

Level Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06) Optional units

Qualification handbook for centres

501/1410/4

Group B units (Optional)



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Qualification handbook for centres

Version and date	Change detail	Section
3.1 December 2012	Additional units added the optional group. Units: 4227-624, 4227-626 - 4227-631, 4227-633, 4227-643, 4227-673, 4227-148, 4227-698 and 4227-701	Availability of units

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1 Introduction to the qualification

This document contains information that centres need to offer the following qualification:

Qualification title and level	Level 3 Diploma for Children’s Care, Learning and Development
City & Guilds qualification number	(4227-06)
Qualification accreditation number	501/1410/4
Last registration date	31/12/2013
Last certification date	31/12/2013

Please note that this is the Optional Units Handbook. For FULL guidance on the Level 3 Diploma Children’s Care, Learning and Development (4227) (Wales and Northern Ireland), please see the Mandatory Units Handbook.

This qualification is relevant to candidates who work or want to work with children or young people in a wide range of settings, for example in the roles of:

- Care Worker
- Childminder
- Early Years Practitioner
- Nursery Nurse

Candidates should choose optional units that are appropriate to their chosen work role.

This qualification replaces the City & Guilds Level 3 NVQ and Certificate in Children’s Care, Learning and Development (3171/3177).

1.1 Qualification structure

Learners must gain a minimum of 65 credits to achieve the Level 3 Diploma for Children’s Care, Learning and Development. To do this they must achieve 49 credits from the mandatory Group A of units and a minimum of 16 credits from optional Group B.

Minimum Guided Learning Hours (GLH) are 450.

Maximum Guided Learning Hours (GLH) are 460.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification, which will be awarded to candidates successfully completing the required combination of units and/or credits.

This handbook contains the optional units only. Mandatory units can be found in the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland) 4227-06 Mandatory units handbook, www.cityandguilds.com.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Knowledge/ Competence unit
Mandatory (Group A) See separate handbook for the following mandatory units:				
L/601/1693	Unit 022	Understand Child and Young Person Development	4	Knowledge
R/601/1694	Unit 024	Promote Child and Young Person Development	3	Competence
Y/601/1695	Unit 025	Understand How to Safeguard the Wellbeing of Children and Young People	3	Knowledge
D/601/1696	Unit 027	Support Children and Young People's Health and Safety	2	Competence
H/601/1697	Unit 028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	1	Competence
K/601/1698	Unit 029	Working Together for the Benefit of Children and Young People	2	Competence
M/601/1699	Unit 030	Understand How to Support Positive Outcomes for Children and Young People	3	Knowledge
J/601/1434	Unit 051	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	Competence
A/601/1429	Unit 052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	Competence
Y/601/1437	Unit 053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	Competence
R/601/1436	Unit 054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	1	Knowledge
J/600/9781	Unit 064	Context and Principles for Early Years Provision	4	Competence
J/600/9782	Unit 065	Promote Learning and Development in the Early Years	5	Competence
Y/600/9784	Unit 066	Promote Children's Welfare and Well-being in the Early Years	6	Competence
H/600/9786	Unit 067	Professional Practice in Early Years Settings	3	Competence
T/600/9789	Unit 068	Support Children's Speech, Language and Communication	4	Competence
Optional (Group B) Optional units (which can be found in this handbook)				
F/600/2036	Unit 015	Paediatric Emergency First Aid	1	Competence
J/600/2037	Unit 016	Managing Paediatric Illness and Injury	1	Competence

F/600/9777	Unit 033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	5	Knowledge
M/601/2884	Unit 035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	Knowledge
A/601/0121	Unit 075	Work with Babies and Young Children to Promote their Development and Learning	6	Competence
D/601/0130	Unit 076	Care for the Physical and Nutritional Needs of Babies and Young Children	6	Competence
H/601/0131	Unit 077	Lead and Manage a Community Based Early Years Setting	6	Competence
M/601/0133	Unit 078	Promote Young Children's Physical Activity and Movement Skills	3	Competence
Y/600/9770	Unit 079	Understand How to Set Up a Home Based Childcare Service	4	Knowledge
T/601/0134	Unit 081	Support Disabled Children and Young People and those with Specific Requirements	6	Competence
A/601/0135	Unit 082	Promote Creativity and Creative Learning in Young Children	5	Competence
T/600/9775	Unit 083	Coordinate Special Educational Needs Provision	5	Competence
K/601/0132	Unit 086	Support Children or Young People in their Own Home	4	Competence
R/601/1369	Unit 094	Support Children and Young People to Have Positive Relationships	3	Competence
L/601/2861	Unit 097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	4	Competence
Y/601/2877	Unit 099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	3	Competence
H/502/4682	Unit 109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	3	Competence
Y/502/4680	Unit 110	Work with Parents to Meet their Children's Needs	3	Competence
J/502/4660	Unit 112	Engage Young Parents in Supporting their Children's Development	3	Competence
Y/502/4663	Unit 113	Engage Fathers in their Children's Early Learning	3	Competence

M/502/3812	Unit 114	Engage Parents in their Children's Early Learning	3	Competence
F/601/4056	Unit 116	Support Use of Medication in Social Care Settings	5	Competence
K/601/3225	Unit 124	Promote Children in Early Years Settings Acquiring a New Language through Immersion	4	Competence
T/602/1876	Unit 125	Promote Children's Experiential Learning	6	Competence
A/602/1880	Unit 126	Support Children and Young People with Physical Disabilities	6	Competence
F/602/1881	Unit 127	Support Children and Young People with Learning Disabilities	6	Competence
J/602/1882	Unit 128	Support Children and Young People with Autistic Spectrum Conditions	6	Competence
L/602/1883	Unit 129	Support the Learning and Development of Children and Young People with Health Needs	6	Competence
R/602/1884	Unit 130	Support Children and Young People with Sensory Loss	4	Competence
J/601/8027	Unit 131	Move and Position Individuals in Accordance with their Plan of Care	4	Competence
T/601/9450	Unit 132	Meet Food and Safety Requirements when Providing Food and Drink for Individuals	2	Competence
D/601/5750	Unit 133	Support Families who have a Child with a Disability	3	Competence
F/601/3473	Unit 134	Understand Models of Disability	3	Knowledge

1.2 Opportunities for progression

This qualification will enable progression within and between levels.

It will allow candidates who complete the requirements for a Diploma to take up continuing professional development opportunities through the optional units.

It will allow movement up to another level and across sectors. This suite of units may support progression in/to employment in the following areas:

- Early Years
- Health and Social Care – Children and Young People
- Youth and community work
- Progression into Children and Young People sector

1.3 Optional units (mandatory units in separate handbook)

Availability of units

The optional units for this qualification follow. The core and mandatory units are available in a separate document, entitled Level 3 Diploma for Children's Care, Learning and Development (4227-06) (Wales and Northern Ireland), Qualification handbook for centres, Core and mandatory units.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- Notes for guidance.

Summary of optional units

City & Guilds unit number	Title	QCF unit number	Credits
015	Paediatric Emergency First Aid	F/600/2036	1
016	Managing Paediatric Illness and Injury	J/600/2037	1
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	F/600/9777	5
035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	M/601/2884	3
075	Work with Babies and Young Children to Promote their Development and Learning	A/601/0121	6
076	Care for the Physical and Nutritional Needs of Babies and Young Children	D/601/0130	6
077	Lead and Manage a Community Based Early Years Setting	H/601/0131	6
078	Promote Young Children's Physical Activity and Movement Skills	M/601/0133	3
079	Understand How to Set Up a Home Based Childcare Service	Y/600/9770	4
081	Support Disabled Children and Young People and those with Specific Requirements	T/601/0134	6

082	Promote Creativity and Creative Learning in Young Children	A/601/0135	5
083	Coordinate Special Educational Needs Provision	T/600/9775	5
086	Support Children or Young People in their Own Home	K/601/0132	4
094	Support Children and Young People to Have Positive Relationships	R/601/1369	3
097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	L/601/2861	4
099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	Y/601/2877	3
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	H/502/4682	3
110	Work with Parents to Meet their Children's Needs	Y/502/4680	3
112	Engage Young Parents in Supporting their Children's Development	J/502/4660	3
113	Engage Fathers in their Children's Early Learning	Y/502/4663	3
114	Engage Parents in their Children's Early Learning	M/502/3812	3
116	Support Use of Medication in Social Care Settings	F/601/4056	5
124	Promote Children in Early Years Settings Acquiring a New Language through Immersion	K/601/3225	4
125	Promote Children's Experiential Learning	T/602/1876	6
126	Support Children and Young People with Physical Disabilities	A/602/1880	6
127	Support Children and Young People with Learning Disabilities	F/602/1881	6
128	Support Children and Young People with Autistic Spectrum Conditions	J/602/1882	6
129	Support the Learning and Development of Children and Young People with Health Needs	L/602/1883	6
130	Support Children and Young People with Sensory Loss	R/602/1884	4
131	Move and Position Individuals in Accordance with their Plan of Care	J/601/8027	4
132	Meet Food Safety Requirements when Providing Food and Drink for Individuals	T/601/9450	2
133	Support Families who have a Child with a Disability	D/601/5750	3
134	Understand Models of Disability	F/601/3473	3
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	H/502/4682	3
110	Work with Parents to Meet their Children's Needs	Y/502/4680	3
111	Support Young People with Mental Health Problems	T/502/5240	3

112	Engage Young Parents in Supporting their Children's Development	J/502/4660	3
113	Engage Fathers in their Children's Early Learning	Y/502/4663	3
114	Engage Parents in their Children's Early Learning	M/502/3812	3
115	Promote Positive Behaviour	F/601/3764	6
116	Support Use of Medication in Social Care Settings	F/601/4056	5
624	Support children's learning in Welsh language development	A/504/2184	5
626	Support children's physical development through activities	L/504/2187	4
627	Support children's learning in ICT	R/504/2188	4
628	Support children's outdoor play	Y/504/2189	4
629	Support children's mathematical development	L/504/2190	4
630	Support children's language, literacy and communication	R/504/2191	4
631	Support children's knowledge and understanding of the world	Y/504/2192	4
633	Contribute to effective team working in health and social care or children and young people's settings	H/504/2194	4
643	Support the development of positive behaviour in children	L/504/2206	3
673	Promote nutrition and hydration in early years and childcare settings	A/503/2576	4
148	Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5
698	Understanding professional supervision practice	H/602/3185	3
701	Promote Signing to Advance Speech, Language and Communication	J/504/3371	6

Level: 2

Credit value: 1

NDAQ number: F/600/2036

Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the role of the paediatric first aider
2. Be able to assess an emergency situation and act safely and effectively
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction
6. Be able to provide first aid to an infant and a child who is wounded and bleeding
7. Know how to provide first aid to an infant and a child who is suffering from shock

Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Early Years Foundation Stage Practice Guidance - DCSF 2008.

This unit is mapped against EYDC standards. (Early Years Development Childcare)

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation can be used as a method of assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 015

Paediatric Emergency First Aid

Outcome 1

Understand the role of the paediatric first aider

Assessment Criteria

The learner can:

1. Identify the responsibilities of a paediatric first aider
2. Describe how to minimise the risk of infection to self and others
3. Describe suitable first aid equipment, including personal protection, and how it is used appropriately
4. Identify what information needs to be included in an accident report/incident record, and how to record it
5. Define an infant and a child for the purposes of first aid treatment.

Unit 015

Paediatric Emergency First Aid

Outcome 2

Be able to assess an emergency situation and act safely and effectively

Assessment Criteria

The learner can:

1. Demonstrate how to conduct a scene survey
2. Demonstrate how to conduct a primary survey on an infant and a child
3. Identify when and how to call for help.

Unit 015

Outcome 3

Paediatric Emergency First Aid

Be able to provide first aid for an infant and a child who is unresponsive and breathing normally

Assessment Criteria

The learner can:

1. Demonstrate how to place an infant and a child into the appropriate recovery position
2. Describe how to continually assess and monitor an infant and a child whilst in your care.

Unit 015

Paediatric Emergency First Aid

Outcome 4

Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally

Assessment Criteria

The learner can:

1. Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally
2. Demonstrate how to administer CPR using an infant and a child manikin
3. Describe how to deal with an infant and a child who is experiencing a seizure.

Unit 015

Paediatric Emergency First Aid

Outcome 5

Be able to provide first aid for an infant and a child who has a foreign body airway obstruction

Assessment Criteria

The learner can:

1. Differentiate between a mild and a severe airway obstruction
2. Demonstrate how to treat an infant and a child who is choking
3. Describe the procedure to be followed after administering the treatment for choking.

Unit 015

Paediatric Emergency First Aid

Outcome 6

Be able to provide first aid to an infant and a child who is wounded and bleeding

Assessment Criteria

The learner can:

1. Describe common types of wounds
2. Describe the types and severity of bleeding and the affect that it has on an infant and a child
3. Demonstrate the safe and effective management for the control of minor and major external bleeding
4. Describe how to administer first aid for minor injuries.

Unit 015

Outcome 7

Paediatric Emergency First Aid

Know how to provide first aid to an infant and a child who is suffering from shock

Assessment Criteria

The learner can:

1. Describe how to recognise and manage an infant and a child who is suffering from shock
2. Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.

Unit 015 Paediatric Emergency First Aid

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 2

Credit value: 1

NDAQ number: J/600/2037

Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation
2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury
3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose
4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness
5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold
6. Know how to provide first aid to an infant and a child who has sustained an electric shock
7. Know how to provide first aid to an infant and a child with burns or scalds
8. Know how to provide first aid to an infant and a child who has been poisoned
9. Know how to provide first aid to an infant and a child who has been bitten or stung

Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Early Years Foundation Stage Practice Guidance - DCSF 2008.

This unit is mapped against EYDC standards (Early Years Development Childcare).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 016

Outcome 1

Managing Paediatric Illness and Injury

Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation

Assessment Criteria

The learner can:

1. Describe the common types of fractures
2. Describe how to manage a fracture
3. Describe how to manage a dislocation
4. Demonstrate the application of a support sling and an elevation sling.

Unit 016

Outcome 2

Managing Paediatric Illness and Injury

Be able to provide first aid to an infant and a child with a head, a neck and a back injury

Assessment Criteria

The learner can:

1. Describe how to recognise and manage head injuries including:
 - Concussion
 - Skull fracture
 - Cerebral compression
2. Demonstrate how to manage a suspected spinal injury.

Unit 016

Outcome 3

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose

Assessment Criteria

The learner can:

1. Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose
2. Describe how to recognise and manage common eye injuries.

Unit 016

Outcome 4

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness

Assessment Criteria

The learner can:

1. Describe how to recognise and manage chronic medical conditions including:
 - Sickle cell anaemia
 - Diabetes
 - Asthma
2. Describe how to recognise and manage serious sudden illnesses including:
 - Meningitis
 - Febrile convulsions.

Unit 016

Outcome 5

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold

Assessment Criteria

The learner can:

1. Describe how to recognise and treat the effects of extreme cold for an infant and a child
2. Describe how to recognise and treat the effects of extreme heat for an infant and a child.

Unit 016

Outcome 6

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child who has sustained an electric shock

Assessment Criteria

The learner can:

1. Describe how to safely manage an incident involving electricity
2. Describe first aid treatments for electric shock incidents.

Unit 016

Outcome 7

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child with burns or scalds

Assessment Criteria

The learner can:

1. Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly
2. Describe how to treat burns and scalds to an infant and a child.

Unit 016

Outcome 8

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child who has been poisoned

Assessment Criteria

The learner can:

1. Describe how poisons enter the body
2. Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants
3. Identify sources of information that provide procedures for treating those affected by poisonous substances.

Unit 016

Outcome 9

Managing Paediatric Illness and Injury

Know how to provide first aid to an infant and a child who has been bitten or stung

Assessment Criteria

The learner can:

1. Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly
2. Describe how to recognise and treat bites and stings.

