of medication
	2.2 List conditions for which each type of medication may be prescribed
	2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
	3.2 Explain where responsibilities lie in relation to use of over-the-counter remedies and supplements
4. Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered
	4.2 Describe different forms in which medication may be presented
	4.3 Describe materials and equipment that can assist in administering medication
5. Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working
	5.2 Demonstrate how to store medication safely
	5.3 Demonstrate how to dispose of unused or unwanted medication safely
6. Know how to promote the rights of the individual when managing medication	6.1 Explain the importance of the following principles in the use of medication: <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality
	6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication
	6.3 Describe how ethical issues that may arise over the use of medication can be addressed



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
7. Be able to support use of medication	7.1 Demonstrate how to access information about an individual's medication
	7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
	7.3 Demonstrate strategies to ensure that medication is used or administered correctly
	7.4 Demonstrate how to address any practical difficulties that may arise when medication is used
	7.5 Demonstrate how and when to access further information or support about the use of medication
8. Be able to record and report on use of medication	8.1 Demonstrate how to record use of medication and any changes in an individual associated with it
	8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Range
1. Understand the legislative framework for the use of medication in social care settings
1.3 Agreed ways of working will include policies and procedures where these exist.
2. Know about common types of medication and their use
2.3 An individual is someone requiring care or support.
6. Know how to promote the rights of the individual when managing medication
6.1 Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
7. Be able to support use of medication
<p>7.3 Correctly:</p> <p>Using medication correctly must ensure that the individual receives:</p> <ul style="list-style-type: none"> • the correct medication • in the correct dose • by the correct route • at the correct time • with agreed support • with respect for dignity and privacy <p>7.4 Practical difficulties may include:</p> <ul style="list-style-type: none"> • lost medication • missed medication • spilt medication • an individual's decision not to take medication • difficulty in taking medication in its prescribed form • wrong medication used • vomiting after taking medication • adverse reaction • discrepancies in records or directions for use



Delivery and assessment guidance

Learning outcomes 5, 7 and 8 must be assessed in a realistic work environment (RWE) by a qualified vocationally competent assessor. Simulation is not permitted.

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



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

Unit summary				
To familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purposes and principles of early years frameworks	1.1 Explain the legal status and principles of the relevant early years frameworks , and how national and local guidance materials are used in settings
	1.2 Explain how different approaches to work with children in the early years have influenced current provision in the UK
	1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years	2.1 Prepare areas within the work setting, explaining how the area supports and extends children's learning and development
	2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement
	2.3 Explain how the environment meets the needs of individual children
3. Understand how to work in partnership with carers	3.1 Explain the partnership model of working with carers
	3.2 Review barriers to participation for carers and explain ways in which they can be overcome
	3.3 Explain strategies to support carers who may react positively or negatively to partnership opportunities
	3.4 Explain how effective multi-agency working operates within early years provision and benefits children and carers

Range
<p>1. Understand the purposes and principles of early years frameworks</p> <p>1.1 Relevant early years framework:</p> <p>This refers to the frameworks for early years provision used within the relevant UK Home Nation.</p> <p>1.2 Different approaches, for example:</p> <ul style="list-style-type: none"> • Reggio Emilia • HighScope • Montessori • Steiner • common core • country specific: statutory or guidance



Delivery and assessment guidance

Learning outcome 2 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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

Unit summary				
To prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework	1.1 Explain each of the areas of learning and development and how these are interdependent
	1.2 Describe the documented outcomes for children that form part of the relevant early years framework
	1.3 Explain how the documented outcomes are assessed and recorded
2. Be able to plan work with children and support children's participation in planning	2.1 Use different sources to plan work for an individual child or group of children
	2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
	2.3 Support the planning cycle for children's learning and development
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1 Explain how practitioners promote children's learning within the relevant early years framework
	3.2 Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development	4.1 Work alongside children, engaging with them in order to support their learning and development
	4.2 Explain the importance of engaging with a child to support sustained shared thinking
	4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities
5. Be able to review own practice in supporting the learning and development of children in their early years	5.1 Reflect on own practice in supporting learning and development of children in their early years
	5.2 Demonstrate how to use reflection to make changes in own practice

Range
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
1.1 Each of the areas of learning and development:
As required by the frameworks within the relevant UK Home Nation.



Range
<p>1.2 Relevant early years framework:</p> <p>This refers to the frameworks for early years provision used within the relevant UK Home Nation.</p> <p>1.3 Documented outcomes:</p> <p>These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation.</p>
<p>2. Be able to plan work with children and support children's participation in planning</p> <p>2.1 Different sources, for example:</p> <ul style="list-style-type: none"> • children's interests and preferences • observations and assessments • mothers, fathers and carers • colleagues in setting • professionals such as health visitors
<p>3. Be able to promote children's learning and development according to the requirements of the relevant early years framework</p> <p>3.1 How practitioners promote children's learning, for example:</p> <ul style="list-style-type: none"> • effective organisation and management • sensitive intervention • following child's interests and stage of development • supporting and facilitating • modelling • coaching • providing balance of child-initiated and adult-initiated play and activity
<p>4. Be able to engage with children in activities and experiences that support their learning and development</p> <p>4.3 Language:</p> <ul style="list-style-type: none"> • mathematical language that enhances learning of mathematical concepts • open questions designed to promote and extend children's: <ul style="list-style-type: none"> ○ thinking and communication ○ curiosity ○ problem solving and investigation • modelling use of language that is accurate and grammatically correct • using language in ways that extend children's vocabulary
Delivery and assessment guidance
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the welfare requirements of the relevant early years framework	1.1 Explain the welfare requirements and guidance of the relevant early years framework
	1.2 Explain the lines of reporting and responsibility within the work setting
2. Be able to keep early years children safe in the work setting	2.1 Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
	2.2 Explain systems for supporting children's safety when: <ul style="list-style-type: none"> • receiving children into the setting • ensuring their safety on departure • during off-site visits
	2.3 Demonstrate and evaluate how the environment, both inside and outside, equipment and materials are checked and used to ensure safety
	2.4 Explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> • space • staff ratios are necessary for children's safety
3. Understand the importance of promoting positive health and well-being for early years children	3.1 Explain how to promote children's health and well-being in an early years work setting
	3.2 Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children, their families and carers
4. Be able to support hygiene and prevention of cross infection in the early years setting	4.1 Demonstrate how equipment and each area of the setting are kept clean and hygienic
	4.2 Demonstrate and evaluate measures taken in the setting to prevent cross infection
	4.3 Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand how to ensure children in their early years receive high-quality, balanced nutrition to meet their growth and development needs	5.1 Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
	5.2 Recognise why it is important to follow carers' instructions in respect of their child's food allergies or intolerances
	5.3 Identify the dietary requirements of different cultural or religious groups
	5.4 Describe methods of educating children and adults in effective food management
6. Be able to provide physical care for children	6.1 Demonstrate how to support children's personal care routines , showing respect to the child and using opportunities to encourage learning and development
	6.2 Explain the regulations concerning management of medicines and how these are interpreted in the work setting
	6.3 Explain how to protect themselves when lifting and handling children and equipment in the work setting