Unit 016 Managing Paediatric Illness and Injury

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 033

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

Level: 4

Credit value: 5

NDAQ number: F/600/9777

Unit aim

This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the factors that may impact on the outcomes and life chances of children and young people
2. Understand how poverty and disadvantage affect children and young people's development
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Guided learning hours

It is recommended that 40 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to: DCSF Narrowing the Gap Guidance 2008.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by either:

- candidate portfolio of evidence (033)
- an assignment covering learning outcomes and assessment criteria (034).

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 1 Understand the factors that may impact on the outcomes and life chances of children and young people

Assessment Criteria

The learner can:

1. Identify the **factors** that impact on outcomes and life chances for children and young people
2. Explain the critical importance of poverty in affecting outcomes and life chances
3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people.

Additional Guidance:

Factors impacting on children and young people's life chances may include:

- 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

Unit 033

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

Outcome 2

Understand how poverty and disadvantage affect children and young people's development

Assessment Criteria

The learner can:

1. Analyse how poverty and disadvantage may affect children and young people's:
 - physical development
 - social and emotional development
 - communication development
 - intellectual development
 - learning.

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

Assessment Criteria

The learner can:

1. Explain what is meant by both disadvantage and vulnerability
2. Explain the importance of early intervention for disadvantaged and/or **vulnerable children and young people**
3. Evaluate the impact of early intervention.

Additional Guidance

A **vulnerable child/young person** is defined as:

- A child/young person and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

Assessment Criteria

The learner can:

1. Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
2. Explain how carers can be engaged in the strategic planning of services
3. Analyse how practitioners can encourage carers to support children and young people's learning and development
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.

Unit 033

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

Outcome 5

Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Assessment Criteria

The learner can:

1. Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
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
3. Analyse how and why practitioners should act as agents and facilitators of change in own work setting.

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 035

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

Level: 3

Credit value: 3

NDAQ number: M/601/2884

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the links between language, behaviour, emotional and social development difficulties
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs

Guided learning hours

It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

Speech, language and communication framework

Enhanced: Strand D.

Some links to competencies from CCLD NOS unit 337

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

This unit will be assessed by either:

- candidate portfolio of evidence (035)
- an assignment covering learning outcomes and assessment criteria (036).

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 035 **Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties**

Outcome 1 Understand the links between language, behaviour, emotional and social development difficulties

Assessment Criteria

The learner can:

1. Explain why behaviour can be seen as a means of communication
2. Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
3. Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
4. Describe the **range** of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development.

Additional Guidance

Range may include:

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

Unit 035 **Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties**

Outcome 2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties

Assessment Criteria

The learner can:

1. Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
2. Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
3. Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development
4. Explain how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties.

Additional Guidance

Positive changes may include:

- increased accessibility of the language used in behaviour management techniques
- ensuring children and young people understand verbal and written information
- clear visual support
- making rules, routines and boundaries clear, explicit and understandable
- decreasing visual and auditory distractions
- increased staff awareness and skills
- ensuring approaches which support children to ask for clarification.

Unit 035 Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Outcome 3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs

Assessment Criteria

The learner can:

1. Identify and explain current evidence based approaches to understanding children and young people's behaviour
2. Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
3. Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.

Unit 035 Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Outcome 4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs

Assessment Criteria

The learner can:

1. Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour
2. Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.

Unit 035 Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Level: 3

Credit value: 6

NDAQ number: A/601/0121

Unit aim

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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children
3. Understand the attachment needs of babies and young children
4. Be able to engage with babies and young children and be sensitive to their needs
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

Guided learning hours

It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years

HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Assessment of Learning Outcomes 2, 4 and 5 must take place in a real work environment. Simulation is not permitted.

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Outcome 1

Understand the development and learning of babies and young children

Assessment Criteria

The learner can:

1. Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
2. Explain:
 - 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
3. Explain the potential effects on development, of **pre-conceptual, pre birth and birth experiences**
4. Explain the impact of current research into the development and learning of babies and young children.

Additional Guidance

Pre-conceptual, pre birth and birth experiences may include:

- Smoking
- Alcohol
- Maternal ill health
- Poor maternal diet
- Substance abuse
- Assisted birth
- Birth trauma

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Outcome 2

Be able to promote the development and learning of babies and young children

Assessment Criteria

The learner can:

1. Undertake assessments of babies or young children's development and learning needs
2. Demonstrate in own practice how the indoor and outdoor **environment** is responsive to the development and learning needs of babies and young children
3. Plan play based activities and experiences based on assessments to support development and learning
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.

Additional Guidance

Environment may include:

- Well-equipped, clean and safe with age appropriate equipment and materials
- Provides appropriate challenge
- Offers appropriate levels of sensory stimulation
- Provides quiet calming spaces for babies and young children
- Planned and organised around individual needs of babies and young children

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Outcome 3

Understand the attachment needs of babies and young children

Assessment Criteria

The learner can:

1. Explain the benefits of the key worker/person system in early years settings
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. Analyse the **possible effects of poor quality attachments** on the development of babies and children.

Additional Guidance

Possible effects of poor quality attachments may include:

- 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

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Outcome 4

Be able to engage with babies and young children and be sensitive to their needs

Assessment Criteria

The learner can:

1. Engage sensitively with babies and young children giving them time to respond
2. Engage in playful activity with babies and young children
3. Explain how babies express their emotions, preferences and needs and demonstrate **responsive care** in own practice
4. Explain why it is important to manage transitions for babies and young children
5. Explain when and why babies and young children require periods of quiet to rest and sleep.

Additional Guidance

Responsive care may include:

- Where carer responds sensitively, consistently and promptly
- Responses are sensitive to individual needs and preferences
- Consistency of response
- Responding promptly and managing situations to avoid delay

Unit 075

Work with Babies and Young Children to Promote their Development and Learning

Outcome 5

Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

Assessment Criteria

The learner can:

1. Explain the primary importance of carers in the lives of babies and young children
2. Demonstrate in own practice how to exchange information with carers
3. Evaluate ways of working in partnership with carers.

Unit 075 Work with Babies and Young Children to Promote their Development and Learning

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Level: 3

Credit value: 6

NDAQ number: D/601/0130

Unit aim

The 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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to provide respectful physical care for babies and young children
2. Be able to provide routines for babies and young children that support their health and development
3. Be able to provide opportunities for exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children
5. Be able to provide for the nutritional needs of babies under 18 months
6. Understand how to provide for the nutritional needs of young children from 18 – 36 months

Guided learning hours

It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years

HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

All Learning Outcomes must be assessed in a real work environment. Simulation is not permitted, except for Learning Outcome 5.2.

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 1

Be able to provide respectful physical care for babies and young children

Assessment Criteria

The learner can:

1. Demonstrate culturally and ethnically appropriate care for babies and young children for:
 - Skin
 - Hair
 - Teeth
 - Nappy area
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
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
4. Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 2

Be able to provide routines for babies and young children that support their health and development

Assessment Criteria

The learner can:

1. Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
2. Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
3. Explain the principles of effective **toilet training** and how this is incorporated into routines.

Additional Guidance

Toilet training may include:

- Encouraging and praising
- Treating child with respect and avoiding guilt
- Working in partnership with carers
- Flexible personalised approach
- Starting training when the child is ready and not rushing process
- Being positive and supportive to the child's efforts
- Structuring physical environment to facilitate training
- Avoiding confrontation
- Providing plenty of fluids and fibre to prevent hard stools

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 3

Be able to provide opportunities for exercise and physical activity

Assessment Criteria

The learner can:

1. Explain the importance of exercise and physical activity for babies and young children
2. Demonstrate in own practice how to support babies or young children's exercise and physical activity.

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 4

Be able to provide safe and protective environments for babies and young children

Assessment Criteria

The learner can:

1. Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
2. Demonstrate and evaluate the **safety features** within the environment for babies and young children
3. Supervise babies or young children and demonstrate a balanced approach to risk management
4. Explain current advice on minimising sudden infant death syndrome in everyday routines for babies.

Additional Guidance

Safety features may include:

- Socket covers
- Safety gates
- Corner protectors
- Cupboard locks
- Finger guards on doors

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 5

Be able to provide for the nutritional needs of babies under 18 months

Assessment Criteria

The learner can:

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
2. Prepare formula feeds hygienically following current guidance
3. Evaluate the benefits of different types of formula that are commonly available.

Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 6

Understand how to provide for the nutritional needs of young children from 18 – 36 months

Assessment Criteria

The learner can:

1. Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
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.

Unit 076 **Care for the Physical and Nutritional Needs of Babies and Young Children**

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 077

Lead and Manage a Community Based Early Years Setting

Level: 4

Credit value: 6

NDAQ number: H/601/0131

Unit aim

This unit is about providing leadership and management in a community based setting that promotes the engagement, involvement and participation of parents.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the purposes, benefits and key features of community based early years provision
2. Be able to lead the team in a community based early years setting
3. Be able to engage parents as partners in the community based early years setting
4. Be able to engage parents in the management/decision making processes of an early years setting
5. Be able to provide learning opportunities to support parents' participation in a community based early years setting
6. Be able to manage the resource, regulatory and financial requirements for a community based early years setting

Guided learning hours

It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD:

311 – Provide leadership for your team

317 – Work with families to enhance children's learning and development

324 – Support the delivery of community based services to children and families

329 – Work with a management committee

338 – Develop productive working relationships with colleagues

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 1

Understand the purposes, benefits and key features of community based early years provision

Assessment Criteria

The learner can:

1. Explain the purpose and features of community based setting
2. Explain how a community based early years setting can be an agent of community development
3. Describe the benefits arising from community based early years provision for:
 - children
 - parents/carers
 - the early years setting
 - the local community.

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 2

Be able to lead the team in a community based early years setting

Assessment Criteria

The learner can:

1. Demonstrate **leadership skills** in own practice
2. Implement activities with the setting's staff team to share and promote their understanding of good practice
3. Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
4. Examine the effectiveness of own practice in implementing the principles of community based early years provision.

Additional Guidance

Leadership skills may include:

- Effective communication
- Negotiation and empathy
- Consistency and fairness
- Leading change and modelling good practice
- Effective conflict management
- Coaching and facilitation skills

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 3

Be able to engage parents as partners in the community based early years setting

Assessment Criteria

The learner can:

1. Establish and maintain a relationship of partners with the parents of an early years setting
2. Exchange information with parents about the progress of their child's learning and development
3. Involve parents in decisions about plans and activities to progress their child's learning and development
4. **Involve parents in the activities** of the early years setting.

Additional Guidance

Involve parents in activities may include:

- 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

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 4

Be able to engage parents in the management/decision making processes of an early years setting

Assessment Criteria

The learner can:

1. Explain the role of the parent management committee/support group in a community based early years setting
2. Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting.

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 5

Be able to provide learning opportunities to support parents' participation in a community based early years setting

Assessment Criteria

The learner can:

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
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:
3. why the activity was appropriate for the setting's parents
4. how the setting encouraged parents to participate in the activity
5. 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.

Unit 077

Lead and Manage a Community Based Early Years Setting

Outcome 6

Be able to manage the resource, regulatory and financial requirements for a community based early years setting

Assessment Criteria

The learner can:

1. Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
2. Explain how human resources are managed within the setting
3. Demonstrate how systems of resource management operate in the work setting
4. Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards.

Unit 077 Lead and Manage a Community Based Early Years Setting

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 078

Promote Young Children's Physical Activity and Movement Skills

Level: 3

Credit value: 3

NDAQ number: M/601/0133

Unit aim

The 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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well being
2. Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills
3. Be able to plan and implement physical activities for young children
4. Be able to build opportunities for physical activity into everyday routines for young children
5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills.

Guided learning hours

It is recommended that 22 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 303 Promote children's development

CCLD 307 Promote the health and physical development of children

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2, 3, 4 and 5 must be assessed in real work environments. Simulation is not permitted.

Unit 078 Promote Young Children’s Physical Activity and Movement Skills

Outcome 1 Understand the importance of physical activity and the development of movement skills for young children’s development, health and well being

Assessment Criteria

The learner can:

1. Explain why physical activity is important to the short and long term health and well being of children
2. Explain the development of **movement skills** in young children and how these skills affect other aspects of development.

Additional Guidance

Movement skills

- 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 coordination

Unit 078

Promote Young Children's Physical Activity and Movement Skills

Outcome 2

Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills

Assessment Criteria

The learner can:

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. Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
3. Explain the importance of natural outdoor environments for young children's physical activity and movement skills.

Additional Guidance

All Children includes:

- Girls and boys
- Disabled children
- Children with specific/additional needs
- Children of different ages, including babies

Unit 078

Promote Young Children's Physical Activity and Movement Skills

Outcome 3

Be able to plan and implement physical activities for young children

Assessment Criteria

The learner can:

1. Plan opportunities for physical activity for young children
2. Explain how the plan:
 - meets the individual movement skills needs of children
 - includes activities that promote competence in movement skills
 - encourages physical play
3. Demonstrate in own practice how planned physical activities are implemented.

Unit 078

Promote Young Children's Physical Activity and Movement Skills

Outcome 4

Be able to build opportunities for physical activity into everyday routines for young children

Assessment Criteria

The learner can:

1. Explain the importance of building physical activity into everyday routines
2. Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines.

Unit 078

Promote Young Children's Physical Activity and Movement Skills

Outcome 5

Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills.

Assessment Criteria

The learner can:

1. **Assess** effectiveness of planned provision in:
 - supporting physical activity
 - supporting confidence and progression in movement skills
2. Identify and record areas for improvement
3. Reflect on own practice in supporting young children's physical development and movement skills.

Additional Guidance

Assess may include:

- Observing and assessing children's participation and developmental progress
- Getting direct feedback from children on their participation in and enjoyment of activities
- Getting feedback from parents, colleagues and others

Unit 078 Promote Young Children’s Physical Activity and Movement Skills

Notes for guidance

This unit is most suitable for those learners working in early years settings.

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Level: 3

Credit value: 4

NDAQ number: Y/600/9770

Unit aim

This unit aims to prepare learners to work as home based child carers/childminders. As well as learning relevant aspects of childcare, this knowledge based unit supports learners' knowledge of the development of policies and procedures relevant to registration and the basic business skills to set up a home based child care service.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand how to set up a home based childcare service
2. Understand how to establish a safe and healthy home based environment for children
3. Understand the importance of partnerships with parents for all aspects of the home based childcare service
4. Understand the principles of development of routines for home based child care
5. Understand how to provide play and other activities for children in home based settings that will support equality and inclusion
6. Understand how home based childcarers can support the safeguarding of children in their care
7. Understand the principles of supporting positive behaviour in home based childcare settings

Guided learning hours

It is recommended that 29 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 302 Develop and maintain a healthy, safe and secure environment for children

CCLD 303 Promote children's development

CCLD 305 Protect and promote children's rights

CCLD 316 Maintain and develop a registered childminding business

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by either:

- candidate portfolio of evidence (079)
- an assignment covering learning outcomes and assessment criteria (080).

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

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 1

Understand how to set up a home based childcare service

Assessment Criteria

The learner can:

1. Outline the current legislation covering home based child care and the role of regulatory bodies
2. Develop policies and procedures for:
 - Accidents, illness and emergencies
 - Behaviour
 - Safeguarding
 - Equal opportunitiesand explain how these will be implemented
3. Explain the importance of confidentiality and data protection
4. Develop a marketing plan for own home based childcare service
5. Demonstrate financial planning for own home based service
6. Identify sources of support and information for the setting up and running of a home based childcare business.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 2

Understand how to establish a safe and healthy home based environment for children

Assessment Criteria

The learner can:

1. Explain the **key components** of a healthy and safe home based environment
2. Explain the principles of safe supervision of children in the home based setting and off site
3. Identify ways of ensuring that equipment is suitable for children and meet **safety requirements**
4. Know where to obtain current guidance on health and safety risk assessment of the home based work setting
5. Explain how to store and administer medicines.