Range
1. Understand the welfare requirements of the relevant early years framework
1.1 Relevant early years framework: This refers to the frameworks for early years provision used within the relevant UK Home Nation.
5. Understand how to ensure children in their early years receive high-quality, balanced nutrition to meet their growth and development needs
5.4 Food management to include: <ul style="list-style-type: none"> • portion control • tackling under and overweight children • food phobias
6. Be able to provide physical care for children
6.1 Support children's personal care routines , for example: <ul style="list-style-type: none"> • care of skin, hair and teeth allowing for differences based on the carer's choice, ethnicity and culture • sun awareness • care of nappy area • dressing and undressing • toileting • supporting independence and self-care • encouraging and modelling good personal hygiene with children • engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

Delivery and assessment guidance
Learning outcomes 2, 4 and 6 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the scope and purposes of the early years sector	1.1 Explain how the range of early years settings reflects the scope and purposes of the sector
2. Understand current policies and influences on the early years sector	2.1 Identify current policies, frameworks and influences on the early years sector
	2.2 Explain the impact of current policies frameworks and influences on the early years sector
	2.3 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years
3. Understand how to support diversity, inclusion and participation in early years settings	3.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • inclusion • participation
	3.2 Explain the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers
	3.3 Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1 Explain the importance of reviewing own practice as part of being an effective practitioner
	4.2 Undertake a reflective analysis of own practice
	4.3 Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings

Range
2. Understand current policies and influences on the early years sector
2.1 Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation, for example: <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (UNCRC) • current equalities legislation • current research • social and economic influences such as work patterns and financial constraints



Delivery and assessment guidance

Learning outcome 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of speech, language and communication for children's overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs
	1.2 Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • learning • emotional • behavioural • social
	1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years
	2.2 Explain the relevant positive effects of adult support for the children and their carers
	2.3 Explain how levels of speech and language development vary between children entering early years provision, and need to be taken into account, during settling in and planning
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Demonstrate methods of providing support, taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities • home language where this is different to that of the setting • interests of the children in own setting
	3.2 Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children
	3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • groups



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Explain the importance of the environment in supporting speech, language and communication development
	4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment
	4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

Range
1. Understand the importance of speech, language and communication for children's overall development
<p>1.1 Explain:</p> <p>Taken from a leaflet produced by the Communications Consortium 'Explaining Speech, language and Communication Needs,</p> <p>'Children and young people with speech, language and communication needs have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively, those who support them may not understand their way of communicating. Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.'</p>
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
<p>2.1 Ways may include:</p> <ul style="list-style-type: none"> • the words and levels of language adults use with children (including the use of questions) • their conversations/interactions with children • information and activities used • work with parents and carers <p>2.2 Positive effects may include improvements in:</p> <ul style="list-style-type: none"> • speech, language and communication skills • social interaction • behaviour • emotional development/self-confidence
3. Be able to provide support for the speech, language and communication development of the children in own setting
<p>3.1 Methods may include:</p> <ul style="list-style-type: none"> • adapting own language • scaffolding the child's language



Range
<ul style="list-style-type: none"> • giving children the time and opportunity to communicate • facilitating communication between children and each other • learning through play • working with carers
<p>4. Be able to contribute to maintaining a positive environment that supports speech, language and communication</p>
<p>4.2 Key Factors may include:</p> <ul style="list-style-type: none"> • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the child • appropriate involvement of carers

Delivery and assessment guidance
<p>Communication is a complex two-way process, reliant on a wide range of skills including listening, understanding and means of expression, as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice.</p> <p>Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to place children and young people at the centre of assessment and planning	1.1 Explain the value of a child-centred model of assessment and planning
	1.2 Explain how to identify the needs of children and young people
	1.3 Explain the importance of working with others to assess the needs of children and young people to inform planning
	1.4 Analyse current evidence about effective methods of ensuring participation and engagement of children and young people, of all ages and levels of understanding, in assessment and planning
	1.5 Explain the importance of permanency planning for children and young people
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1 Demonstrate in own practice, engagement with children or young people and their carers, in expressing their needs and aspirations to inform planning
	2.2 Demonstrate how to encourage a child or young person to plan realistic and achievable but challenging goals
	2.3 Explain how the goals and targets identified will support the achievement of positive outcomes
	2.4 Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes
	2.5 Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1 Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan
	3.2 Agree with a child, young person and others how goals and targets will be met
	3.3 Demonstrate how a positive approach is used to encourage children or young people to work towards the achievement of goals and targets
	3.4 Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to work with children and young people to review and update plans	4.1 Demonstrate how to record relevant information to prepare for a review
	4.2 Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
	4.3 Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
	4.4 Present information to reviews about aspects of the plan that are working well and those that need to be changed

Range
<p>1. Understand how to place children and young people at the centre of assessment and planning</p> <p>1.3 Others, for example:</p> <ul style="list-style-type: none"> • children and young people • carers • foster carers • residential workers • social workers • psychologists • doctors • support workers • police • youth justice • speech and language therapists • other agencies <p>1.4 Effective methods, for example:</p> <ul style="list-style-type: none"> • appropriate venue/location • contributions through play • contributions through pictures • children and young people setting ground rules • written contributions • video/audio contributions <p>1.5 Permanency planning:</p> <p>Permanency planning is necessary for looked-after children and young people who need to have plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.</p>



Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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

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



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

Unit summary				
This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of promoting positive well-being and resilience of children and young people	1.1 Explain the factors that influence the well-being of children and young people
	1.2 Explain the importance of resilience for children and young people
	1.3 Analyse effective ways of promoting well-being and resilience in the work setting
	1.4 Describe ways of working with carers to promote well-being and resilience in children and young people
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding	2.1 Explain why social and emotional identity is important to the well-being and resilience of children and young people
	2.2 Explain how to support children and young people to identify with their own self-image and identity
	2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
	2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
	2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people
3. Be able to provide children and young people with a positive outlook on their lives	3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.2 Explain how a solution-focused approach will encourage children and young people to have a positive outlook on their lives
	3.3 Support and encourage children and young people to respond positively to challenges and disappointments
	3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
	3.5 Support children and young people to reflect on the impact of their own actions and behaviour



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to respond to the health needs of children and young people	4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
	4.2 Encourage children and young people to make positive choices about all of their health needs
	4.3 Assess any risks or concerns to the health and well-being of children and young people and take appropriate action
	4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well-being
	4.5 Record concerns about a child or young person's health or well-being following recognised procedures

Range
1. Understand the importance of promoting positive well-being and resilience of children and young people
1.1 Factors that influence well-being , for example: <ul style="list-style-type: none"> • attachment • relationships • emotional security • health • self-esteem • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding
2.3 Ways to encourage , for example: <ul style="list-style-type: none"> • positive role models • cultural/ethnic networks • life story work
4. Be able to respond to the health needs of children and young people
4.2 Health needs , for example: <ul style="list-style-type: none"> • physical • mental • sexual
4.3 Concerns , for example: <ul style="list-style-type: none"> • illness • injury • use of illegal substances • emotional distress



Range

- poor lifestyle choices
- bullying (either as victim or perpetrator)
- exploitative behaviour (either as victim or perpetrator)
- harm or abuse
- changes in behaviour

4.4 Relevant people, for example:

- carers
- social worker
- lead professional
- residential workers

Delivery and assessment guidance

Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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

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



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

Unit summary				
This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for SC Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislation and policy framework for working with children and young people in social care work settings	1.1 Explain how current and relevant legislation and policy affects work with children and young people
	1.2 Describe the impact of social care standards and codes of practice on work with children and young people
	1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2. Understand the professional responsibilities of working with children and young people	2.1 Explain the responsibilities of a: <ul style="list-style-type: none"> • corporate parent • professional carer
	2.2 Explain what is meant by a 'duty of care'
	2.3 Analyse the impact of professional relationships on children and young people
	2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice	2.5 Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
	3.1 Explain the professional responsibility to maintain current and competent practice
	3.2 Engage with professional supervision in order to improve practice
	3.3 Seek, and learn from, feedback on own practice from colleagues and children and young people
4. Be able to develop effective working relationships with professional colleagues	3.4 Explain the importance of understanding the limits of personal competence and when to seek advice
	4.1 Respect and value the professional competence and contribution of colleagues
	4.2 Explain own rights and expectations as a professional and how to assert them



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
5. Understand the implications of equalities legislation for working with children, young people and families	5.1 Explain how current equalities legislation affects work with children, young people and families
	5.2 Identify examples of good practice in promoting equality and explain how and why they are effective
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1 Explain what is meant by diversity
	6.2 Explain what is meant by anti-discriminatory practice, giving examples of how it is applied in practice with children, young people and families
	6.3 Describe the effects of discrimination and explain the potential results for children and young people

Range
1. Understand the legislation and policy framework for working with children and young people in social care work settings
1.1 Current and relevant legislation and policies as appropriate to UK Home Nation.
2. Understand the professional responsibilities of working with children and young people
2.3 Impact of professional relationships , for example: <ul style="list-style-type: none"> • power relationships • dealing with an employed professional • feelings of powerlessness • uncertainties about how to behave and relate
5. Understand the implications of equalities legislation for working with children, young people and families
5.1 Equalities legislation as appropriate to UK Home Nation.

Delivery and assessment guidance
Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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

Unit summary				
The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their education potential.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1 Explain the principles and values that underpin work to support children and young people to achieve their educational potential
	1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
	1.3 Evaluate the factors that can contribute to low achievement by children and young people
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1 Support children or young people to articulate their educational needs and aspirations
	2.2 Support children or young people to develop a plan of action identifying realistic goals for their educational development
3. Be able to support children and young people to work towards their educational goals	3.1 Identify and celebrate individual children or young people's successes and achievements
	3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions
	3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals
4. Be able to review educational achievements with children and young people	4.1 Evaluate, with individual children or young people, their achievements against their action plans
	4.2 Discuss and agree, with individual children or young people, ways of addressing and overcoming any problems and modify the action plan accordingly

Range
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
1.1 Principles and values: <ul style="list-style-type: none"> • putting the needs and rights of the individual child at the centre of service provision • promoting integrated working practices • maintaining personal and professional integrity • promoting equality of opportunity and valuing diversity
1.2 Current legislation as appropriate to the relevant UK Home Nation.



Range

1.3 Factors that can contribute to low achievement:

- poor literacy or numeracy skills
- poor speech and language skills
- lack of parental support
- peer pressure
- low self-esteem and aspirations
- low expectations expressed by others

2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions

2.2 Plan of action which:

- sets out clear short-, medium- and long-term goals
- identifies the resources needed to achieve the goals (such as physical resources such as books, electronic learning aids, appropriate environment and time)
- identifies any additional support needed by the child/young person (such as additional formal teaching support, literacy, numeracy support or speech and language therapy)
- identifies support to address inappropriate and/or aggressive behaviour
- includes working with carers to enable them to support the child/young person
- identifies the process for reviewing achievement and revising goals

3. Be able to support children and young people to work towards their educational goals

3.1 Successes and achievements:

This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.

3.2 Barriers:

- lack of appropriate/sufficient physical resources
- lack of available appropriate learning environment at a time suitable for the child/young person
- lack of carer/peer support
- lack of motivation of individual child/young person

Delivery and assessment guidance

Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.

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



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

Unit summary				
This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to support children and young people to make positive changes in their lives	1.1 Identify the factors that can impact on the lives of children and young people
	1.2 Analyse the impact such factors can have on the lives of children and young people
	1.3 Explain how individuals and agencies support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives	2.1 Explain interventions that can be provided to support children and young people to make positive changes in their lives
	2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
	2.3 Work with a child or young person to develop an action plan to support positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives	3.1 Support children or young people to review and amend their action plan
	3.2 Give examples from own practice of supporting children or young people to access further interventions
	3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives

Range
<p>1. Understand how to support children and young people to make positive changes in their lives</p> <p>1.1 Factors, for example:</p> <ul style="list-style-type: none"> • poor socio-economic background • poor parenting background • poor literacy/numeracy/speech and language skills <p>1.2 Impact, for example:</p> <ul style="list-style-type: none"> • inappropriate and/or aggressive behaviour • low educational achievement • low self-esteem • self-harm • inability to establish and maintain relationships



Range
<ul style="list-style-type: none"> offending or at risk of offending behaviour misuse of substances (drugs, alcohol, solvents) <p>1.3 Roles of individuals and agencies, for example:</p> <ul style="list-style-type: none"> youth workers parent support workers education professionals drug and alcohol support agencies CAMHS social services IAG professionals speech and language therapists behaviour support teams
<p>2. Be able to support children and young people to make positive changes in their lives</p> <p>2.1 Interventions, for example:</p> <ul style="list-style-type: none"> learning and development support anger management behaviour support classes restorative justice support to address substance misuse support to address mental health issues <p>2.3 Action plan that:</p> <ul style="list-style-type: none"> identifies the positive changes the child/young person needs to achieve identifies the barriers to achievement identifies achievable and realistic goals for the child/young person to achieve identifies the interventions required to support achievement agrees a review process
<p>3. Be able to review support to children and young people to make positive changes in their lives</p> <p>3.1 Support children or young people to review and amend their action plan, for example:</p> <ul style="list-style-type: none"> identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations) identify where goals have not been met agree reasons for non-achievement agree any additional interventions that might support children/young people to achieve positive changes in their lives revise the action plan in light of the review process
Delivery and assessment guidance
<p>Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit aims to enhance the quality of practice of individual learning, development and support services (LDSS) workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory for LDSS Pathway	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purposes of learning, development and support services	1.1 Explain the purposes of learning, development and support services
	1.2 Explain the roles and responsibilities of those working within learning, development and support services
2. Understand current legislation, policies and influences on learning, development and support services	2.1 Explain the impact of current legislation, policies, and influences on learning, development and support services
	2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3. Be able to implement the current principles and values that underpin and inform the work of learning, development and support services practitioners	3.1 Explain the current principles and values that underpin and inform the work of learning, development and support services practitioners and their impact on practice
	3.2 Implement the principles and values in own practice
	3.3 Explain the impact of the principles and values that underpin and inform the work of learning, development and support services practitioners on children, young people and carers
4. Understand how the views of children, young people and carers can be used to improve learning development and support services	4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
	4.2 Explain how the views of children, young people and carers can be obtained
	4.3 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
5. Be able to use supervision to support continuing professional development and personal effectiveness	5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
	5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives
	6.2 Develop a personal development plan and reflective practice log
	6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Range
3. Be able to implement the current principles and values that underpin and inform the work of learning, development and support services practitioners
3.1 Principles and values:
This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home Nation.
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice
6.2 Personal development plan and reflective practice log that identifies:
<ul style="list-style-type: none"> • personal strengths and weaknesses • SMART objectives • personal and professional development needs • proposals for meeting development needs including additional training if required • the review process • potential barriers to meeting the SMART objectives and how they can be overcome • remedial actions that can be implemented if objectives are not being achieved • a reflective practice log to be completed on an agreed timescale such as weekly

Delivery and assessment guidance
Learning outcomes 3, 5 and 6 must be assessed in a realistic work environment (RWE) by a qualified occupationally-competent assessor. Simulation is not permitted.
Unit needs to be assessed in line with the Skills for Care and Development assessment principles.