Additional Guidance

Key components include:

- Hygiene and waste disposal
- Storage and preparation of food
- Care of animals
- Using equipment according to manufacturers guidance
- Appropriate responses to illnesses, allergies, incidents and accidents

Safety requirements

- According to the requirements of the registering body in the relevant UK Home Nation

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 3

Understand the importance of partnerships with parents for all aspects of the home based childcare service

Assessment Criteria

The learner can:

1. Explain the importance of partnership with parents for all aspects of the child care service
2. Describe how partnership with parents are set up and maintained.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 4

Understand the principles of development of routines for home based child care

Assessment Criteria

The learner can:

1. Explain how **routines** are based on:
 - Meeting a child's needs
 - Agreements with parents
 - Participation of children
2. Explain how they would adapt routines to meet the needs of children at different ages and stages of development
3. Explain how they ensure that each child is welcomed and valued in the home based work setting.

Additional Guidance

Routines may include:

- Arrivals and departures
- Taking children to and from school/playgroup/pre-school
- Meal and snack times
- Sleep and rest
- Play and activities
- Off-site visits
- Outdoor activities
- Homework and evening activities for school age children

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 5

Understand how to provide play and other activities for children in home based settings that will support equality and inclusion

Assessment Criteria

The learner can:

1. Explain the importance of play to children's learning and development and the need for an **inclusive approach**
2. Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
3. Explain what can be learned about children by observing them at play
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. Compare how **other resources** available for children support their play.

Additional Guidance

Inclusive approach may include:

- Treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status
- Being a positive role model
- Challenging stereotypes and offensive remarks and attitudes appropriately
- Acknowledging children have rights and responsibilities

Other resources may include:

- Libraries
- Drop-ins
- Toy libraries
- Equipment loan schemes

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 6

Understand how home based childcarers can support the safeguarding of children in their care

Assessment Criteria

The learner can:

1. Explain the concept of safeguarding and the duty of care that applies to all practitioners
2. Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
3. Outline regulatory requirements for safeguarding children that affect home based childcare
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.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 7

Understand the principles of supporting positive behaviour in home based childcare settings

Assessment Criteria

The learner can:

1. Describe **typical behaviours** exhibited by children linked to their stage of development and key events in their lives
2. Explain how ground rules for behaviour and expectations are developed and implemented.

Additional Guidance

Typical behaviours may include:

- Toddler tantrums
- Separation anxiety

Unit 079 Understand How to Set Up a Home Based Childcare Service

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 081

Support Disabled Children and Young People and those with Specific Requirements

Level: 4

Credit value: 6

NDAQ number: T/601/0134

Unit aim

The 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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
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
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
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

Guided learning hours

It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 312 Support children with disabilities or special educational needs and their families

418 Co-ordinate and support provision for disabled children and those with special educational needs

NOS for Sensory Services-Standards 1 – 7

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not permitted.

Unit 081 Support Disabled Children and Young People and those with Specific Requirements

Outcome 1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements

Assessment Criteria

The learner can:

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
2. Compare service led and child and young person led models of provision for disabled children and young people
3. Critically analyse the difference between the social model and medical model of disability and how each model affects provision
4. Explain the importance of:
 - advocacy
 - facilitated advocacy for children and young people who require it
 - the personal assistant role
5. Explain the importance of encouraging the participation of disabled children and young people.

Unit 081 Support Disabled Children and Young People and those with Specific Requirements

Outcome 2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

Assessment Criteria

The learner can:

1. Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
2. Explain the **types of support and information** carers may require
3. Demonstrate in own practice partnership working with families.

Additional Guidance

Types of support and information may include:

- Learning to use sign language, Makaton speech board
- Social and emotional support required in circumstances 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

Unit 081

Support Disabled Children and Young People and those with Specific Requirements

Outcome 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

Assessment Criteria

The learner can:

1. Demonstrate in own practice engagement with disabled children or young people
2. Encourage children or young people to express their preferences and aspirations in their chosen way of communication
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
4. Develop a plan with an individual child or young person to support learning, play or leisure needs
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.

Additional Guidance

Assess a child or young person's learning, play or leisure needs may include:

- Carrying out observations
- Gathering information from others
- Finding out the preferences of the child or young person
- Finding solutions to obstacles
- Looking at how to overcome barriers

Unit 081

Support Disabled Children and Young People and those with Specific Requirements

Outcome 4

Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

Assessment Criteria

The learner can:

1. Demonstrate in own practice how barriers which restrict children and young people's access are overcome
2. Explain the importance of evaluating and challenging existing practice and becoming an agent of change
3. Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
4. Describe the impact of disability within different cultures and the importance of culturally sensitive practice
5. Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.

Unit 081

Support Disabled Children and Young People and those with Specific Requirements

Outcome 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

Assessment Criteria

The learner can:

1. Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
2. Analyse examples of multi agency and partnership working from own practice.

Unit 081 Support Disabled Children and Young People and those with Specific Requirements

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 082

Promote Creativity and Creative Learning in Young Children

Level: 4

Credit value: 5

NDAQ number: A/601/0135

Unit aim

The 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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development
2. Be able to provide opportunities for young children to develop their creativity and creative learning
3. Be able to develop the environment to support 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

Guided learning hours

It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 410 Evaluate, assess and support children's creativity

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Reflection on practice must form part of the assessment for this unit. Simulation is not permitted.

Unit 082

Promote Creativity and Creative Learning in Young Children

Outcome 1

Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development

Assessment Criteria

The learner can:

1. Analyse the differences between creative learning and creativity
2. Explain current theoretical approaches to creativity and creative learning in early childhood
3. Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development.

Unit 082

Promote Creativity and Creative Learning in Young Children

Outcome 2

Be able to provide opportunities for young children to develop their creativity and creative learning

Assessment Criteria

The learner can:

1. Demonstrate in own practice how to **promote creativity and creative learning**
2. Explain why young children require extended and unhurried periods of time to develop their creativity.

Additional Guidance

Promoting creativity and creative learning may include:

- Developing imagination and imaginative play
- Traditional creative arts
- Music, dance and movement
- Areas of learning, such as mathematics, problem solving and exploration
- ICT

Unit 082

Promote Creativity and Creative Learning in Young Children

Outcome 3

Be able to develop the environment to support young children's creativity and creative learning

Assessment Criteria

The learner can:

1. Explain the features of an environment that supports creativity and creative learning
2. Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning.

Unit 082

Promote Creativity and Creative Learning in Young Children

Outcome 4

Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

Assessment Criteria

The learner can:

1. Evaluate and reflect on own practice in promoting creativity and creative thinking
2. Support others to develop their practice in promoting creativity and creative learning
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.

Unit 082 Promote Creativity and Creative Learning in Young Children

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 4

Credit value: 5

NDAQ number: T/600/9775

Unit aim

This unit aims to provide the learner with the competence required to work as a special educational needs coordinator in early years settings. The unit also assesses their ability to support and advise colleagues.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the role of the special educational needs coordinator
2. Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs
3. Be able to engage with children with special educational needs and their carers
4. Be able to coordinate, support and advise colleagues working with children who have special educational needs

Guided learning hours

It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 339 Coordinate special educational needs in early education settings

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 083

Coordinate Special Educational Needs Provision

Outcome 1

Understand the role of the special educational needs coordinator

Assessment Criteria

The learner can:

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
2. Explain the responsibilities of the special educational needs coordinator
3. Explain the importance of early recognition and intervention
4. Explain the policies and/or procedures of the setting in respect of special educational needs
5. Explain the importance of liaison and partnerships with carers, other agencies and professionals.

Unit 083

Coordinate Special Educational Needs Provision

Outcome 2

Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs

Assessment Criteria

The learner can:

1. Coordinate and lead the observation, assessment and recording progress of children with special educational needs
2. Coordinate and plan the next steps for children with special educational needs in collaboration with:
3. Colleagues including those in other agencies
4. Children and their carers
5. Demonstrate how children's individual play/education plans are developed, monitored and regularly updated
6. Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting.

Unit 083

Coordinate Special Educational Needs Provision

Outcome 3

Be able to engage with children with special educational needs and their carers

Assessment Criteria

The learner can:

1. Assess barriers to communication and engagement, and explain how these can be overcome
2. Demonstrate engagement with children who have special educational needs in own work setting or service
3. Demonstrate engagement with families of children who have special educational needs in own work setting or service.

Unit 083

Coordinate Special Educational Needs Provision

Outcome 4

Be able to coordinate, support and advise colleagues working with children who have special educational needs

Assessment Criteria

The learner can:

1. Demonstrate in own practice how to coordinate provision for special educational needs
2. Identify sources of support and professional development for special educational needs practitioners and coordinators
3. Demonstrate in own practice how to share new information and act as an agent of change and improvement
4. Demonstrate in own practice how to work directly with colleagues to mentor and support practice.

Unit 083 Coordinate Special Educational Needs Provision

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 086

Support Children or Young People in their Own Home

Level: 3

Credit value: 4

NDAQ number: K/601/0132

Unit aim

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 required to work in someone else's home in order to support the achievement of positive outcomes.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand roles and responsibilities in relation to supporting children or young people in their own home
2. Be able to build positive relationships with children or young people and their carers when working in their home
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC NOS Unit 319

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

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

Unit 086

Support Children or Young People in their Own Home

Outcome 1

Understand roles and responsibilities in relation to supporting children or young people in their own home

Assessment Criteria

The learner can:

1. Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
2. Explain why it is important to be reliable and dependable when working with children or young people in their own home
3. Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
4. Explain what needs to be recorded when working with children or young people in their own home
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.

Unit 086

Support Children or Young People in their Own Home

Outcome 2

Be able to build positive relationships with children or young people and their carers when working in their home

Assessment Criteria

The learner can:

1. Explain the importance of gathering information about the needs and preferences of children or young people
2. Demonstrate methods of gathering information about the needs and preferences of children or young people
3. Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
4. Explain why a sensitive approach is needed when working with children or young people in their own home
5. Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers.

Unit 086

Support Children or Young People in their Own Home

Outcome 3

Be able to provide support for children or young people to engage in activities that meet their needs and preferences

Assessment Criteria

The learner can:

1. Demonstrate how activities with children or young people are planned to include:
 - Preparation of the environment
 - Preparation of resources
 - Consideration of the level of support required
2. Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
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.

Unit 086 Support Children or Young People in their Own Home

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 094

Support Children and Young People to Have Positive Relationships

Level: 3

Credit value: 3

NDAQ number: R/601/1369

Unit aim

This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of positive relationships for the development and well being of children and young people
2. Be able to support children and young people to make and maintain positive relationships
3. Understand how to support children and young people when there are relationship difficulties

Guided learning hours

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC NOS Unit 311

CCLD NOS Unit 301

Professional Practice in residential child care, Standard: 4.7

Training support and development standards for Foster Care, Standard 2.3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcome 2 must be assessed in real work situations. Simulation is not permitted.

Unit 094

Support Children and Young People to Have Positive Relationships

Outcome 1

Understand the importance of positive relationships for the development and well being of children and young people

Assessment Criteria

The learner can:

1. Identify the **different relationships** children and young people may have
2. Explain the importance of positive relationships for development and well-being
3. Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships.

Additional Guidance

Different relationships may include:

- Parental
- Carer
- Sibling
- Family
- Friendship
- Emotional/Sexual
- Acquaintance
- Professional

Unit 094

Support Children and Young People to Have Positive Relationships

Outcome 2

Be able to support children and young people to make and maintain positive relationships

Assessment Criteria

The learner can:

1. Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
2. Explain how to support children or young people to make new relationships
3. Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships.

Unit 094

Support Children and Young People to Have Positive Relationships

Outcome 3

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

Assessment Criteria

The learner can:

1. Explain why it is important to encourage children or young people to resolve conflict for themselves if possible
2. Explain how to support a child or young person who is distressed by **relationship difficulties**
3. Explain how to support a child or young person to end relationships that are making them unhappy
4. Describe the circumstances that would result in a relationship causing concern and the actions that should follow
5. Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships.

Additional Guidance

Relationship difficulties may include:

- Parents or carers
- Families
- Peers
- Close friends
- Colleagues or other professionals

Unit 094 Support Children and Young People to Have Positive Relationships

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 097

Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Level: 3

Credit value: 4

NDAQ number: L/601/2861

Unit aim

This unit aims to ensure that practitioners work with children and young people at the centre of their practice and that they base their work on the strengths of the children and young people rather than their difficulties.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
3. Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people

Guided learning hours

It is recommended that 28 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are links to:

Some of the competencies from CCLD Units 302, 306, 308, 312.

Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Learning and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcome 3 must be assessed in relation to a real work situation. Simulation is not permitted.

Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs

Assessment Criteria

The learner can:

1. Explain how to recognise and build on the strengths of a child or young person by giving different examples of **positive strategies**
2. Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
3. Provide examples of how current research evidence supports positive practice.

Additional Guidance

Positive strategies may include:

- 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

Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 2 Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people

Assessment Criteria

The learner can:

1. Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
2. Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
3. Explain own role in the process of how targets are set, monitored and evaluated along with specialist
4. Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 3 Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs

Assessment Criteria

The learner can:

1. Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication
2. Demonstrate ways to adapt and modify own communication, **resources and tasks** to support children and young people's speech, language and communication
3. Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

Additional Guidance

Resources and tasks may include:

- Everyday activities within the work setting
- Specific resources or activities within, for example a curriculum
- Daily routines within the setting
- Published resources; written information

Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people

Assessment Criteria

The learner can:

1. Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
2. Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
3. Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 099

Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development

Level: 3

Credit value: 3

NDAQ number: Y1601/2877

Unit aim

This unit aims to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of parental support for the development of speech, language and communication
2. Be able to work in partnership with parents to support their child's speech, language and communication development
3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies

Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

Speech, Language and communication framework:

Universal: G1, G2

Enhanced: C2, E4, G1, G2, G3, G4

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcome 3 and part of Learning Outcome 4 must be assessed in real work situations. Simulation is not permitted.

Unit 099

Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development

Outcome 1

Understand the importance of parental support for the development of speech, language and communication

Assessment Criteria

The learner can:

1. Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
2. Explain the influences of different parenting styles on speech, language and communication development
3. Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.

Unit 099

Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development

Outcome 2

Be able to work in partnership with parents to support their child's speech, language and communication development

Assessment Criteria

The learner can:

1. Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
2. Support parents to understand their valuable role in supporting their child's speech, language and communication development
3. Explain a range of ways to work with parents to support their child's speech, language and communication development
4. Demonstrate ways of how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.

Unit 099

Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development

Outcome 3

Be able to support parents to use activities and approaches to support their child's speech, language and communication development

Assessment Criteria

The learner can:

1. Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development
2. Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development
3. Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.

Unit 099

Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development

Outcome 4

Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies

Assessment Criteria

The learner can:

1. Explain why it is important to be able to work in partnership with parents of children with SLCN
2. Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN
3. Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.

Unit 099 Work with Parents, Families and Carers to Support their Children’s Speech, Language and Communication Development

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 109

Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children

Level: 3

Credit value: 3

NDAQ number: H/502/4682

Unit aim

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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know how to enable parents to understand and respond to children's feelings and behaviours
2. Understand how to support parents to interact with their children in positive ways
3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity
4. Understand how to work with parents to find positive ways to meet 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

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is based on WWP NOS 308, which is an optional unit in the Work with Parents qualification.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

Unit 109 Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children

Outcome 1 Know how to enable parents to understand and respond to children’s feelings and behaviours

Assessment Criteria

The learner can:

1. Explain the importance of modelling behaviour for children and parents
2. Explain the effects of harsh parenting on children
3. Explain the importance of boundaries
4. Explain parental strategies for holding boundaries
5. Explain ways of promoting children’s progression towards self discipline
6. Explain and demonstrate how to enable parents to understand their children’s feelings and behaviour
7. Explain and demonstrate how to enable parents to assist children to recognise their feelings
8. Explain how to enable parents to identify strategies for them and their children to manage conflict
9. Explain when particular/specialist help is needed, and how to refer parents to appropriate services.

Unit 109 **Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children**

Outcome 2 Understand how to support parents to interact with their children in positive ways

Assessment Criteria

The learner can:

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

Unit 109 Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children

Outcome 3 Understand how to develop parents' knowledge of how to support children's play, learning and creativity

Assessment Criteria

The learner can:

1. Explain the role of play in children's development
2. Explain ways in which parents can support children's play in developmentally appropriate ways
3. Explain how children can be encouraged to take the lead and develop their own ideas
4. Describe sources of information and advice for parents on meeting children's play and learning needs.