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



Unit summary				
This unit is designed to enable the learner to understand the context of supporting children and young people through foster care.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the circumstances that can lead to children and young people accessing foster care	1.1 Explain the circumstances that can lead to children and young people accessing foster care
	1.2 Explain the changes that a child or young person accessing foster care may experience
	1.3 Explain the effects that changes may have on the child or young person and others
2. Know the information that should be provided to foster carers prior to placements being arranged	2.1 Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care
	2.2 Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care
3. Understand how legislation, policies and procedures relate to foster care	3.1 Evaluate how current legislative frameworks in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care
	3.2 Explain the importance of foster carers adhering to service policies and procedures
	3.3 Explain how delegated responsibility impacts upon the role of foster carers
4. Understand how foster care can make a positive difference to the lives of children and young people in care	4.1 Explain the importance of stability in the care offered to children and young people accessing foster care
	4.2 Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment
5. Understand the importance of relationships for children and young people accessing foster care	5.1 Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and informal networks
	5.2 Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self-image or identity
	5.3 Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks
	5.4 Analyse the impact of separation and loss on children and young people accessing foster care



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.5 Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members
	5.6 Explain why it is important for foster carers to have positive regard for children or young people's backgrounds
6. Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals	6.1 Describe the roles and responsibilities of the foster carer as part of the fostering service
	6.2 Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals
	6.3 Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals

Range
1. Understand the circumstances that can lead to children and young people accessing foster care
<p>1.3 Changes:</p> <p>Positive or negative changes could include:</p> <ul style="list-style-type: none"> • transitions • family breakdown • one or multiple placement breakdowns • health and mental health • criminal justice • adoption by foster carer • family contact • education • different physical environments, communities and cultures <p>1.3 Others could include:</p> <ul style="list-style-type: none"> • foster carers • family • friends • professionals
3. Understand how legislation, policies and procedures relate to foster care
<p>3.1 Legislative frameworks should include the UN Convention for the Right of the Child and Young Person.</p> <p>3.3 Delegated responsibility:</p> <p>Decision making about children in placement, devolved to the foster carer by the local authority/those holding parental responsibility.</p>
5. Understand the importance of relationships for children and young people accessing foster care
<p>5.1 Informal networks could include:</p> <ul style="list-style-type: none"> • family



Range

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

5.6 Backgrounds could include:

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

Delivery and assessment guidance

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



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

Unit summary				
The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	5 credits	46 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to prepare to accommodate children or young people in their own home	1.1 Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided
	1.2 Evaluate how the needs, background and experience of the child or young person can be accommodated within own home
	1.3 Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges
2. Be able to support children and young people to settle into the family home	2.1 Take steps to make a child or young person feel welcomed into the home
	2.2 Personalise the home for the child or young person
	2.3 Support the child or young person to understand any house rules for living in the home according to their age and stage of development
	2.4 Support the child or young person to express needs, wishes and feelings
3. Be able to provide a safe home environment for children and young people accessing foster care	3.1 Identify a range of risks that may be considered when providing accommodation for a child or young person
	3.2 Evaluate hazards and risks within the home environment
	3.3 Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety
4. Be able to support family and other key people to adjust to family life with children and young people accessing foster care	4.1 Explain the impact that emotional, social and physical demands may have on family and other key people
	4.2 Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member
	4.3 Support family and other key people to balance their own needs with those of the child or young person
	4.4 Take steps to address conflicts and disagreements as they arise
	4.5 Develop strategies to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care	5.1 Implement elements of the care plan that relate to own role as part of the foster care team
	5.2 Work with the fostering team and others to support children or young people's health and well-being
	5.3 Demonstrate the use of organisational skills in foster carer role



Range
<p>3. Be able to provide a safe home environment for children and young people accessing foster care</p> <p>3.1 Risks could include:</p> <ul style="list-style-type: none"> • environmental • behavioural • emotional • allegations
<p>4. Be able to support family and other key people to adjust to family life with children and young people accessing foster care</p> <p>4.1 Key people may include:</p> <ul style="list-style-type: none"> • members of wider family • friends • carers • others with whom the family has a supportive relationship <p>4.5 Strategies could include either:</p> <ul style="list-style-type: none"> • past, present or future strategies • strategies agreed with other professionals
<p>5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care</p> <p>5.2 Others could include:</p> <ul style="list-style-type: none"> • child's family • own family • friends/informal networks <p>5.2 Health and well-being could include:</p> <ul style="list-style-type: none"> • physical • emotional • psychological • education • employment • social

Delivery and assessment guidance
<p>All learning outcomes must be assessed in real work situations.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development assessment principles.</p>



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

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	7 credits	55 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of positive attachment for the well-being of children and young people	1.1 Summarise theories of attachment
	1.2 Explain why positive attachment is important for children and young people
	1.3 Evaluate the potential impact on the well-being of children and young people of not forming positive attachments
	1.4 Explain the role of carers in supporting children and young people to form positive attachments
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1 Describe what is meant by the term resilience
	2.2 Explain how the development of resilience can help children and young people cope with separation and loss
	2.3 Explain ways carers can help develop resilience in children and young people
3. Be able to promote positive attachments for children or young people	3.1 Engage a child or young person in routines and activities that promote positive relationships and well-being
	3.2 Use active listening with a child or young person to promote the development of positive relationships and well-being
	3.3 Seek advice and support from others when concerned about the attachment behaviour of a child or young person
	3.4 Implement agreed strategies with a child or young person to promote positive relationships and well-being
4. Be able to develop own practice in supporting positive attachments for children or young people	4.1 Describe how a child or young person has been supported by own practice to develop positive attachments
	4.2 Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person
	4.3 Reflect on how own practice can be adapted to support a child or young person in the future

Range
1. Understand the importance of positive attachment for the well-being of children and young people
1.3 Impact should include both physiological and psychological impact.
1.4 Carers could be either paid carers or informal carers.
3. Be able to promote positive attachments for children or young people
3.3. Others should include professionals and family.



Range

3.4 Agreed strategies:

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

Delivery and assessment guidance

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



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

Unit summary				
This unit provides the knowledge, understanding and skills to supervise learning activities in the absence of a teacher. It requires competence in preparing for and supervising learning activities, supporting learners to complete work set by the teacher and concluding the lesson in accordance with school policy and procedures.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to prepare for supervising whole class learning activities	1.1 Explain the school policy and procedures for cover supervision
	1.2 Identify and obtain: <ul style="list-style-type: none"> the work set for the class concerned details of the learning resources required any specific instructions
	1.3 Obtain and organise the resources required for the learning activities
	1.4 Confirm the learning environment meets relevant health, safety, security and access requirements
2. Be able to supervise whole class learning activities	2.1 Give clear instructions to learners on the work to be completed
	2.2 Respond to questions from learners about process and procedures
	2.3 Use appropriate strategies for supervising completion of the work set
	2.4 Demonstrate ways of managing the behaviour of learners to ensure a constructive learning environment
	2.5 Demonstrate ways of encouraging learners to take responsibility for their own learning
	2.6 Explain the sorts of problems that might occur when supervising whole class learning activities and how to deal with these
3. Be able to support learners in completing work set for them	3.1 Apply skills and techniques for monitoring learners' responses to learning activities
	3.2 Assess how well learners are participating in activities and the progress they are making in completing the work set for them
	3.3 Demonstrate ways of supporting learners to stay on task and complete the work set
	3.4 Introduce extension activities for learners who have completed assigned work before the end of the lesson
4. Be able to conclude whole class learning activities	4.1. Apply the school procedures for: <ul style="list-style-type: none"> collecting any completed work after the lesson and returning it to the appropriate teacher collecting any learning resources informing learners of any follow-up work or homework set for them dismissing learners at the end of the lesson reporting back as appropriate on the behaviour and participation of learners during the lesson, and any issues arising



Range
<p>1. Be able to prepare for supervising whole class learning activities</p> <p>1.2 Learning resources to support learning activities including:</p> <ul style="list-style-type: none"> • materials • equipment (including Information and Communications Technology (ICT)) • software • books and other written materials <p>1.2 Specific instructions relating to:</p> <ul style="list-style-type: none"> • learners with special educational needs • seating plan • behavioural issues • extension activities • homework
<p>2. Be able to supervise whole class learning activities</p> <p>2.6 Problems may relate to:</p> <ul style="list-style-type: none"> • the learning activities • the learning resources • the learning environment • the learners

Delivery and assessment guidance
<p>Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.</p>



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

Unit summary				
This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	19 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policy and procedures for the conduct of tests and examinations	1.1 Explain the centre's tests and examinations policy
	1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
	1.3 Explain the sorts of access arrangements that may be required for candidates with additional needs
	1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination
	1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations
2. Be able to prepare for tests and examinations	2.1 Demonstrate the correct procedures for setting up an examination room
	2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers
	2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials
	2.4 Identify and comply with any specific requirements for the test or examination and/or the candidates involved
	2.5 Identify and check any emergency communication system if available
3. Be able to prepare candidates for tests and examinations	3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time
	3.2 Demonstrate the correct procedures for admitting candidates into the room
	3.3 Perform the necessary checks for: <ul style="list-style-type: none"> • verifying the identity of the candidates • ensuring that no inadmissible equipment or materials are brought into the examination room • confirming candidates are seated according to the seating plan • ensuring that candidates have the correct papers and materials
	3.4 Explain the procedures for dealing with: <ul style="list-style-type: none"> • candidates who are not on the test or examination attendance list • candidates who arrive late for a test or examination



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to implement invigilation requirements	4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed
	4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations
	4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are: <ul style="list-style-type: none"> • withdrawn from a test or examination • not on the register • late for a test or examination • absent from a test or examination
	4.4 Apply the centre's procedures for dealing with: <ul style="list-style-type: none"> • queries from candidates • disruptive behaviour or irregular conduct • candidates who want or need to leave the examination room during the test or examination
5. Be able to end tests and examinations	5.1 Demonstrate the correct procedures for ending tests and examinations including: <ul style="list-style-type: none"> • collecting papers • allowing candidates to leave the examination room • completing test and examination records
	5.2 Differentiate between ending tests and examinations when: <ul style="list-style-type: none"> • all candidates are due to finish their test or examination at the same time • some candidates are still engaged in a test or examination

Range
1. Understand policy and procedures for the conduct of tests and examinations
<p>1.3 Access arrangements:</p> <p>The arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, such as reading assistance, scribe, sign interpreter.</p>
2. Be able to prepare for tests and examinations
<p>2.1 Setting up an examination room includes:</p> <ul style="list-style-type: none"> • the required number and positioning of desks/workstations • display of notices • clock • centre number • instructions for candidates • seating plan • attendance register • health and safety arrangements • environmental conditions such as heating, lighting, ventilation and the level of outside noise
<p>2.4 Specific requirements for the test or examination and/or the candidates involved, for example:</p>



Range

- further guidance
- erratum notices
- supervision of individual candidates between tests or examinations
- access arrangements

Delivery and assessment guidance

Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.



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

Unit summary				
This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the needs of gifted and talented learners	1.1 Explain the particular gifts or talents of learners in the setting
	1.2 Analyse the additional learning needs of gifted and talented learners in the setting
	1.3 Identify sources of support for gifted and talented learners: <ul style="list-style-type: none"> • within the setting • outside of the setting
2. Be able to contribute to planning learning programmes for gifted and talented learners	2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
	2.2 Work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting
	2.3 Develop learning activities based on the planned learning objectives to: <ul style="list-style-type: none"> • add breadth and depth • accelerate the pace of learning • develop higher order learning skills • promote independent learning • support reflection and self-evaluation • maintain learners' motivation and interest
	2.4 Select and prepare learning resources relevant to: <ul style="list-style-type: none"> • the learners' needs, interests and abilities • the enriched teaching and learning objectives
3. Be able to support learning activities for gifted and talented learners	3.1 Demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities
	3.2 Work in partnership with learners to support the learning process
	3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives
	3.4 Support learners to evaluate their learning strategies and achievements and plan future learning
	3.5 Provide information to learners about other opportunities for developing their particular gifts or talents



Range
<p>1. Understand the needs of gifted and talented learners</p> <p>1.2 Gifted learners:</p> <p>Learners who have exceptional academic abilities.</p> <p>1.2 Talented learners:</p> <p>Learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama.</p>
<p>2. Be able to contribute to planning learning programmes for gifted and talented learners</p> <p>2.2 Others:</p> <p>People within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, such as:</p> <ul style="list-style-type: none"> • learners and their families • subject specialists in the setting • subject specialists from the next stage of education such as. secondary or FE/HE • local business people • undergraduate and postgraduate students <p>2.2 Acceleration is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.</p> <p>2.2 Extension involves working in greater depth, with increasing complexity, subtlety or abstraction.</p> <p>2.2 Enrichment is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.</p> <p>2.4 Learning resources:</p> <p>Materials, equipment (including Information and Communications Technology (ICT)), software, books and other written materials (such as handouts, worksheets), DVDs and such that are required to support teaching and learning.</p>
<p>3. Be able to support learning activities for gifted and talented learners</p> <p>3.1 Strategies for ensuring the active participation of gifted and talented learners in learning activities, for example:</p> <ul style="list-style-type: none"> • providing information, guidance and support • using challenging questions to extend learners' thinking and engagement with the learning process • providing opportunities for learners to negotiate learning objectives • encouraging learners to make decisions about the methods they will use to achieve learning objectives • encouraging learners to collaborate in achieving learning objectives • encouraging learners to reflect on what they have achieved and what they could do next <p>3.5 Other opportunities for developing particular gifts or talents, for example:</p>



Range

- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups

Delivery and assessment guidance

Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.

Learning outcomes 2 and 3 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.