Unit 109 **Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children**

Outcome 4 Understand how to work with parents to find positive ways to meet children’s physical needs

Assessment Criteria

The learner can:

1. Explain how to raise parents’ awareness of common hazards and risks to children’s safety inside and outside the home
2. Explain how to enable parents to find strategies for addressing eating and sleeping issues
3. Describe sources of information and advice on meeting children’s physical needs.

Unit 109 **Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children**

Outcome 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

Assessment Criteria

The learner can:

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.

Unit 109 Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing on to level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying this unit at level 3, it is a vital area that will need to be understood and practised to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit. Learners' experiences of working with a specific age group of children and young people could be shared by a presentation of crucial issues eg: everyday behaviour.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Functional Skills' units.

Suggested resources:

http://www.parentingacademy.org/parentserv_reading.aspx

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) for important further guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 110

Work with Parents to Meet their Children's Needs

Level: 3

Credit value: 3

NDAQ number: Y/502/4680

Unit aim

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the nature of the parent and child relationship
2. Know how to work with parents to understand the nature of the parent and child relationship
3. Understand how to work with parents to provide age appropriate support for a specified age group of children
4. Understand how to reflect on own practice in working with parents to meet their children's needs

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

The unit is developed from WWP NOS 307, which is an optional unit in the Work with Parents qualification.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

Unit 110

Work with Parents to Meet their Children's Needs

Outcome 1

Understand the nature of the parent and child relationship

Assessment Criteria

The learner can:

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

Unit 110

Work with Parents to Meet their Children's Needs

Outcome 2

Know how to work with parents to understand the nature of the parent and child relationship

Assessment Criteria

The learner can:

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. Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
3. Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
4. Explain ways of challenging parents assertively and when it is appropriate to do so.

Unit 110

Work with Parents to Meet their Children's Needs

Outcome 3

Understand how to work with parents to provide age appropriate support for a specified age group of children

Assessment Criteria

The learner can:

1. Identify key features of expected patterns of child development
2. Explain the development and maturational tasks of a specified age group of children
3. Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
4. Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children.

Unit 110

Work with Parents to Meet their Children's Needs

Outcome 4

Understand how to reflect on own practice in working with parents to meet their children's needs

Assessment Criteria

The learner can:

1. Reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development.

Unit 110 Work with Parents to Meet their Children's Needs

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practised to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit. Learners' experiences of working with a specific age group of children and young people could be shared by a presentation of crucial issues eg: patterns of development, needs of a particular age range.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Suggested resources

http://www.parentingacademy.org/parentserv_reading.aspx

See page 19 – 21 of the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 112

Engage Young Parents in Supporting their Children's Development

Level: 3

Credit value: 3

NDAQ number: J/502/4660

Unit aim

This unit aims 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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the context of pregnancy and parenthood for young people
2. Understand transition issues for young people and their potential impact on parenthood
3. Understand the impact of stress on a young parent's relationship with their child/children
4. Understand how to engage young parents with services
5. Understand the specific needs of young fathers in engaging with their child's needs and development

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units in the Work with Parents Qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

Unit 112

Engage Young Parents in Supporting their Children's Development

Outcome 1

Understand the context of pregnancy and parenthood for young people

Assessment Criteria

The learner can:

1. Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
2. Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
3. Demonstrate how the strategy and guidance applies to own work with young parents.

Unit 112

Engage Young Parents in Supporting their Children's Development

Outcome 2

Understand transition issues for young people and their potential impact on parenthood

Assessment Criteria

The learner can:

1. Reflect on own transitional experiences as a young person
2. Describe issues facing young parents in their transition from child to young adult.

Unit 112

Engage Young Parents in Supporting their Children's Development

Outcome 3

Understand the impact of stress on a young parent's relationship with their child/children

Assessment Criteria

The learner can:

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

Unit 112

Engage Young Parents in Supporting their Children's Development

Outcome 4

Understand how to engage young parents with services

Assessment Criteria

The learner can:

1. Explain factors which impact on a young parent's engagement with services
2. Reflect on the potential effectiveness of the range of services that can be offered to young parents
3. Demonstrate how young parents engage with services/settings in own practice.

Unit 112

Engage Young Parents in Supporting their Children's Development

Outcome 5

Understand the specific needs of young fathers in engaging with their child's needs and development

Assessment Criteria

The learner can:

1. Explain the specific needs of young fathers
2. Explain factors that may lead to young fathers engaging with the needs of their children
3. Explain how services/settings can support young fathers to engage with their child's needs and development.

Unit 112 Engage Young Parents in Supporting their Children's Development

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with young parents in a specific setting/environment, is a good way of starting the unit.

Suggested resources

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Functional Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link:
www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx

See page 19 – 21 of the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 113

Engage Fathers in their Children's Early Learning

Level: 3

Credit value: 3

NDAQ number: Y/502/4663

Unit aim

This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning
2. Understand how to work in partnership with fathers to support their children's early learning
3. Understand the barriers to fathers being involved 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

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

Unit 113

Engage Fathers in their Children's Early Learning

Outcome 1

Understand the policy context and research that underpins the involvement of fathers in their children's early learning

Assessment Criteria

The learner can:

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

Unit 113

Engage Fathers in their Children's Early Learning

Outcome 2

Understand how to work in partnership with fathers to support their children's early learning

Assessment Criteria

The learner can:

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

Unit 113

Engage Fathers in their Children's Early Learning

Outcome 3

Understand the barriers to fathers being involved in their children's early learning

Assessment Criteria

The learner can:

1. Explain personal, social and cultural barriers to fathers being involved in their children's early learning
2. Explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
3. Explain how attitudes can be barriers to engaging fathers in their children's early learning.

Unit 113

Engage Fathers in their Children's Early Learning

Outcome 4

Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning

Assessment Criteria

The learner can:

1. Reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning
2. Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
3. Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.

Unit 113 Engage Fathers in their Children's Early Learning

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion of the kind of barriers fathers may experience to become involved in their child's early learning, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Functional Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, or by accessing the website www.surestart.gov.uk/publications that has excellent links to 'Father focused groups'.

See page 19 – 21 of the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 114

Engage Parents in their Children's Early Learning

Level: 3

Credit value: 3

NDAQ number: M/502/3812

Unit aim

This unit aims to enable the learner to gain the understanding and ability to engage parents in their children's early learning.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the policy context and research that underpins parental involvement in their children's early learning
2. Understand how to work in partnership with parents to support their children's early learning
3. Understand barriers to parents being involved 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.

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

Unit 114

Engage Parents in their Children's Early Learning

Outcome 1

Understand the policy context and research that underpins parental involvement in their children's early learning

Assessment Criteria

The learner can:

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

Unit 114

Engage Parents in their Children's Early Learning

Outcome 2

Understand how to work in partnership with parents to support their children's early learning

Assessment Criteria

The learner can:

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

Unit 114

Engage Parents in their Children's Early Learning

Outcome 3

Understand barriers to parents being involved in their children's early learning

Assessment Criteria

The learner can:

1. Explain personal, social and cultural barriers to parents being involved in their children's early learning
2. Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
3. Explain how attitudes can be barriers to engaging parents in their children's early learning.

Unit 114

Engage Parents in their Children's Early Learning

Outcome 4

Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning.

Assessment Criteria

The learner can:

1. Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
2. Reflect on ways of working with parents to help them provide appropriate support for their children's early learning
3. Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.

Unit 114 Engage Parents in their Children's Early Learning

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Functional Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link:
www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx

See page 19 – 21 of the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 116

Support Use of Medication in Social Care Settings

Level: 3

Credit value: 5

NDAQ number: F/601/4056

Unit aim

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.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the legislative framework for the use of medication in social care settings
2. Know about common types of medication and their use
3. Understand roles and responsibilities in the use of medication in social care settings
4. Understand techniques for administering medication
5. Be able to receive, store and dispose of medication supplies safely
6. Know how to promote the rights of the individual when managing medication
7. Be able to support use of medication
8. Be able to record and report on use of medication

Guided learning hours

It is recommended that 40 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC375, HSC221, and HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 5, 7 and 8 must be assessed in the workplace. Simulation is not permitted.

Unit 116 Support Use of Medication in Social Care Settings

Outcome 1 Understand the legislative framework for the use of medication in social care settings

Assessment Criteria

The learner can:

1. Identify legislation that governs the use of medication in social care settings
2. Outline the legal classification system for medication
3. Explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements.

Additional Guidance

Agreed ways of working include policies and procedures, where these exist.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 2

Know about common types of medication and their use

Assessment Criteria

The learner can:

1. Identify common types of medication
2. List conditions for which each type of medication may be prescribed
3. Describe changes to **an individual's** physical or mental well-being that may indicate an adverse reaction to a medication.

Additional Guidance

An individual:

- Someone requiring care or support.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 3

Understand roles and responsibilities in the use of medication in social care settings

Assessment Criteria

The learner can:

1. Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
2. Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 4

Understand techniques for administering medication

Assessment Criteria

The learner can:

1. Describe the routes by which medication can be administered
2. Describe different forms in which medication may be presented
3. Describe materials and equipment that can assist in administering medication.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 5

Be able to receive, store and dispose of medication supplies safely

Assessment Criteria

The learner can:

1. Demonstrate how to receive supplies of medication in line with agreed ways of working
2. Demonstrate how to store medication safely
3. Demonstrate how to dispose of un-used or unwanted medication safely.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 6

Know how to promote the rights of the individual when managing medication

Assessment Criteria

The learner can:

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

Additional Guidance

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.

Unit 116

Support Use of Medication in Social Care Settings

Outcome 7

Be able to support use of medication

Assessment Criteria

The learner can:

1. Demonstrate how to access information about an individual's medication
2. Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
3. Demonstrate strategies to ensure that **medication is used or administered correctly**
4. Demonstrate how to address any **practical difficulties** that may arise when medication is used
5. Demonstrate how and when to access further information or support about the use of medication.

Additional Guidance

Medication used or administered correctly must ensure that the individual receives the correct medication:

- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

Practical difficulties may include:

- 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

Unit 116

Support Use of Medication in Social Care Settings

Outcome 8

Be able to record and report on use of medication

Assessment Criteria

The learner can:

1. Demonstrate how to record use of medication and any changes in an individual associated with it
2. Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.

Unit 116 Support Use of Medication in Social Care Settings

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Level: 3

Credit value: 4

NDAQ number: K/601/3225

Unit aim

The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills to support children in early years settings to acquire a new language through immersion.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the needs of children and families within a new language learning environment
2. Be able to implement the immersion method within the child care setting
3. Be able to plan the environment to promote children's immersion language acquisition
4. Be able to support the acquisition of language skills that children need to speak a new language
5. Be able to review and evaluate the effectiveness of immersion language development within the setting
6. Be able to evaluate own contribution to children's language development

Guided learning hours

It is recommended that 29 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 347.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 1

Understand the needs of children and families within a new language learning environment

Assessment Criteria

The learner can:

1. Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting
2. Explain the importance of sharing information with **carers** and involving them in the child's immersion language development
3. Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity
4. Explain why it is important to recognise and value a child's right to use their language of choice
5. Explain ways in which communication issues with families might be addressed.

Additional Guidance

Carers may include:

- Parents
- Family members
- Paid carers

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 2

Be able to implement the immersion method within the child care setting

Assessment Criteria

The learner can:

1. Explain the stages of language immersion
2. Pronounce the immersion language clearly and accurately
3. Respond appropriately to children according to the stage of their immersion language acquisition
4. Demonstrate methods for supporting children to acquire the immersion language through play and active learning
5. Use verbal and non-verbal communication to encourage and reassure children in a new language environment.

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 3

Be able to plan the environment to promote children's immersion language acquisition

Assessment Criteria

The learner can:

1. Outline the **factors** that create an environment conducive to immersion language acquisition
2. Plan and provide activities where individual children have opportunities to use the immersion language with other children
3. Provide individual activities where children are able to experiment with sounds and language.

Additional Guidance

Factors include oral and visual.

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 4

Be able to support the acquisition of language skills that children need to speak a new language

Assessment Criteria

The learner can:

1. Explain how verbal interactions between adults in the setting might influence the children's acquisition of the language
2. Encourage children to use the immersion language including verbal interaction with practitioners and **others**
3. Demonstrate how literacy skills in the immersion language are supported and developed.

Additional Guidance

Others may include:

- Parents, carers, guardians
- Professionals
- Multi-disciplinary teams
- Colleagues

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 5

Be able to review and evaluate the effectiveness of immersion language development within the setting

Assessment Criteria

The learner can:

1. Work with others to define the baseline at which each child operates linguistically
2. Observe and record the child's language development during play activities including incidental use of the immersion language
3. Work with **others** to review a child's immersion language development to plan for progression
4. Share information of the child's immersion language development with **carers** following work setting processes
5. Work with **others** to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion.

Additional Guidance

Others may include:

- Parents, carers, guardians
- Professionals
- Multi-disciplinary teams
- Colleagues

Carers may include:

- Parents
- Family members
- Paid carers

Unit 124

Promote Children in Early Years Settings Acquiring a New Language through Immersion

Outcome 6

Be able to evaluate own contribution to children's language development

Assessment Criteria

The learner can:

1. Reflect on how own working practice has contributed to children's development within the immersion language
2. Adapt own practice to meet the needs of individual children.

Unit 124 Promote Children in Early Years Settings Acquiring a New Language through Immersion

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 3

Credit value: 6

NDAQ number: T/602/1876

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting children's experiential learning.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of experiential learning for children's development
2. Be able to support a curriculum model that promotes experiential learning
3. Be able to support an environment that promotes experiential learning
4. Be able to promote children's experiential learning through continuous and enhanced provision
5. Be able to promote children's experiential learning through focussed tasks

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 303.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 125

Promote Children's Experiential Learning

Outcome 1

Understand the importance of experiential learning for children's development

Assessment Criteria

The learner can:

1. Explain what is meant by experiential learning
2. Explain how children's skills, development and learning is enhanced through active involvement in play and first hand experiences
3. Explain the implications for a work setting of promoting experiential learning
4. Evaluate the role in experiential learning of:
 - child-initiated play
 - adult-directed activities.

Unit 125

Outcome 2

Promote Children's Experiential Learning

Be able to support a curriculum model that promotes experiential learning

Assessment Criteria

The learner can:

1. Explain how **curriculum models** for experiential learning provide a framework for good practice
2. Contribute to curriculum planning for experiential learning
3. Show how the curriculum model in own work setting supports experiential learning
4. Suggest ways to overcome barriers to experiential learning in own setting.

Additional Guidance

Curriculum models

- The model used should be relevant to the learner's UK Home Country.

Unit 125

Outcome 3

Promote Children's Experiential Learning

Be able to support an environment that promotes experiential learning

Assessment Criteria

The learner can:

1. Explain why children need to feel comfortable in their environment in order to learn effectively
2. Explain how the environment is organised and managed to support experiential learning through **continuous and enhanced provision**
3. Plan an area of the environment to develop children's experiential learning
4. Prepare an area/s within the work setting based on the plan and explain how it contributes to children's experiential learning
5. Monitor how the play area supports experiential learning.

Additional Guidance

Continuous and enhanced provision

Continuous provision describes the basic provision in all the physical areas of the setting covering all the areas of learning. These provide the secure environment needed to foster children's confidence. Enhanced provision describes the adjustment and enrichment of the environment to meet individual child or group needs and interests.

Unit 125

Outcome 4

Promote Children's Experiential Learning

Be able to promote children's experiential learning through continuous and enhanced provision

Assessment Criteria

The learner can:

1. Demonstrate how experiential learning starts from what individual children already know and can do
2. Ensure children have sufficient time to engage in, enjoy and complete activities
3. Use equipment and resources to facilitate the active involvement of children
4. Provide opportunities and stimuli that support children to lead discussions and shape ideas
5. Listen and respond to children in a way that supports their experiential learning.

Unit 125

Outcome 5

Promote Children's Experiential Learning

Be able to promote children's experiential learning through focussed tasks

Assessment Criteria

The learner can:

1. Use focussed tasks to develop children's concepts, skills and knowledge using accurate language and context
2. Meet the individual needs of children when undertaking focussed teaching
3. Demonstrate how children's experiential learning can be used to enhance children's engagement in focussed tasks
4. Demonstrate how focused tasks can be used to enhance children's experiential learning.

Unit 125 Promote Children’s Experiential Learning

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 126

Support Children and Young People with Physical Disabilities

Level: 4

Credit value: 6

NDAQ number: A/602/1880

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with physical disabilities.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the scope and impact of physical disability on children and young people
2. Understand how legislative and policy frameworks impact on provision for children and young people with physical disabilities
3. Understand how statutory roles and responsibilities contribute to the provision for children and young people with physical disabilities
4. Be able to communicate with children and young people with physical disabilities
5. Be able to support the learning and development of children and young people with physical disabilities
6. Be able to work in partnership with others to support children and young people with physical disabilities

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 316 and CCLD 321.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 1

Understand the scope and impact of physical disability on children and young people

Assessment Criteria

The learner can:

1. Define physical disability
2. Identify the main causes of physical disability
3. Analyse the impact of physical disability on development and learning
4. Explain how attitudes to physical disability may impact on the lives of children, young people and their carers
5. Explain the importance of the **physical environment**
6. Explain the importance of a well-prepared environment on the inclusion of children and young people with physical disabilities.

Additional Guidance

Physical environment could include importance of:

- access/mobility
- play
- exercise
- social relationships.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 2

Understand how legislative and policy frameworks impact on provision for children and young people with physical disabilities

Assessment Criteria

The learner can:

1. Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with physical disabilities
2. Analyse the impact of current legislation and Codes of Practice in own work setting
3. Explain the benefits of inclusion of children and young people with physical disabilities in mainstream settings
4. Explain the challenges of inclusion of children and young people with physical disabilities in mainstream settings.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 3

Understand how statutory roles and responsibilities contribute to the provision for children and young people with physical disabilities

Assessment Criteria

The learner can:

1. Outline the statutory roles and responsibilities of those involved in provision for children and young people with physical disabilities
2. Explain the processes involved in statutory assessments
3. Explain how **statutory assessments** contribute to provision.

Additional Guidance

Statutory assessments may include:

- special educational needs
- social needs
- safeguarding and risk.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 4

Be able to communicate with children and young people with physical disabilities

Assessment Criteria

The learner can:

1. Describe how the environment facilitates communication for children and young people with physical disabilities
2. Prepare the environment to facilitate communication
3. Establish the method of communication preferred by children or young people
4. Use agreed methods of communication with a child or young person
5. Describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people
6. Interact with children or young people in a way that demonstrates an understanding of their feelings and preferences
7. Check with the child or young person throughout the interaction that the communication has been understood.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 5

Be able to support the learning and development of children and young people with physical disabilities

Assessment Criteria

The learner can:

1. Explain the importance for children and young people with physical disabilities of:
 - a differentiated curriculum
 - an individualised/ personalised approach to learning and development needs
2. Structure the environment to support children or young people's inclusion
3. Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities
4. Contribute to the development of individual plans for a child or young person with physical disability
5. Identify when children or young people may need additional support.

Unit 126

Support Children and Young People with Physical Disabilities

Outcome 6

Be able to work in partnership with others to support children and young people with physical disabilities

Assessment Criteria

The learner can:

1. Explain why a partnership approach is most effective in supporting children and young people with physical disabilities
2. Support other children or young people to understand the needs of their peers with physical disabilities
3. Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person
4. Provide information on sources of support for carers.

Unit 126 Support Children and Young People with Physical Disabilities

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 127

Support Children and Young People with Learning Disabilities

Level: 4

Credit value: 6

NDAQ number: F/602/1881

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with learning disabilities.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the scope and impact of learning disability on children and young people
2. Understand how legislative and policy frameworks impact on provision for children and young people with learning disabilities
3. Understand how statutory roles and responsibilities contribute to the provision for children and young people with learning disabilities
4. Be able to communicate with children and young people with learning disabilities
5. Be able to support the learning and development of children and young people with learning disabilities
6. Be able to work in partnership with others to support children and young people with learning disabilities

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 316 and CCLD 321.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 1

Understand the scope and impact of learning disability on children and young people

Assessment Criteria

The learner can:

1. Define learning disability
2. Identify the main causes of learning disability
3. Describe the additional challenges that a child with a learning disability may have
4. Analyse the impact of learning disability on development and learning
5. Explain how attitudes to learning disability may impact on the lives of children, young people and their carers.

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 2

Understand how legislative and policy frameworks impact on provision for children and young people with learning disabilities

Assessment Criteria

The learner can:

1. Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with learning disabilities
2. Analyse the impact of current legislation and Codes of Practice in own work setting
3. Explain the benefits of inclusion of children and young people with learning disabilities in mainstream settings
4. Explain the challenges of inclusion of children and young people with learning disabilities in mainstream settings.

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 3

Understand how statutory roles and responsibilities contribute to the provision for children and young people with learning disabilities

Assessment Criteria

The learner can:

1. Outline the statutory roles and responsibilities of those involved in provision for children and young people with learning disabilities
2. Explain the processes involved in **statutory assessments**
3. Explain how **statutory assessments** contribute to provision.

Additional Guidance

Statutory assessments

- Special educational needs
- Social needs
- Safeguarding and risk

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 4

Be able to communicate with children and young people with learning disabilities

Assessment Criteria

The learner can:

1. Describe how the environment facilitates communication for children and young people with learning disabilities
2. Prepare the environment to facilitate communication
3. Establish the method of communication preferred by children or young people
4. Use agreed methods of communication with a child or young person
5. Describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people
6. Check with the child or young person throughout the interaction that the communication has been understood.

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 5

Be able to support the learning and development of children and young people with learning disabilities

Assessment Criteria

The learner can:

1. Explain the importance for children and young people with learning disabilities of:
 - a differentiated curriculum
 - an individualised/personalised approach to learning and development needs
2. Structure the environment to support children or young people's inclusion
3. Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities
4. Contribute to the development of individual plans for a child or young person with sensory loss
5. Identify when children or young people may need additional support.

Unit 127

Support Children and Young People with Learning Disabilities

Outcome 6

Be able to work in partnership with others to support children and young people with learning disabilities

Assessment Criteria

The learner can:

1. Explain why a partnership approach is most effective in supporting children and young people with learning disabilities
2. Support other children or young people to understand the needs of their peers with learning disabilities
3. Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person
4. Provide information on sources of support for carers.

Unit 127 Support Children and Young People with Learning Disabilities

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Level: 4

Credit value: 6

NDAQ number: J/602/1882

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with autistic spectrum conditions.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the impact of autistic spectrum conditions on children and young people's learning and development
2. Understand how legislative and policy frameworks impact on provision for children and young people with autistic spectrum conditions
3. Understand how statutory roles and responsibilities contribute to provision for children and young people with autistic spectrum conditions
4. Be able to communicate effectively with children and young people with autistic spectrum conditions
5. Be able to support the learning and development of children and young people with autistic spectrum conditions
6. Be able to work in partnership with others to support children and young people with autistic spectrum conditions

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 316 and CCLD 321.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 1

Understand the impact of autistic spectrum conditions on children and young people's learning and development

Assessment Criteria

The learner can:

1. Explain what is meant by the autistic spectrum
2. Explain the importance of early diagnosis and intervention
3. Describe the behavioural characteristics associated with autistic spectrum conditions
4. Explain why children and young people with autistic spectrum conditions may display challenging behaviour
5. Outline the links between autistic spectrum conditions and other conditions
6. Analyse the impact of autistic spectrum conditions on:
 - social development
 - language and communication development
 - sensory sensitivity
7. Explain how attitudes to autistic spectrum conditions and behaviours may impact on the lives of children, young people and their carers.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 2

Understand how legislative and policy frameworks impact on provision for children and young people with autistic spectrum conditions

Assessment Criteria

The learner can:

1. Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with autistic spectrum conditions
2. Analyse the impact of current legislation and Codes of Practice in own work setting
3. Explain the benefits of inclusion of children and young people with autistic spectrum conditions in mainstream settings
4. Explain the challenges of inclusion of children and young people with autistic spectrum conditions in mainstream settings.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 3

Understand how statutory roles and responsibilities contribute to provision for children and young people with autistic spectrum conditions

Assessment Criteria

The learner can:

1. Outline the statutory roles and responsibilities of those involved in provision for children and young people with autistic spectrum conditions
2. Explain the processes involved in **statutory assessments**
3. Explain how **statutory assessments** contribute to provision.

Additional Guidance

Statutory assessments may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 4

Be able to communicate effectively with children and young people with autistic spectrum conditions

Assessment Criteria

The learner can:

1. Describe how the environment facilitates effective communication for children and young people with autistic spectrum conditions
2. Prepare the environment to facilitate effective communication
3. Establish the method of communication preferred by the child or young person
4. Use agreed methods of communication with a child or young person
5. Describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people
6. Interact with children or young people in a way that demonstrates an understanding of their feelings and preferences
7. Check with the child or young person throughout the interaction that the communication has been understood.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 5

Be able to support the learning and development of children and young people with autistic spectrum conditions

Assessment Criteria

The learner can:

1. Explain the importance for children and young people with autistic spectrum conditions of:
 - a differentiated curriculum
 - an individualised/ personalised approach to learning and development
2. Structure the environment to support children or young people's inclusion
3. Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities
4. Contribute to the development of individual plans for a child or young person with autistic spectrum conditions
5. Identify when children or young people may need additional support.

Unit 128

Support Children and Young People with Autistic Spectrum Conditions

Outcome 6

Be able to work in partnership with others to support children and young people with autistic spectrum conditions

Assessment Criteria

The learner can:

1. Explain why a partnership approach is most effective in supporting children and young people with autistic spectrum conditions
2. Support other children or young people to understand the needs of their peers with autistic spectrum conditions
3. Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person
4. Provide information on sources of support for carers.

Unit 128 Support Children and Young People with Autistic Spectrum Conditions

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Level: 4

Credit value: 6

NDAQ number: L/602/1883

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with health needs.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the impact of health needs on children and young people's development
2. Understand how legislative and policy frameworks impact on provision for children and young people with health needs
3. Understand how statutory roles and responsibilities contribute to the provision for children and young people with health needs
4. Be able to communicate with children and young people with health needs
5. Be able to support the learning and development of children and young people with health needs
6. Be able to work in partnership with others to support children and young people with health needs

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 1

Understand the impact of health needs on children and young people's development

Assessment Criteria

The learner can:

1. Explain the impact of **health needs** on children or young people's learning and development
2. Explain how attitudes to **health needs** may impact on children, young people and their carers
3. Explain the importance of supporting children and young people to make positive choices about their health.

Additional Guidance

Health needs may include

- physical health
- mental health
- short-term health needs
- long-term health needs
- life-limiting conditions
- emotional or behavioural conditions.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 2

Understand how legislative and policy frameworks impact on provision for children and young people with health needs

Assessment Criteria

The learner can:

1. Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with health needs
2. Analyse how provision reflects legislative and policy frameworks in own area of work
3. Explain how the rights of children and young people supports access to full time education.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 3

Understand how statutory roles and responsibilities contribute to the provision for children and young people with health needs

Assessment Criteria

The learner can:

1. Describe the types of settings where children or young people with health needs may receive care and support
2. Outline the statutory roles and responsibilities of those involved in provision for children and young people with health needs
3. Explain the processes involved in **statutory assessments**
4. Explain how **statutory assessments** contribute to provision.

Additional Guidance

Statutory assessments may include:

- special educational needs
- social needs
- safeguarding and risk

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 4

Be able to communicate with children and young people with health needs

Assessment Criteria

The learner can:

1. Describe how the environment facilitates communication for children and young people with health needs
2. Prepare the environment to facilitate communication
3. Establish the method of communication preferred by children or young people
4. Use agreed methods of communication with a child or young person
5. Describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people
6. Interact with children or young people in a way that demonstrates an understanding of their feelings and preferences
7. Check with the child or young person throughout the interaction that the communication has been understood.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 5

Be able to support the learning and development of children and young people with health needs

Assessment Criteria

The learner can:

1. Explain the importance for children and young people with health needs of:
 - differentiated curriculum
 - individualised/personalised approach to learning and development
2. Structure the environment to support children or young people's inclusion
3. Implement strategies to enable children and young people with health needs to access learning opportunities
4. Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities
5. Contribute to the development of individual plans for a child or young person with health needs
6. identify when children or young people may need additional support.

Unit 129

Support the Learning and Development of Children and Young People with Health Needs

Outcome 6

Be able to work in partnership with others to support children and young people with health needs

Assessment Criteria

The learner can:

1. Explain why a partnership approach is most effective in supporting children and young people with health needs
2. Support other children or young people to understand the needs of their peers with health needs
3. Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person
4. Provide information on sources of support for carers.

Unit 129 Support the Learning and Development of Children and Young People with Health Needs

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 130

Support Children and Young People with Sensory Loss

Level: 4

Credit value: 6

NDAQ number: R/602/1884

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with sensory loss.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the scope and impact of sensory loss for children and young people
2. Understand how legislative and policy frameworks impact on provision for children and young people with sensory loss
3. Understand how statutory roles and responsibilities contribute to the provision for children and young people with sensory loss
4. Be able to communicate with children and young people with sensory loss
5. Be able to support the learning and development of children and young people with sensory loss
6. Be able to work in partnership with others to support children and young people with sensory loss

Guided learning hours

It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 130

Support Children and Young People with Sensory Loss

Outcome 1

Understand the scope and impact of sensory loss for children and young people

Assessment Criteria

The learner can:

1. Define congenital sensory loss and acquired sensory loss
2. Identify the main causes of sensory loss
3. Analyse the impact of congenital sensory loss on development and learning
4. Identify the indicators and signs of:
 - sight loss
 - hearing loss
 - deaf-blindness
5. Explain how attitudes to sensory loss may impact on children, young people and their carers.

Unit 130

Support Children and Young People with Sensory Loss

Outcome 2

Understand how legislative and policy frameworks impact on provision for children and young people with sensory loss

Assessment Criteria

The learner can:

1. Outline current legislation and policy frameworks, that are designed to promote equality and inclusion for children and young people with sensory loss
2. Analyse the impact of current legislation and Codes of Practice in own work setting
3. Explain the benefits of inclusion of children and young people with sensory loss in mainstream settings
4. Explain the challenges of inclusion of children and young people with sensory loss in mainstream settings.

Unit 130

Support Children and Young People with Sensory Loss

Outcome 3

Understand how statutory roles and responsibilities contribute to the provision for children and young people with sensory loss

Assessment Criteria

The learner can:

1. Outline the statutory roles and responsibilities of those involved in provision for children and young people with sensory loss
2. Explain the processes involved in **statutory assessments**
3. Explain how the **statutory assessments** contribute to provision.

Additional Guidance

Statutory assessments may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Unit 130

Support Children and Young People with Sensory Loss

Outcome 4

Be able to communicate with children and young people with sensory loss

Assessment Criteria

The learner can:

1. Explain the methods of communication used by children and young people with:
 - sight loss
 - hearing loss
 - deaf-blindness
2. Describe how the environment facilitates communication for children and young people with sensory loss
3. Prepare the environment to facilitate communication
4. Establish the method of communication preferred by children or young people
5. Use agreed methods of communication with a child or young person
6. Describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people
7. Interact with children or young people in a way that demonstrates an understanding of their feelings and preferences
8. Check with the child or young person throughout the interaction that the communication has been understood
9. Structure the environment to support children or young children inclusion.

Unit 130

Support Children and Young People with Sensory Loss

Outcome 5

Be able to support the learning and development of children and young people with sensory loss

Assessment Criteria

The learner can:

1. Explain the importance for children and young people with sensory loss of:
 - a differentiated curriculum
 - an individualised/personalised approach to learning and development
2. Structure the environment to support children or young people's inclusion
3. Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities
4. Contribute to the development of individual plans for a child or young person with sensory loss
5. Identify when children or young people may need additional support.