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

Unit summary				
This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the influences impacting on the behaviour, emotional and social development of children and young people	1.1 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
	1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
	1.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
	1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs	2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting
	2.2 Summarise the individual plans of children and young people with behaviour, emotional and social development needs with whom they work
3. Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs	3.1 Work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs
	3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills
	3.3 Provide support for children, young people and others to understand and apply goals and boundaries
	3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people
	3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.6 Demonstrate strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs
4. Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others	4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
	4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
	4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships
	4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
	4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between: <ul style="list-style-type: none"> • children and young people • children or young people and adults
	4.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves
5. Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem	5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to: <ul style="list-style-type: none"> • communicate their feelings, needs and ideas • make their own decisions • accept responsibility for their actions
	5.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost
	5.3 Provide opportunities for children and young people to develop self-management skills
	5.4 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development

Range
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs
<p>2.2 Children and young people with behaviour, emotional and social development needs include those:</p> <ul style="list-style-type: none"> • who experience emotional and behavioural difficulties • who are withdrawn or isolated or display school phobic reactions • who are disruptive and disturbing, hyperactive and lack concentration • with immature social skills or personality disorders



Range
<ul style="list-style-type: none"> presenting challenging behaviours which may arise from other complex needs
<p>3. Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs</p>
<p>3.1 Others according to own role, for example:</p> <ul style="list-style-type: none"> family members teachers other adults in the setting professionals external to the setting such as educational psychologists
<p>3.6 Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.</p>
<p>5. Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem</p>
<p>5.3 Self-management skills:</p> <p>Personal skills that will help children and young people to organise themselves and manage their behaviour, including:</p> <ul style="list-style-type: none"> exercising choice decision making problem solving self-expression general life skills
Delivery and assessment guidance
<p>Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.</p>



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

Unit summary				
<p>This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners such as independence programmes or speech and language therapy.</p>				
Assessment				
<p>This unit is internally assessed and externally quality assured.</p>				
Optional	Achieved/not yet achieved	Level 3	4 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of physical, motor and/or sensory disability on children and young people	1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development
	1.2 Explain the effect of: <ul style="list-style-type: none"> • long-standing or progressive conditions • chronic illness, pain and fatigue on the emotions, learning, behaviour and quality of life of children and young people
	1.3 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness
2. Understand the special educational needs of learners with sensory and/or physical needs	2.1 Explain the nature and level of sensory and/or physical needs of learners in the setting
	2.2 Summarise the individual plans of learners with sensory and/or physical needs with whom they work
	2.3 Explain the roles and responsibilities of others who contribute to the support of learners with sensory and/or physical needs
	2.4 Explain the sorts of specialist equipment and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment
	2.5 Explain the importance of making optimal use of learners' residual sensory and physical functions
3. Be able to support learners with sensory and/or physical needs to maximise learning	3.1 Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities
	3.2 Select, develop and use teaching and learning materials in the appropriate medium as required by learners with sensory and/or physical needs
	3.3 Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions
	3.4 Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.5 Demonstrate ways of promoting learners' self-esteem and independence
4. Be able to implement structured learning programmes for children and young people with sensory and/or physical needs	4.1 Use knowledge of individual children and young people to contribute to planning structured learning programmes
	4.2 Work with children, young people and others to plan delivery of structured learning programmes to: <ul style="list-style-type: none"> • minimise distractions • minimise disruptions to normal routines and schedules • take place at a time when children and young people are most receptive and will receive maximum benefit
	4.3 Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs
	4.4 Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs

Range
<p>2. Understand the special educational needs of learners with sensory and/or physical needs</p> <p>2.2 Learners with sensory and/or physical needs:</p> <p>Learners who demonstrate degrees of hearing, visual and/or physical impairment.</p> <p>2.3 Others who may contribute to supporting learners with sensory and/or physical needs, for example:</p> <ul style="list-style-type: none"> • lead professional • family members • teachers responsible for the learner • specialist teachers within the setting or part of local support services • Special Educational Needs Co-ordinator • health professionals • allied health professionals such as therapists <p>2.4 Specialist equipment:</p> <p>Equipment and learning aids which may be required by learners with sensory and/or physical needs, for example:</p> <ul style="list-style-type: none"> • auditory aids • visual aids • mobility aids • braille machines • Information and Communications Technology (ICT) hardware and software
<p>3. Be able to support learners with sensory and/or physical needs to maximise learning</p> <p>3.2 Teaching and learning materials:</p>



Range

The materials suitable for learners with sensory, multisensory or physical disabilities, for example:

- tactile diagrams
- braille
- subtitled video or DVD material
- ICT hardware and software

4. Be able to implement structured learning programmes for children and young people with sensory and/or physical needs

4.1 Structured learning programmes:

Individual learning programmes to address the additional needs of learners with sensory and/or physical needs, such as physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes.

Delivery and assessment guidance

Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.

Learning outcomes 3 and 4 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.



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

Unit summary				
This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the organisational policy and procedures for maintaining curriculum resources	1.1 Explain the organisational policy and procedures for maintaining curriculum resources
	1.2 Explain where to get information and advice about: <ul style="list-style-type: none"> • curriculum resources appropriate to the needs of learners in the setting • use of curriculum resources • suppliers • maintenance of curriculum resources
	1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources
2. Be able to establish requirements for curriculum resources	2.1 Explain how resources in own area of responsibility are used to support teaching and learning
	2.2 Liaise with teachers regarding their lesson plans and anticipated resource needs
	2.3 Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility
	2.4 Identify any specific requirements in relation to the resources required
	2.5 Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability
3. Be able to maintain supplies of curriculum resources	3.1 Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources
	3.2 Identify the resources that provide best value in terms of suitability, cost and organisational requirements
	3.3 Demonstrate ways to ensure that resources meet the specific requirements of users
	3.4 Comply with organisational procedures for: <ul style="list-style-type: none"> • obtaining authorisation to purchase resources • ordering materials and equipment • maintaining records of orders and deliveries
	3.5 Track orders and deliveries of materials and equipment
	3.6 Take appropriate action in response to any delivery problems



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to monitor stocks of curriculum resources	4.1 Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate
	4.2 Carry out regular stock checks to monitor and maintain the availability of resources
	4.3 Maintain a complete and accurate inventory of resources in own area of responsibility
	4.4 Demonstrate ways of keeping relevant people informed of stock availability
5. Be able to maintain curriculum resources	5.1 Carry out regular inspections of resources in line with legal, regulatory and organisational requirements
	5.2 Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable
	5.3 Inform relevant people when there is a problem with maintaining resources
	5.4 Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment
	5.5 Work safely at all times, complying with health, safety and environmental regulations and guidelines
6. Be able to prepare and issue curriculum resources	6.1 Prepare resources for use as requested by relevant people
	6.2 Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources
	6.3 Maintain accurate records of resources issued

Range
<p>1. Understand the organisational policy and procedures for maintaining curriculum resources</p> <p>1.1 Policy and procedures for maintaining curriculum resources including:</p> <ul style="list-style-type: none"> • storage and security of curriculum resources • authorising purchases of curriculum resources • ordering materials and equipment • stock control • managing materials with a limited shelf-life • health and safety • requirements for handling and storage of hazardous materials and/or equipment • recycling and sustainable development • waste disposal <p>1.2 Curriculum resources:</p> <p>Materials, equipment (including Information and Communications Technology (ICT)), software, books and other written materials, DVDs and such that are required to support teaching and learning in a subject/curriculum area.</p>
<p>2. Be able to establish requirements for curriculum resources</p>