Unit 130

Support Children and Young People with Sensory Loss

Outcome 6

Be able to work in partnership with others to support children and young people with sensory loss

Assessment Criteria

The learner can:

1. Explain why partnership approach is most effective in supporting children and young people with sensory loss
2. Support other children or young people to understand the needs of their peers with sensory loss
3. Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person
4. Provide information on sources of support for carers.

Unit 130 Support Children and Young People with Sensory Loss

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 131

Move and Position Individuals in Accordance with their Plan of Care

Level: 2

Credit value: 4

NDAQ number: J/601/8027

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand anatomy and physiology in relation to moving and positioning individuals
2. Understand legislation and agreed ways of working when moving and positioning individuals
3. Be able to minimise risk before moving and positioning individuals
4. Be able to prepare individuals before moving and positioning
5. Be able to move and position an individual
6. Know when to seek advice from and/or involve others when moving and positioning an individual

Guided learning hours

It is recommended that 26 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 131 Move and Position Individuals in Accordance with their Plan of Care

Outcome 1 Understand anatomy and physiology in relation to moving and positioning individuals

Assessment Criteria

The learner can:

1. Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
2. Describe the impact of specific conditions on the correct movement and positioning of an individual.

Unit 131 Move and Position Individuals in Accordance with their Plan of Care

Outcome 2 Understand legislation and agreed ways of working when moving and positioning individuals

Assessment Criteria

The learner can:

1. Describe how legislation and **agreed ways of working** affect working practices related to moving and positioning individuals
2. Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.

Additional Guidance

Agreed ways of working will include policies and procedures and guidelines where these exist.

Unit 131

Move and Position Individuals in Accordance with their Plan of Care

Outcome 3

Be able to minimise risk before moving and positioning individuals

Assessment Criteria

The learner can:

1. Access up-to-date copies of risk assessment documentation
2. Carry out preparatory checks using:
 - the individual's care plan
 - the moving and handling risk assessment
3. Identify any immediate risks to the individual
4. Describe actions to take in relation to identified risks
5. Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
6. Prepare the immediate environment ensuring
 - adequate space for the move in agreement with all concerned
 - that potential hazards are removed
7. Apply standard precautions for infection prevention and control.

Unit 131

Move and Position Individuals in Accordance with their Plan of Care

Outcome 4

Be able to prepare individuals before moving and positioning

Assessment Criteria

The learner can:

1. Demonstrate effective communication with the individual to ensure that they
 - understand the details and reasons for the action/activity being undertaken
 - agree the level of support required
2. Obtain **valid consent** for the planned activity.

Additional Guidance

Valid consent must be in line with agreed UK country definition.

Unit 131

Move and Position Individuals in Accordance with their Plan of Care

Outcome 5

Be able to move and position an individual

Assessment Criteria

The learner can:

1. Follow the care plan to ensure that the individual is positioned
 - using the agreed technique
 - in a way that will avoid causing undue pain or discomfort
2. Demonstrate effective communication with any others involved in the manoeuvre
3. Describe the aids and equipment that may be used for moving and positioning
4. Use equipment to maintain the individual in the appropriate position
5. Encourage the individual's **active participation** in the manoeuvre
6. Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
7. Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

Additional Guidance

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.

Unit 131

Move and Position Individuals in Accordance with their Plan of Care

Outcome 6

Know when to seek advice from and/or involve others when moving and positioning an individual

Assessment Criteria

The learner can:

1. Describe when advice and/or assistance should be sought to move or handle an individual safely
2. Describe what sources of information are available about moving and positioning individuals.

Unit 131 Move and Position Individuals in Accordance with their Plan of Care

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 132

Meet Food and Safety Requirements when Providing Food and Drink for Individuals

Level: 2

Credit value: 2

NDAQ number: T/601/9450

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the importance of food safety measures when providing food and drink for individuals
2. Be able to maintain hygiene when handling food and drink
3. Be able to meet safety requirements when preparing and serving food and drink for individuals
4. Be able to meet safety requirements when clearing away food and drink
5. Be able to store food and drink safely
6. Know how to access additional advice or support about food safety

Guided learning hours

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 213.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 1

Understand the importance of food safety measures when providing food and drink for individuals

Assessment Criteria

The learner can:

1. Understand the importance of food safety measures when providing food and drink for **individuals**
2. Be able to maintain hygiene when handling food and drink
3. Be able to meet safety requirements when preparing and serving food and drink for individuals
4. Be able to meet safety requirements when clearing away food and drink
5. Be able to store food and drink safely
6. Know how to access additional advice or support about food safety

Additional Guidance

Individuals is someone requiring care or support.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 2

Be able to maintain hygiene when handling food and drink

Assessment Criteria

The learner can:

1. Explain when hands must be washed to maintain food hygiene
2. Demonstrate effective hand-washing for handling food and drink
3. Use personal protective clothing to maintain hygiene when handling food and drink
4. Ensure that all surfaces, utensils and equipment are clean before beginning a new task.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 3

Be able to meet safety requirements when preparing and serving food and drink for individuals

Assessment Criteria

The learner can:

1. Describe practices to control hazards when preparing and serving food and drink
2. Prepare food and drink in ways that minimise risks to own safety and that of **others**
3. Serve food and drink in ways that minimise risks to own safety and that of **others**.

Additional Guidance

Others may include:

- the individual
- family and friends of the individual
- colleagues.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 4

Be able to meet safety requirements when clearing away food and drink

Assessment Criteria

The learner can:

1. Clear away food and drink in ways that minimise risks to own safety and that of **others**
2. Dispose of food waste promptly and safely
3. Clean utensils and equipment effectively after use
4. Store utensils and equipment safely.

Additional Guidance

Others may include:

- the individual
- family and friends of the individual
- colleagues.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 5

Be able to store food and drink safely

Assessment Criteria

The learner can:

1. Describe practices to control food safety hazards when storing different types of food and drink
2. Store different types of food and drink safely.

Unit 132

Meet Food Safety Requirements when Providing Food and Drink for Individuals

Outcome 6

Know how to access additional advice or support about food safety

Assessment Criteria

The learner can:

1. Identify sources of information about food safety
2. Describe how to access advice and support about own role in maintaining food safety when providing food and drink for **individuals**.

Additional Guidance

Individuals is someone requiring care or support.

Unit 132 Meet Food Safety Requirements when Providing Food and Drink for Individuals

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 133

Support Families who have a Child with a Disability

Level: 3

Credit value: 3

NDAQ number: D/601/5750

Unit aim

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the impact on a family of having a child with a disability
2. Be able to support families who have a child with a disability
3. Be able to support families with a child with a disability to use informal networks and community resources
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability

Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 133

Support Families who have a Child with a Disability

Outcome 1

Understand the impact on a family of having a child with a disability

Assessment Criteria

The learner can:

1. Describe the emotional impact that a **diagnosis** can have on families
2. Explain how the impact of having a child with a disability can be rewarding and/or challenging
3. Explain the emotional experience that families may have after diagnosis, using theories of loss
4. Explain how having a child with a disability may affect **interpersonal relationships within a family**
5. Identify the changes that may need to be made to family life, social life, work and accommodation
6. Explain why it is important for family members to have opportunities to explore feelings and experiences.

Additional Guidance

Diagnosis may include:

- physical disabilities
- learning disabilities
- sensory disabilities.

Interpersonal relationships within a family may include:

- relationships with siblings
- relationships with siblings and parents
- relationships with grandparents.

Unit 133

Support Families who have a Child with a Disability

Outcome 2

Be able to support families who have a child with a disability

Assessment Criteria

The learner can:

1. Establish with the family the **support** they require
2. Work with the family to identify different ways that needs can be met
3. **Support** family members to discuss feelings and experiences related to having a child with a disability.

Additional Guidance

Support may include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

Unit 133

Support Families who have a Child with a Disability

Outcome 3

Be able to support families with a child with a disability to use informal networks and community resources

Assessment Criteria

The learner can:

1. Explain what informal networks and community resources there are for children with disabilities and their families
2. Give information to a family about community resources and informal networks to enable them to make choices
3. **Support** a family to use community resources and informal networks.

Additional Guidance

Support may include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

Unit 133

Support Families who have a Child with a Disability

Outcome 4

Be able to work in partnership with other professionals and agencies to support families with a child with a disability

Assessment Criteria

The learner can:

1. Identify **support** and resources that a child with a disability may need
2. Investigate the roles of **other professionals and agencies** that may provide support to families with a child with a disability
3. Provide information to a family about professionals and agencies that may provide support
4. Identify when referrals should be made to other professionals and/or agencies
5. Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
6. Review the outcomes for the family of partnership working
7. Identify and report any additional support required by the family.

Additional Guidance

Support may include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

Other professionals and agencies are:

- Teachers
- Educational Psychologist
- Educational Welfare
- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

Unit 133 Support Families who have a Child with a Disability

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 134

Understand Models of Disability

Level: 3

Credit value: 3

NDAQ number: F/601/3473

Unit aim

The purpose of this unit is to provide the learner with knowledge and understanding of models of disability

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the difference between models of disability
2. Understand how the adoption of models of disability can shape an individual's identity and experience
3. Understand how the adoption of models of disability can shape service delivery

Guided learning hours

It is recommended that 26 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 10, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Unit 134

Outcome 1

Understand Models of Disability

Understand the difference between models of disability

Assessment Criteria

The learner can:

1. Outline the history and development of the medical, social and psycho-social models of disability
2. Compare and contrast the medical, social and psycho-social models of disability.

Unit 134

Outcome 2

Understand Models of Disability

Understand how the adoption of models of disability can shape an individual's identity and experience

Assessment Criteria

The learner can:

1. Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience.

Unit 134

Outcome 3

Understand Models of Disability

Understand how the adoption of models of disability can shape service delivery

Assessment Criteria

The learner can:

1. Analyse how the medical, social and psycho-social models of disability can shape service delivery
2. Evaluate how own practice promotes the wellbeing and quality of life of individuals.

Unit 134 Understand Models of Disability

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 624

Support children's learning in Welsh language development

Level: 3
Credit value: 5
UAN number: A/504/2184

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's Welsh language skills.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of Welsh language for children's learning.
- 2 Be able to use assessments to develop plans for Welsh language development
- 3 Be able to use activities for children's Welsh language development
- 4 Be able to reflect on own performance in supporting children's Welsh language development

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Holistic plans:

All aspects of learning are interlinked for young children

Guidance for Developing

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 624

Support children's learning in Welsh language development

Outcome 1

Understand the importance of Welsh language for children's learning

Assessment Criteria

The learner can:

1. Explain why Welsh language development is important to children's learning.
2. Explain how Welsh language development links with other Areas of Learning and development Welsh.

Unit 624

Support children's learning in Welsh language development

Outcome 2

Be able to use assessments to develop plans for Welsh language development

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support children's Welsh language development.
2. Use observations to assess children's current understanding and use of the Welsh language.
3. Use assessments as a basis for both short term and long term planning of the Welsh language provision.
4. Research sources of information in developing Welsh language provision.
5. Explain how Welsh language development is implemented through the combination of adult-led activities and child-initiated activities.
6. Explain how **holistic plans** support access to learning for every child in the setting including those with specific requirements.
7. Develop a holistic plan which incorporates the development of Welsh language development.

Additional Guidance

Holistic plans:

All aspects of learning are interlinked for young children

Unit 624

Support children's learning in Welsh language development

Outcome 3

Be able to use activities for children's Welsh language development

Assessment Criteria

The learner can:

1. Deliver a **holistic plan** which incorporates the development of Welsh language and culture.
2. Use Welsh language in everyday activities and routines to support children's Welsh language development.
3. Provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of Welsh language.
4. Use storytelling, rhyme and song to enrich children's Welsh language development.
5. Use accurate oral and written Welsh with children in activities and on visual displays.
6. Encourage children to use the Welsh language.
7. Use encouragement and praise when supporting children's Welsh language development.

Additional Guidance

Holistic plans:

All aspects of learning are interlinked for young children

Unit 624

Support children's learning in Welsh language development

Outcome 4

Be able to reflect on own performance in supporting children's Welsh language development

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to children's Welsh language development.
2. Adapt own practice to meet children's Welsh language development needs.
3. Identify training and development needs for self to improve performance in provision in Welsh language development

Unit 624 Support children’s learning in Welsh language development

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 626

Support children's physical development through activities

Level: 3
Credit value: 4
UAN number: L/504/2187

Unit aim

The purpose of this unit is to develop learner's knowledge, understanding and skills of supporting children's physical development through activities.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of physical development for children's learning
- 2 Be able to plan and organise an effective environment to support physical development
- 3 Be able to use activities for children's physical development
- 4 Be able to reflect on own performance in supporting physical development

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

SCD CCLD 0307 – Promote the health and physical development of children

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 626

Support children's physical development through activities

Outcome 1

Understand the importance of physical development for children's learning

Assessment Criteria

The learner can:

1. Explain why physical development is important to children's development.
2. Explain how physical development links with other areas of learning and development.
3. Explain the importance of using both the indoor and outdoor environment to develop children's physical development.
4. Evaluate sources of useful information in supporting children's physical development

Unit 626

Support children's physical development through activities

Outcome 2

Be able to plan and organise an effective environment to support physical development

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support their physical development.
2. Contribute to assessments of children's physical development.
3. Use assessments as basic for both short term and long term planning of physical activity provision within the learning environment.
4. Explain how physical development is implemented through the combination of adult-led and child-initiated activities.
5. Explain how holistic plans support access to physical activities for every child in the setting including those with specific requirements.
6. Develop a holistic plan which incorporates physical activities

Unit 626

Support children's physical development through activities

Outcome 3

Be able to use activities for children's physical development

Assessment Criteria

The learner can:

1. Deliver a holistic plan which incorporates Physical Development.
2. Use physical activities in everyday activities and routines to support children's physical development.
3. Provide both structured and spontaneous opportunities and activities that support children's physical development.
4. Use encouragement and praise when supporting children's physical development.

Unit 626

Support children's physical development through activities

Outcome 4

Be able to reflect on own performance in supporting physical development

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to children's physical development.
2. Adapt own practice to meet children's physical development needs.
3. Identify training and development needs for self to improve performance in provision of physical development

Unit 626 Support children’s physical development through activities

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 3
Credit value: 4
UAN number: R/504/2188

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's ICT skills.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of ICT for children's learning
- 2 Be able to use assessments to develop plans for ICT skills development.
- 3 Be able to use activities for children's ICT skills development
- 4 Be able to reflect on own performance in supporting children's' ICT skills development

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

SCD CCLD 0323 – Use information and communication technology to promote children's early learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 627

Outcome 1

Support children's learning in ICT

Understand the importance of ICT for children's learning

Assessment Criteria

The learner can:

1. Research current developments in ICT that enrich children's learning.
2. Explain why ICT is important to children's learning.
3. Explain how ICT can be used to support areas of learning and development

Unit 627

Support children's learning in ICT

Outcome 2 Be able to use assessments to develop plans for ICT skills development

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support their ICT skills development.
2. Contribute to assessments of children's understanding and use of ICT.
3. Use assessments as a basis for both short term and long term planning of ICT provision within the learning environment.
4. Research sources of information in developing ICT provision within the learning environment.
5. Explain how ICT is implemented through the combination of adult-led activities and child-initiated activities.
6. Explain how holistic plans support access to ICT learning for every child in the setting including those with specific requirements.
7. Develop a holistic plan which incorporates ICT.

Unit 627

Support children's learning in ICT

Outcome 3

Be able to use activities for children's ICT skills development

Assessment Criteria

The learner can:

1. Deliver a holistic plan which incorporates the development of ICT.
2. Use ICT with children in everyday activities and routines to support their learning and development.
3. Provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of ICT.
4. Use encouragement and praise when supporting children's learning in ICT.