Range
<p>2.4 Specific requirements:</p> <p>Particular requirements in relation to curriculum resources, such as:</p> <ul style="list-style-type: none"> • quality • timescale • special features • cost • linguistic demand • cultural focus
<p>3. Be able to maintain supplies of curriculum resources</p> <p>3.3 Users:</p> <p>The people who will use the materials to support learning, including teachers, support staff and learners.</p> <p>3.6 Delivery problems, for example:</p> <ul style="list-style-type: none"> • non-receipt of orders • late delivery of orders • damaged items • missing items • incorrect items
<p>5. Be able to maintain curriculum resources</p> <p>5.3 Relevant people:</p> <p>Those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff.</p>
Delivery and assessment guidance
<p>Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.</p>



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

Unit summary				
This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during journeys, visits and activities outside of the setting.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting	1.1 Explain the organisational and legal requirements for supervising children and young people on journeys, visits and activities outside of the setting
	1.2 Explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
	1.3 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
	1.4 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
2. Be able to prepare for journeys, visits and activities outside of the setting	2.1 Obtain information about the children and young people involved in the journey, visit or activity
	2.2 Clarify and confirm details of the travel arrangements with the person responsible for organising the journey, visit or activity
	2.3 Obtain the necessary resources for the journey, visit or activity
3. Be able to supervise children and young people on journeys outside of the setting	3.1 Take reasonable action to enable the timely departure and arrival of children and young people
	3.2 Escort children and young people in a safe manner using the agreed route and method of transport
	3.3 Respond to the needs of individual children and young people and offer help when required
	3.4 Encourage children and young people to look after themselves and their belongings during travel
	3.5 Check that all children and young people are accounted for throughout the journey
	3.6 Deal with any issues arising during the journey in ways which maintain the safety, security and comfort of participants



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to supervise children and young people during visits and activities outside of the setting	4.1 Check that children and young people are prepared for the visit and/or activities
	4.2 Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities
	4.3 Encourage and support children and young people to: <ul style="list-style-type: none"> • maintain the safety and security of equipment and belongings • show respect for the environment • finish activities on time • return equipment and materials to the appropriate place at the end of the visit and/or activities
	4.4 Check that all children and young people are accounted for throughout the visit and/or activities
	4.5 Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants
	4.6 Take reasonable action to enable children and young people to be ready for departure at the agreed time

Range
<p>1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting</p> <p>1.1 Journeys:</p> <ul style="list-style-type: none"> • on foot • in an organisation/hired vehicle • public transport <p>1.1 Visits, for example:</p> <ul style="list-style-type: none"> • local outings • residential trips • visits abroad <p>1.1 Activities outside of the setting, for example:</p> <ul style="list-style-type: none"> • community-based projects • field studies • cultural activities • sports, recreation and outdoor activities <p>1.4 Issues, for example:</p> <ul style="list-style-type: none"> • accident • missing persons • illness • late departure or arrival • transport problem • loss of equipment or belongings



Range
<p>2. Be able to prepare for journeys, visits and activities outside of the setting</p> <p>2.1 Information about the children and young people to be supervised, for example:</p> <ul style="list-style-type: none"> • number of children and young people • names of the children and young people • the age of the children and young people • any additional needs of the children or young people involved <p>2.2 Travel arrangements as appropriate to the journey, for example:</p> <ul style="list-style-type: none"> • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport of equipment and belongings <p>2.3 Resources, for example:</p> <ul style="list-style-type: none"> • travel documents • first aid kit • equipment
<p>3. Be able to supervise children and young people on journeys outside of the setting</p> <p>3.6 Participants, for example:</p> <ul style="list-style-type: none"> • children and young people • staff • other adults such as parent helpers

Delivery and assessment guidance
<p>Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) assessment principles.</p> <p>Simulation may be used for AC3.6 and AC4.5.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a realistic work environment (RWE) by a vocationally competent assessor.</p>



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Sector body assessment strategies and principles

Some units and qualifications must be assessed in line with a sector body's assessment strategy or principles. The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to these requirements for the units/qualifications they are assessing or quality assuring. To access a full copy of the sector body's requirements please refer to the relevant sector body website, useful links have been provided below.

Skills for Care and Development (SfCD): www.skillsforcareanddevelopment.org.uk



Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.



Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet
- Sample Assessment Materials

Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of this qualification:

- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

The units within this qualification cross over into the various pathways available and therefore do not follow the standard unit numbering of unit 01, unit 02, for example.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10
SHC 33	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
 SHC 34	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
 CYP Core 3.1	L/601/1693	Understand child and young person development	3	4	30
CYP Core 3.2	R/601/1694	Promote child and young person development	3	3	25
 CYP Core 3.3	Y/601/1695	Understand how to safeguard the well-being of children and young people	3	3	25



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
CYP Core 3.4	D/601/1696	Support children and young people's health and safety	3	2	15
CYP Core 3.5	H/601/1697	Develop positive relationships with children, young people and others involved in their care	3	1	8
CYP Core 3.6	K/601/1698	Working together for the benefit of children and young people	3	2	15
CYP Core 3.7	M/601/1699	Understand how to support positive outcomes for children and young people	3	3	25



Pathway units

Only one pathway can be chosen. All the units within the pathway must be achieved.

Social Care (SC) pathway units

Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
SCMP 1	M/600/9760	Assessment and planning with children and young people	3	5	35
SCMP 2	F/600/9780	Promote the well-being and resilience of children and young people	3	4	30
SCMP 3	F/601/0315	Professional practice in children and young people's social care	3	4	30

Learning, Development and Support Services (LDSS) pathway units

Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
LDSSMP 1	D/600/9785	Support children and young people to achieve their education potential	3	4	30
LDSSMP 2	M/600/9788	Support children and young people to make positive changes in their lives	3	4	27
LDSSMP 3	D/600/9799	Professional practice in learning, development and support services	3	5	35

Note: The pathway units are also available as optional units. A learner will not be able to choose pathway units as optional units if they have opted for that particular pathway.



Optional units

Units are chosen to build the achievement credits to 65.



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
CYPOP 1	A/601/0121	Work with babies and young children to promote their development and learning	3	6	45
CYPOP 2	D/601/0130	Care for the physical and nutritional needs of babies and young children	3	6	45
CYPOP 3	H/601/0131	Lead and manage a community-based early years setting	4	6	45
CYPOP 4	M/601/0133	Promote young children's physical activity and movement skills	3	3	22
CYPOP 5	Y/600/9770	Understand how to set up a home-based childcare service	3	4	29
CYPOP 6	T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45
CYPOP 7	A/601/0135	Promote creativity and creative learning in young children	4	5	35
CYPOP 8	M/601/1329	Support young people to develop, implement and review a plan of action	3	3	25
CYPOP 9	A/601/1334	Provide information and advice to children and young people	3	3	22
CYPOP 10	L/601/1337	Develop interviewing skills for work with children and young people	3	3	21
CYPOP 11	D/601/1343	Caseload management	3	3	21



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
CYPOP 12	F/601/1349	Support young people to move towards independence and manage their lives	3	3	20
CYPOP 13	D/601/1357	Support children and young people to achieve their learning potential	3	3	20
CYPOP 14	R/601/1369	Support children and young people to have positive relationships	3	3	20
CYPOP 15	L/601/2861	Support positive practice with children and young people with speech, language and communication needs	3	4	28
CYPOP 16	T/600/9775	Coordinate special educational needs provision	4	5	35
CYPOP 17	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40
YP016-03	L/502/5261	Support young people who are involved in anti-social and/or criminal activities	3	2	10
YP006-03	A/502/5224	Support young people who are looked after or are leaving care	3	3	23
CYPOP 20	A/601/2872	Support speech, language and communication development	3	3	20
	D/617/9970	Work with parents, families and carers to support their child's speech, language and communication development	3	3	23
	K/617/9969	Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	3	3	25