Unit 627

Outcome 4

Support children's learning in ICT

Be able to reflect on own performance in supporting children's' ICT skills development

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to children's' ICT skills development.
2. Adapt own practice to meet children's' ICT development needs.
3. Identify training and development needs for self to improve performance in supporting the use of ICT

Unit 627 Support children’s learning in ICT

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 3
Credit value: 4
UAN number: Y/504/2189

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support children's outdoor play.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of outdoor play for children's health, learning and development
- 2 Be able to use assessments to develop plans to support outdoor play
- 3 Be able to use activities for the development of children's outdoor play
- 4 Be able to reflect on own performance in supporting the development of children's outdoor play

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

PW34 – Work with children and young people to create play spaces and support freely chosen self-directed play

PW9 – Plan and support self directed play

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 628

Outcome 1

Support children's outdoor play

Understand the importance of outdoor play for children's health, learning and development

Assessment Criteria

The learner can:

1. Analyse the benefits of outdoor play on children's health, learning and development.
2. Explain how outdoor play is linked to other areas of learning and development

Unit 628

Outcome 2

Support children's outdoor play

Be able to use assessments to develop plans to support outdoor play

Assessment Criteria

The learner can:

1. Explain the importance of making an assessment of children's outdoor play.
2. Contribute to making an assessment of children's outdoor play.
3. Use assessments as a basis for both short term and long term planning for the development of outdoor play.
4. Research sources of information to support the development of outdoor play.
5. Explain how the development of outdoor play is supported through the combination of adult-led activities and child-initiated activities.
6. Explain why children need to experiment, explore and take risk through outdoor play.
7. Explain how **holistic plans** support access to outdoor play for every child in the setting, including those with specific requirements.
8. Engage with children to develop a holistic plan which incorporates outdoor play to include:
 - Environments within the work setting
 - Environments outside of the work setting.

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 628

Outcome 3

Support children's outdoor play

Be able to use activities for the development of children's outdoor play

Assessment Criteria

The learner can:

1. Deliver a **holistic plan** which incorporates the development of outdoor play.
2. Demonstrate how to make the best use of outdoor space.
3. Use outdoor play with children in everyday activities and routines to support their learning and development.
4. Encourage children to use the outdoor environment as a natural extension of their play.
5. Provide both structured and spontaneous opportunities and activities that develop children's outdoor play.
6. Encourage and praise children in their creative use of outdoor play.

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 628

Outcome 4

Support children's outdoor play

Be able to reflect on own performance in supporting the development of children's outdoor play

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to the development of children's outdoor play.
2. Adapt own practice to support children's outdoor play.
3. Identify training and development needs for self to improve performance

Unit 628 Support children’s outdoor play

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 3
Credit value: 4
UAN number: L/504/2190

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's mathematical development.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of mathematical development for children's learning
- 2 Be able to use assessments to develop plans for mathematical development
- 3 Be able to use activities for children's mathematical development.
- 4 Be able to reflect on own performance in supporting children's mathematical development

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

SCD CCLD 0345 – Promote literacy, numeracy and language development for children's early learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 629

Outcome 1

Support children's mathematical development

Understand the importance of mathematical development for children's learning

Assessment Criteria

The learner can:

1. Explain why mathematical development is important to children's learning.
2. Explain how mathematics can be used to support areas of learning and development

Unit 629

Outcome 2

Support children's mathematical development

Be able to use assessments to develop plans for mathematical development

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support their mathematical development.
2. Contribute to assessments of children's understanding and use of mathematics.
3. Use assessments as a basis for both short term and long term planning of mathematical development.
4. Research sources of information in supporting mathematical development.
5. Explain how mathematical development is supported through the combination of adult-led activities and child-initiated activities.
6. Explain how **holistic plans** support access to mathematical learning for every child in the setting including those with specific requirements.
7. Develop a holistic plan which incorporates mathematical learning

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 629

Outcome 3

Support children's mathematical development

Be able to use activities for children's mathematical development

Assessment Criteria

The learner can:

1. Deliver a **holistic plan** which incorporates the development of mathematical learning.
2. Use mathematics with children in everyday activities and routines to support their learning and development.
3. Provide both structured and spontaneous opportunities and activities that develop children's knowledge and application of mathematics.
4. Use encouragement and praise when supporting children's mathematical development

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 629

Outcome 4

Support children's mathematical development

Be able to reflect on own performance in supporting children's mathematical development

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to children's mathematical development.
2. Adapt own practice to meet children's mathematical development needs.
3. Identify training and development needs for self to improve performance in supporting the use of mathematics.

Unit 629 Support children’s mathematical development

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 630

Support children's language, literacy and communication

Level: 3
Credit value: 4
UAN number: R/504/2191

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's language, literacy and communication.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1) Understand the importance of language, literacy and communication for children's learning
- 2) Be able to use assessments to develop plans for language, literacy and communication development
- 3) Be able to use activities for the development of children's language, literacy and communication.
- 4) Be able to reflect on own performance in supporting the development of children's language, literacy and communication

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 - Implement frameworks for early education through the development of curriculum planning

SCD CCLD 0345 – Promote literacy, numeracy and language development for children's early learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 630

Support children's language, literacy and communication

Outcome 1

Understand the importance of language, literacy and communication for children's learning

Assessment Criteria

The learner can:

1. Explain why language, literacy and communication are important to children's learning.
2. Explain how language, literacy and communication can be used to support other areas of learning and development

Unit 630

Support children's language, literacy and communication

Outcome 2

Be able to use assessments to develop plans for language, literacy and communication development

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support their language, literacy and communication development.
2. Contribute to assessments of children's use of language, literacy and communication skills.
3. Use assessments as a basis for both short term and long term planning for the development of language, literacy and communication skills.
4. Research sources of information in supporting the development of language, literacy and communication.
5. Explain how the development of language, literacy and communication is supported through the combination of adult-led activities and child-initiated activities.
6. Explain how **holistic plans** support access to learning in language, literacy and communication for every child in the setting including those with specific requirements.
7. Develop a holistic plan which incorporates language, literacy and communication learning.

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 630

Support children's language, literacy and communication

Outcome 3

Be able to use activities for the development of children's language, literacy and communication

Assessment Criteria

The learner can:

1. Deliver a **holistic plan** which incorporates the development of language, literacy and communication skills.
2. Use language, literacy and communication with children in everyday activities and routines to support their learning and development.
3. Use storytelling, rhyme and song to enrich the development of children's language, literacy and communication.
4. Provide both structured and spontaneous opportunities and activities that develop children's knowledge and use of language, literacy and communication.
5. Use encouragement and praise when supporting children's development of language, literacy and communication.

Additional Guidance:

Holistic plans:

All aspects of learning are interlinked for young children

Unit 630

Support children's language, literacy and communication

Outcome 4

Be able to reflect on own performance in supporting the development of children's language, literacy and communication

Assessment Criteria

The learner can:

1. Evaluate how own practice has contributed to the development of children's language, literacy and communication.
2. Adapt own practice to meet children's language, literacy and communication development needs.
3. Identify training and development needs for self to improve performance in supporting the development of language, literacy and communication skills

Unit 630 Support children’s language, literacy and communication

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 631

Support children's knowledge and understanding of the world

Level: 3
Credit value: 4
UAN number: Y/504/2192

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's knowledge and understanding of the world.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of knowledge and understanding of the world for children's learning
- 2 Be able to use assessments to develop plans for children's knowledge and understanding of the world
- 3 Be able to use activities for the development of children's knowledge and understanding of the world
- 4 Be able to reflect on own performance in supporting the development of children's knowledge and understanding of the world

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 309 - Implement frameworks for early education through the development of curriculum planning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 631

Support children's knowledge and understanding of the world

Outcome 1

Understand the importance of knowledge and understanding of the world for children's learning

Assessment Criteria

The learner can:

1. Explain why knowledge and understanding of the world are important to children's learning.
2. Explain how knowledge and understanding of the world can be used to support areas of learning and development.

Unit 631

Support children's knowledge and understanding of the world

Outcome 2

Be able to use assessments to develop plans for children's knowledge and understanding of the world

Assessment Criteria

The learner can:

1. Explain the importance of undertaking assessments of children to support their development of knowledge and understanding of the world
2. Contribute to assessments of children's development of knowledge and understanding of the world
3. Use assessments as a basis for both short term and long term planning for the development of children's knowledge and understanding of the world
4. Research sources of information in supporting the development of children's knowledge and understanding of the world
5. Explain how the development of knowledge and understanding of the world is supported through the combination of adult-led activities and child-initiated activities
6. Explain how **holistic plans** support access to knowledge and understanding of the world for every child in the setting including those with specific requirements
7. Develop a holistic plan which incorporates knowledge and understanding of the world

Additional Guidance

Holistic plans:

All aspects of learning are interlinked for young children

Unit 631

Support children's knowledge and understanding of the world

Outcome 3

Be able to use activities for the development of children's knowledge and understanding of the world

Assessment Criteria:

The learner can:

1. Deliver a holistic plan which incorporates the development of children's knowledge and understanding of the world
2. Use knowledge and understanding of the world with children in everyday activities and routines to support their learning and development
3. Use storytelling, rhyme and song to enrich the development of children's knowledge and understanding of the world
4. Provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of the world
5. Use encouragement and praise when supporting children's development of knowledge and understanding of the world

Unit 631

Support children's knowledge and understanding of the world

Outcome 4

Be able to reflect on own performance in supporting the development of children's knowledge and understanding of the world

Assessment Criteria:

The learner can:

1. Evaluate how own practice has contributed to the development of children's knowledge and understanding of the world
2. Adapt own practice to meet children's knowledge and understanding of the world development needs
3. Identify training and development needs for self to improve performance in supporting the development of children's knowledge and understanding of the world

Unit 631 Support children’s knowledge and understanding of the world

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Level: 3
Credit value: 4
UAN: H/504/2194

Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children and young people settings.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 1 Understand theories of teams and team working.
- 2 Understand the principles that underpin effective teamwork.
- 3 Be able to work as part of a team.
- 4 Be able to support individual team members.
- 5 Be able to review the work of the team.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0338 – Develop productive working relationships with others

SCD HSC 3121 – Promote the effectiveness of teams

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Outcome 1

Understand theories of **teams** and team working

Assessment Criteria

The learner can:

1. Outline models of team working
2. Explain the process of team development
3. Analyse how shared goals can lead to team cohesion.

Additional Guidance

Teams could include:

- Within the organisation / service
- Multi-disciplinary
- Multi-agency

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Outcome 2

Understand the principles that underpin effective teamwork

Assessment Criteria

The learner can:

1. Explain why teams need:
 - clear objectives
 - clearly defined roles and responsibilities
 - trust and accountability
 - confidentiality
 - effective communication
 - conflict resolution.
2. Explain why mutual respect and support promotes effective teamwork
3. Explain how the values of own organisation influences the working of your team
4. Explain how teams manage change
5. Explain the benefits of effective team performance.

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Outcome 3

Be able to work as part of a team

Assessment Criteria

The learner can:

1. Identify own role and responsibility in the team
2. Fulfil own responsibilities within the team
3. Communicate effectively with team members
4. Involve other team members in decision making
5. Seek support and advice from **others**
6. Offer support to other team members
7. Explain lines of reporting and responsibility in the team
8. Analyse the strengths and contributions of other team members to the work of the team.

Additional Guidance

Others could include:

- Team members and colleagues
- Other professionals
- Line manager

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Outcome 4

Be able to support individual team members

Assessment Criteria

The learner can:

1. Provide encouragement and support to individual team members within their roles
2. Provide constructive feedback on performance to individual team members.

Unit 633

Contribute to effective team working in health and social care or children and young people's settings

Outcome 5

Be able to review the work of the team

Assessment Criteria

The learner can:

1. Reflect on own performance in working as part of a team
2. Review team performance in achieving or working towards goals
3. Contribute to the development of continuous improvement within the work of the team.

Unit 633 Contribute to effective team working in health and social care or children and young people’s settings

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 643

Support the development of positive behaviour in children

Level: 3
Credit value: 3
UAN number: L/504/2206

Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children to develop positive behaviour.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand principles of supporting the development of positive behaviour in children.
2. Be able to establish behavioural goals and boundaries with children
3. Be able to support children to understand their behavior
4. Be able to support children to achieve behavioural goals and adhere to agreed boundaries.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCDHSC0326 – Promote the development of positive behaviour in children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with Skills for care and development QCF Assessment Principles

Unit 643

Support the development of positive behaviour in children

Outcome 1

Understand principles of supporting the development of positive behaviour in children

Assessment Criteria

The learner can:

1. Outline theories of behaviour development in children

Unit 643

Support the development of positive behaviour in children

Outcome 2

Be able to establish behavioural goals and boundaries with children

Assessment Criteria

The learner can:

1. Communicate with a child about their behaviour according to their level of ability and understanding
2. Support a child to gain understanding of expectations about their behavior
3. Support a child to gain understanding of why goals and boundaries must be set for their behavior
4. Work with a child, **key people** and **others** to identify behavioural goals and boundaries that will support positive behaviour.
5. Record agreed behavioural goals and boundaries in line with work setting requirements

Additional Guidance

Teams could include:

Key people are those who are important to a child who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

Others may include:

- Colleagues
- Other professionals

Unit 643

Support the development of positive behaviour in children

Outcome 3

Be able to support children to understand their behaviour

Assessment Criteria

The learner can:

1. Support a child to develop understanding of when their behaviour is acceptable and when it is unacceptable
2. Support a child to develop understanding of the consequences of:
 - Acceptable behaviour
 - Unacceptable behavior
3. Support a child to develop recognition of the benefits of positive behaviour for themselves, key people and others
4. Work with a child to develop an understanding of why they behave in certain ways.
5. Work with a child to develop an understanding of how they are feeling when they engage in unacceptable behaviour.