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
CYPOP 23	J/601/2888	Support the speech, language and communication development of children who are learning more than one language	3	3	26
CYPOP 24	L/601/2889	Support children and young people's speech, language and communication skills	3	3	25
YP007-03	R/502/5231	Support young people who are socially excluded or excluded from school	3	2	10
YP010-03	F/502/5242	Support young people in relation to sexual health and risk of pregnancy	3	2	10
LLUK 302	H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	20
LLUK 301	Y/502/4680	Work with parents to meet their children's needs	3	3	20
YP009-03	T/502/5240	Support young people with mental health problems	3	3	23
CYPOP 30	M/600/9807	Support the creativity of children and young people	3	3	20
CYPOP 35	A/600/9809	Work with children and young people in a residential care setting	3	5	35
CYPOP 37	K/601/0132	Support children or young people in their own home	3	4	30
LLUK 312	J/502/4660	Engage young parents in supporting their children's development	3	3	20
LLUK 313	Y/502/4663	Engage fathers in their children's early learning	3	3	20



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
CYPOP 40	M/502/3812	Engage parents in their children's early learning	3	3	20
HSC 3045	F/601/3764	Promote positive behaviour	3	6	44
CYPOP 42	J/601/1806	Support care within fostering services for vulnerable children and young people	3	3	20
CYPOP 43	M/601/1377	Improving the attendance of children and young people in statutory education	3	5	40
CYPOP 44	T/601/1381	Facilitate the learning and development of children and young people through mentoring	3	4	30
CYPOP 45	R/601/1386	Support the referral process for children and young people	3	3	20
HSC 3047	F/601/4056	Support use of medication in social care settings	3	5	40
EYMP 1	J/600/9781	Context and principles for early years provision	3	4	24
EYMP 2	L/600/9782	Promote learning and development in the early years	3	5	40
EYMP 3	Y/600/9784	Promote children's welfare and well-being in the early years	3	6	45
EYMP 4	H/600/9786	Professional practice in early years settings	3	3	20
EYMP 5	T/600/9789	Support children's speech, language and communication	3	4	30
SCMP 1	M/600/9760	Assessment and planning with children and young people	3	5	35



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
SCMP 2	F/600/9780	Promote the well-being and resilience of children and young people	3	4	30
SCMP 3	F/601/0315	Professional practice in children and young people's social care	3	4	30
LDSSMP 1	D/600/9785	Support children and young people to achieve their education potential	3	4	30
LDSSMP 2	M/600/9788	Support children and young people to make positive changes in their lives	3	4	27
LDSSMP 3	D/600/9799	Professional practice in learning, development and support services	3	5	35
FC 1	T/503/5878	Understand the context of supporting children and young people through foster care	3	5	45
FC 2	A/503/5879	Practise as a foster carer	3	5	46
FC 3	M/503/5877	Support positive attachments for children and young people	3	7	55
TDA 3.8	T/601/4071	Supervise whole class learning activities	3	3	15
TDA 3.9	Y/601/7416	Invigilate tests and examinations	3	3	19
TDA 3.16	R/601/7723	Support gifted and talented learners	3	4	21
TDA 3.20	Y/601/7707	Support children and young people with behaviour, emotional and social development needs	3	4	25
TDA 3.23	M/601/8135	Support learners with sensory and/or physical needs	3	4	21



Unit reference	Regulated unit number	Unit title	Level	Credit	GLH
TDA 3.27	D/601/8342	Monitor and maintain curriculum resources	3	3	14
TDA 3.29	H/601/8360	Supervise children and young people on journeys, visits and activities outside of the setting	3	3	15

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Barred unit combinations

The rules of combination for the Level 3 Diploma for the Children and Young People's Workforce (England) will not allow the following units to be taken together:

If taken			Cannot be taken		
Reference	Unit no.	Unit title	Reference	Unit no.	Unit title
CYPOP 7	A/601/0135	Promote creativity and creative learning in young children	CYPOP 30	M/600/9807	Support the creativity of children and young people
CYPOP 8	M/601/1329	Support young people to develop, implement and review a plan of action	LDSSMP 1	D/600/9785	Support children and young people to achieve their education potential
CYPOP 13	D/601/1357	Support children and young people to achieve their learning potential	LDSSMP 1	D/600/9785	Support children and young people to achieve their education potential
CYPOP 20	A/601/2872	Support speech, language and communication development	EYMP 5	T/600/9789	Support children's speech, language and communication
CYPOP 24	L/601/2889	Support children and young people's speech, language and communication skills	EYMP 5	T/600/9789	Support children's speech, language and communication

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v6.1	April 2019	Safeguarding guidance added.
v6.2	December 2019	Childminding in Wales section added as CYPOP5 will no longer qualify learners for childminding in Wales. Resources section added – information regarding the well-being and safeguarding of learners.
v6.3	May 2020	Units Y/601/2877 (CYPOP 21) and M/601/2884 (CYPOP 22) replaced with K/617/9969 and D/617/9970 . References to 'children' have been replaced with 'children and young people'. In addition, following a review by CACHE and The Communication Trust, any reference to Behavioural, Social and Emotional Difficulties (BESD) has been updated to align with the updated SEND category: Social, Emotional and Mental Health Needs (SEMH). As BESD and SEMH are not interchangeable terms the wording has been carefully considered and adjusted to reflect this.
v7.0	August 2021	Addition of seven optional units: <ul style="list-style-type: none"> • T/601/4071 (TDA 3.8) • Y/601/7416 (TDA 3.9) • R/601/7723 (TDA 3.16) • Y/601/7707 (TDA 3.20) • M/601/8135 (TDA 3.23) • D/601/8342 (TDA 3.27) • H/601/8360 (TDA 3.29)
v7.1	June 2022	Further information added to the additional assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry requirements /recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the resources section about how to access support handbooks . References to Serious Case Reviews have been replaced with Child Safeguarding Practice Reviews.
v7.2	August 2023	Information regarding UCAS added to qualification summary . Optional unit D/617/9970 title has been updated.



Version	Publication date	Description of change
v7.3	December 2023	For Unit CYPOP5 reference to paper examination has been changed to online examination .
v8.0	January 2025	<p>Qualification put into new specification template.</p> <p>Optional units combined into main specification from separate optional unit document.</p> <p>Duplicated information removed, some information from previous section 1 now in the Support Handbook.</p> <p>Assessment tasks removed from specification and optional units document, moved into Sample Assessment Materials document.</p> <p>Minor grammatical and formatting fixes throughout.</p> <p>In the unit CYP Core 3.4: Support children and young people's health and safety (D/601/1696), AC3.3 was amended from 'give examples' to 'give an example'.</p> <p>In the unit CYPOP 13 Support children and young people to achieve their learning potential (D/601/1357), GLH corrected from 40 hours to 20 hours. No change to credit value.</p> <p>Added clarification to online assessment requirements for the optional Unit CYPOP5.</p>