Unit 643

Support the development of positive behaviour in children (CYPOP 47)

Outcome 4

Be able to support children to achieve behavioural goals and adhere to agreed boundaries

Assessment Criteria

The learner can:

1. Support a child to identify behaviours that show that they are meeting behavioural goals or plans
2. Work with key people and others to provide consistent support to a child to help them meet behavioural goals and agreed boundaries
3. Use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries
4. Provide constructive feedback to a child on meeting behavioural goals and agreed boundaries
5. Use praise to reinforce positive behaviour in a child.
6. Support the positive behaviour of children through own actions
7. Use agreed interventions to help a child end an instance of unacceptable behaviour
8. Work with a child to develop their understanding of why they engaged in unacceptable behaviour
9. Work with a child to develop their understanding of how they might have behaved differently
10. Record progress towards the achievement of behavioural goals in line with work setting requirements
11. Record instances of unacceptable behaviour in line with work setting requirements
12. Access help and support where there are concerns about the behaviour of a child

Unit 643 Support the development of positive behaviour in children (CYPOP 47)

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 673

Promote nutrition and hydration in early years and childcare settings

Level: 3
Credit value: 4
UAN: A/503/2576

Unit aim

This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the principles of a **balanced diet** for children
2. Be able to plan and promote a balanced diet for children
3. Understand the principles of hydration for babies and children
4. Be able to promote hydration in babies and/or children
5. Understand how to contribute to the prevention of malnutrition in babies and children
6. Understand the principles of infant feeding
7. Understand the importance of **special dietary requirements** for babies and children
8. Be able to contribute to the monitoring of nutrition and hydration for babies or children

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Links to NOS CCLD 307

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 1

Understand the principles of a balanced diet for children

Assessment Criteria

The learner can:

1. Describe current government **nutritional guidelines** for a balanced diet for children
2. Define the main food groups
3. Identify sources of essential nutrients
4. Explain the importance of a balanced diet
5. Evaluate the impact of poor diet on **health** and **wellbeing**
6. Explain how dietary requirements change across the span of the early years

Additional Guidance

Nutritional guidelines refers to the latest national guidance for appropriate age groups

Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Unit 673 Promote nutrition and hydration in early years and childcare settings

Outcome 2 Be able to plan and promote a balanced diet for children

Assessment Criteria

The learner can:

1. Evaluate the **factors** that may affect nutritional intake
2. Explain how a **healthy diet** can be promoted for children
3. Plan a balanced diet for a child that meets their individual dietary requirements
4. Encourage children to eat a healthy balanced diet
5. Evaluate own and **others** contribution to the balanced diet of a child

Additional Guidance

Factors can include:

- Culture and religion
- Individual preferences and habits
- Physical factors – positioning, oral hygiene etc
- Psychological factors – depression, eating disorders etc
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

Healthy diet is one based on sound nutritional principles. It would usually feature

- High consumption of fruits & vegetables
- Low consumption of red meat & fatty foods
- Meals based on starch foods
- Raw foods & whole grains are preferred to processed or refined foods
- Protein primarily from fish, dairy products, nuts
- Low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages
- Low consumption of alcohol
- Drinking plenty of water
- Organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives

Others may include:

- parents or carers
- colleagues
- other professionals eg health visitors, school nurses, dieticians, speech and language therapist etc

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 3

Understand the principles of hydration for babies and children

Assessment Criteria

The learner can:

1. Explain the importance of hydration
2. Describe the signs of dehydration in babies and children
3. Explain the impact of dehydration on health and wellbeing

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 4

Be able to promote hydration in babies and/or children

Assessment Criteria

The learner can:

1. Evaluate the factors that may affect hydration
2. Explain how hydration can be promoted for babies and children
3. Demonstrate different approaches to promote hydration for babies or children
4. Evaluate the effectiveness of different ways of promoting hydration for babies and/or children

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 5

Understand how to contribute to the prevention of malnutrition in babies and children

Assessment Criteria

The learner can:

1. Describe the signs of malnutrition
2. Explain the risk factors that may lead to malnutrition
3. Explain ways of increasing nutritional density of foods and drinks

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 6

Understand the principles of infant feeding

Assessment Criteria

The learner can:

1. Compare the benefits of breast feeding and infant formula feeding
2. Explain current **UN and national guidance** on breast feeding
3. Describe current national guidance on the introduction of solid foods
4. Discuss suitable choices of foods and drinks for weaning

Additional Guidance

UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 7

Know the importance of special dietary requirements for babies and children

Assessment Criteria

The learner can:

1. Explain circumstances where babies or children have special dietary requirements
2. Describe special diets
3. Analyse the potential risks of not following a special diet

Additional Guidance

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may *prevent / limit / promote / meet* one or more of the following:

- Aspiration/choking
- Appetite
- Weight (i.e. underweight or overweight)
- Personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)

Unit 673

Promote nutrition and hydration in early years and childcare settings

Outcome 8

Be able to contribute to the monitoring of nutrition and hydration for babies or children

Assessment Criteria

The learner can:

1. Describe own responsibilities in relation to monitoring nutrition and hydration
2. Explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children
3. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working
4. Explain actions to take when there are concerns about the nutrition and hydration of babies or children

Unit 673 Promote nutrition and hydration in early years and childcare settings

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 148

Develop professional supervision practice in health and social care or children and young people's work settings

Level: 5

Credit value: 5

UAN: M/602/3187

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the purpose of professional supervision in health and social care or children and young people's work settings
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings
4. Be able to provide professional supervision in health and social care or children and young people's work settings
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting

Unit 148 Develop professional supervision practice in health and social care or children and young people's work settings

Outcome 1 Understand the principles of a balanced diet for children

Assessment Criteria

The learner can:

1. analyse the principles, scope and purpose of professional supervision
2. outline theories and models of professional supervision
3. explain how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision
4. explain how findings from research, critical reviews and inquiries can be used within professional supervision
5. explain how professional supervision can protect the:
 - **individual**
 - supervisor
 - supervisee

Additional Guidance

Agreed ways of working will include policies and procedures where these exist.

An **Individual** is someone accessing care or support

Unit 148

Develop professional supervision practice in health and social care or children and young people's work settings

Outcome 2

Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

Assessment Criteria

The learner can:

1. explain the performance management cycle
2. analyse how professional supervision supports performance
3. analyse how performance indicators can be used to measure practice

Unit 148

Develop professional supervision practice in health and social care or children and young people's work settings

Outcome 3

Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

Assessment Criteria

The learner can:

1. explain factors which result in a power imbalance in professional supervision
2. explain how to address power imbalance in own supervision practice
3. agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process
4. agree with supervisee the frequency and location of professional supervision
5. agree with supervisee sources of evidence that can be used to inform professional supervision
6. agree with supervisee actions to be taken in preparation for professional supervision

Unit 148 **Develop professional supervision practice in health and social care or children and young people's work settings**

Outcome 4 Be able to provide professional supervision in health and social care or children and young people's work settings

Assessment Criteria

The learner can:

1. support supervisees to reflect on their practice
2. provide positive feedback about the achievements of the supervisee
3. provide constructive feedback that can be used to improve performance
4. support supervisees to identify their own development needs
5. review and revise professional supervision targets to meet the identified objectives of the work setting
6. support supervisees to explore different methods of addressing challenging situations
record agreed supervision decisions

Unit 148

Develop professional supervision practice in health and social care or children and young people's work settings

Outcome 5

Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

Assessment Criteria

The learner can:

1. give examples from own practice of managing conflict situations within professional supervision
2. reflect on own practice in managing conflict situations experienced during professional supervision process

Unit 148

Develop professional supervision practice in health and social care or children and young people's work settings

Outcome 6

Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

Assessment Criteria

The learner can:

1. gather feedback from supervisee/s on own approach to supervision process
2. adapt approaches to own professional supervision in light of feedback from supervisees and others

Unit 148 Develop professional supervision practice in health and social care or children and young people's work settings

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 698

Understanding professional supervision practice

Level: 4
Credit value: 3
UAN number: H/602/3185

Unit aim

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand the purpose of supervision
- 2 Understand how the principles of supervision can be used to inform performance management
- 3 Understand how to support individuals through professional supervision
- 4 Understand how professional supervision supports performance

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to.

Support of the unit by a sector or other appropriate body

This unit is endorsed by.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 698

Understanding professional supervision practice

Outcome 1

Understand the purpose of supervision

Assessment Criteria

The learner can:

1. Evaluate theoretical approaches to professional supervision
2. Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision

Unit 698

Understanding professional supervision practice

Outcome 2

Understand how the principles of supervision can be used to inform performance management

Assessment Criteria

The learner can:

1. Explain key principles of effective professional supervision
2. Analyse the importance of managing performance in relation to
 - governance
 - safeguarding
 - learning from critical reviews and inquiries

Unit 698

Understanding professional supervision practice

Outcome 3

Understand how to support individuals through professional supervision

Assessment Criteria

The learner can:

1. Analyse the concept of anti oppressive practice in professional supervision
2. Explain methods to assist individuals to deal with challenging situations
3. Explain how conflict may arise within professional supervision
4. Describe how conflict can be managed within professional supervision

Unit 698

Understanding professional supervision practice

Outcome 4

Understand how professional supervision supports performance

Assessment Criteria

The learner can:

1. Explain the responsibility of the supervisor in setting clear targets and performance indicators
2. Explain the performance management cycle
3. Compare methods that can be used to measure performance
4. Describe the indicators of poor performance
5. Explain how constructive feedback can be used to improve performance
6. Evaluate the use of performance management towards the achievement of objectives

Unit 698 Understanding professional supervision practice

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 701

Promote Signing to Advance Speech, Language and Communication

Level: 3
Credit value: 6
UAN: J/504/3371

Unit Aim: The unit provides the learner with the knowledge and skills needed to promote signing to advance speech, language and communication

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how the use of sign supported English supports learning and development.
2. Be able to use sign supported English to promote learning and development
3. Understand the role of signing and fingerspelling in the development of early literacy
4. Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour
5. Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour

Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Sign supported English uses signs from British Sign Language (BSL) alongside speech.

Unit 701

Promote Signing to Advance Speech, Language and Communication

Outcome 1

Understand how the use of sign supported English supports learning and development

Assessment Criteria

The learner can:

1. explain how sign supported English supports the development of pro-social skills
2. explain how sign supported English contributes to the development of language skills.
3. evaluate how sign supported English contributes to the development of cognitive skills.

Unit 701

Promote Signing to Advance Speech, Language and Communication

Outcome 2

Be able to use sign supported English to promote learning and development

Assessment Criteria

The learner can:

1. plan a range of age and culturally appropriate activities using sign supported English to support social and emotional development, language and cognitive development
2. use and evaluate the effectiveness of the activities using sign supported English in promoting learning and development

Unit 701

Promote Signing to Advance Speech, Language and Communication

Outcome 3

Understand the role of signing and fingerspelling in the development of early literacy

Assessment Criteria

The learner can:

1. analyse how signing and fingerspelling can contribute to the development of early literacy.

Unit 701

Promote Signing to Advance Speech, Language and Communication

Outcome 4

Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour

Assessment Criteria

The learner can:

1. analyse the contribution of signing to the provision of an environment which values children and young people with diverse communication needs
2. explain how different behaviour management signs and signed phrases can be used with different age groups
3. evaluate the effectiveness of own signing skills in expressive and receptive communication

Unit 701

Promote Signing to Advance Speech, Language and Communication

Outcome 5

Understand how the use of sign supported English promotes inclusive practice and contributes to parental involvement/partnership

Assessment Criteria

The learner can:

1. reflect on how their own inclusive practice has been enhanced by the use of sign supported English
2. review and discuss their experience of parental involvement/partnership working and plan for future improvements

Unit 701 Promote Signing to Advance Speech, Language and Communication

Notes for guidance

See page 19 – 21 of the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL/RPL.

This qualification has connections to the:

- City & Guilds Level 2 Diploma for the Children and Young People's Workforce
- City & Guilds Level 3 Certificate in Working with Parents
- City & Guilds Level 2/3 Diploma for Children's Care, Learning and Development (Northern Ireland and Wales)
- City & Guilds in Level 2/3 Award/Certificate in Supporting Teaching and Learning in Schools

City & Guilds unit	Unit title	SSC ref no.	Unit linked to:
015	Paediatric Emergency First Aid	PEFAP001	Early Years Foundation Stage Practice Guidance - DCSF 2008. This unit is mapped against EYDC standards. (Early Years Development Childcare)
016	Managing Paediatric Illness and Injury	MPII002	Early Years Foundation Stage Practice Guidance - DCSF 2008. This unit is mapped against EYDC standards (Early Years Development Childcare).
022	Understand Child and Young Person Development	CYP3.1	CCLD 303 HSC 36 CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

024	Promote Child and Young Person Development	CYP3.2	CCLD 303 LDSS 10 HSC 36 CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people UK Codes of Practice for Social Care Workers
025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	CLD 305 LDSS NOS Unit 1 HSC 34 CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people UK Codes of Practice for Social Care Workers
027	Support Children and Young People's Health and Safety	CYP3.4	CCLD 302 HSC 32 LDSS Unit 2 CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care UK Codes of Practice for Social Care Workers.
028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	CCLD 301 HSC 31 CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers
029	Working Together for the Benefit of Children and Young People	CYP3.6	CCLD 301 CCLD 431 CCLD 323 HSC 31 CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers.
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	CCLD 308 HSC 38 HSC 310 UK Codes of Practice for Social Care Workers

033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	CYPOP17	DCSF Narrowing the Gap Guidance 2008
035	Understand the speech, language and communication needs of children and young people	CYPOP22	Speech, language and communication framework Enhanced: Strand D.
051	Promote Communication in Health, Social Care or Children's and Young People's Settings	SHC 31	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS
052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	SHC 32	CCLD 304 GCU 6 GEN 12 GEN 13 HSC 33 Themes recur as knowledge requirements and core values throughout HSC NOS
053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC 33	CCLD 305 GCU 5 HSC 34, HSC 35, HSC 3116 Themes recur as knowledge requirements and core values throughout HSC NOS
054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	SHC 34	CCLD 305 GCU 2 HSC 24, HSC 34, HSC 35 Themes recur as knowledge requirements and core values throughout HSC NOS
067	Professional Practice in Early Years Settings	EYMP4	CCLD 305 UN Convention on Rights of the Child
068	Support Children's Speech, Language and Communication	EYMP5	The Speech, language and communication framework CCLD 301 CCLD 312 This unit covers, or links to competences from the SLCF: Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15
075	Work with Babies and Young Children to Promote their Development and Learning	CYPOP1	CCLD 303 HSC 37
076	Care for the Physical and Nutritional Needs of Babies and Young Children	CYPOP2	CCLD 303 HSC 37

077	Lead and Manage a Community Based Early Years Setting	CYPOP3	CCLD311 CCLD 317 CCLD 324 CCLD 329 CCLD 338
078	Promote Young Children's Physical Activity and Movement Skills	CYPOP4	CCLD 303 CCLD 307
079	Understand How to Set Up a Home Based Childcare Service	CYPOP5	CCLD 302 CCLD 303 CCLD 305 CCLD 316
081	Support Disabled Children and Young People and those with Specific Requirements	CYPOP6	CCLD 312 CCLD 418 NOS for Sensory Services-Standards 1–7
082	Promote Creativity and Creative Learning in Young Children	CYPOP7	CCLD 410
083	Coordinate Special Educational Needs Provision	CYPOP16	CCLD 339
086	Support Children or Young People in their Own Home	CYPOP37	HSC 319
087	Work with Children and Young People in a Residential Care Setting	CYPOP35	SC 323 Professional Practice in residential child care: all Standards
094	Support Children and Young People to Have Positive Relationships	CYPOP14	HSC 311 CCLD 301 Professional Practice in residential child care, Standard: 4.7 Training support and development standards for Foster Care, Standard 2.3
097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	CYPOP15	Some competencies from CCLD 302, 306, 308, 312 Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C
099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	CYPOP21	Speech, Language and communication framework: Universal: G1, G2 Enhanced: C2, E4, G1, G2, G3, G4 Some links to competencies from CCLD 337
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	CYPOP27	This unit is based on WWP NOS 308.
110	Work with Parents to Meet their Children's Needs	CYPOP28	The unit is developed from WWP 307
112	Engage Young Parents in Supporting their Children's Development	CYPOP38	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301

113	Engage Fathers in their Children's Early Learning	CYPOP39	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301
114	Engage Parents in their Children's Early Learning	CYPOP40	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301
116	Support Use of Medication in Social Care Settings	CYPOP46	HSC375 HSC221 HSC236
124	Promote Children in Early Years Settings Acquiring a New Language through Immersion	CYPOP 46	CCLD 347
125	Promote Children's Experiential Learning	CCLD FP OP 3.1	CCLD 303
126	Support Children and Young People with Physical Disabilities	CCLD FP OP 3.2	CCLD 321 HSC 316
127	Support Children and Young People with Learning Disabilities	CCLD FP OP 3.3	HSC 316 CCLD 321
128	Support Children and Young People with Autistic Spectrum Conditions	CCLD FP OP 3.4	HSC 316 CCLD 321
129	Support the Learning and Development of Children and Young People with Health Needs	CCLD FP OP 3.5	N/A
130	Support Children and Young People with Sensory Loss	CCLD FP OP 3.6	N/A
131	Move and Position Individuals in Accordance with their Plan of Care	HSC 2028	CHS6
132	Meet Food Safety Requirements when Providing Food and Drink for Individuals	HSC 2029	HSC 213
133	Support Families who have a Child with a Disability	PD OP 3.5	N/A
134	Understand Models of Disability	SS OP 3.1	Sensory Services 1, 2, 3, 10, 11

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills required for success in the following qualifications:

Essential Skills (Wales) – see:

<http://wales.gov.uk/topics/educationandskills/learningproviders/essentialskillswales>

and Essential Skills (Northern Ireland) – see:

http://www.rewardinglearning.org.uk/qualifications/essential_skills

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:

Walled Garden

- Find out how to register and certificate candidates on line

Qualifications and Credit Framework (QCF)

- Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

Events

- Contains dates and information on the latest Centre events

Online assessment

- Contains information on how to register for GOLLA assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

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