

# Level 3 Diploma for the Children & Young People's Workforce (4227-03/04/05) (England)

**Qualification handbook for centres**  
**500/9170/0**  
Group F units (Optional)



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# Level 3 Diploma for the Children & Young People's Workforce (4227-03/04/05) (England)

## Qualification handbook for centres

Version and date	Change detail	Section
2.1 December 2012	Additional units added the optional group F Units: 4227-626 - 4227-631, 4227-633, 4227-635, 4227-640 – 4227-644, 4227-672 – 4227-673, 4227-148, 4227-153, 4227-155, 4227-685 – 4227-699 and 4227-701	Availability of units
2.2 March 2013	Various formatting fixes	
3.0 April 2014	Amended Learning Outcome1 for unit 148	Availability of units
4.0 April 2014	Amended Learning Outcome 1 for Unit 153	Availability of units

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 3 Diploma for the Children & Young People's Workforce
<b>City &amp; Guilds qualification number</b>	(4227-03/04/05)
<b>Qualification accreditation number</b>	500/9170/0
<b>Last registration date</b>	31/07/2013
<b>Last certification date</b>	31/07/2016

**Please note that this is the Optional Units Handbook. For FULL guidance on the Level 3 Diploma for the Children & Young People's Workforce, please see the Mandatory Units Handbook.**

This qualification meets the needs of candidates who work or want to work in health or social care settings or 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
- Education Welfare Officer
- Connexions Worker
- Learning Mentor
- Careers Adviser
- Youth and Community Worker
- Foster Carer
- Speech and Language Therapist

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

Within the Level 3 Diploma for the Children and Young People's Workforce, there are **three** pathways:

- (4227-03) Early Years pathway – suitable for, eg day care settings practitioners
- (4227-04) Children's Social Care pathway – suitable for, eg practitioners in residential care
- (4227-05) Learning Development and Support Services pathway – suitable for eg Connexions staff and learning mentors.

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

## 1.1 Qualification structure

Learners must gain a minimum of 65 credits to achieve the Level 3 Diploma for the Children and Young People's Workforce. To do this they must achieve **27 credits** from the mandatory **Group A** of units. Learners must select one mandatory pathway from **Groups C, D or E**. (There is no separate Group B of units; 'Group B' is the umbrella term for Groups C, D and E.)

- Learners selecting **Group C** (Early Learning and Childcare pathway) must achieve **22 credits**.
- Learners selecting **Group D** (Social Care pathway) must achieve **13 credits**.
- Learners selecting **Group E** (Learning, Development and Support Services pathway) must achieve **13 credits**.

The remaining credits must be achieved from **Group F**.

### Guided Learning Hours (GLH)

**Minimum** Guided Learning Hours (GLH) are 442.

**Maximum** Guided Learning Hours (GLH) are 525.

These GLHs apply to all pathways.

### Barred combinations

Barred combinations appear in the Level 3 Certificate for the Children & Young People's Workforce as follows.

#### 4227-03

As Unit 068 is in the mandatory pathway, learners taking this pathway cannot take 098 and 102 as part of their optional units to be counted towards the full qualification.

#### 4227-05

As Unit 072 is within the mandatory pathway, learners cannot take 088 and 093 as part of their optional units to be counted towards the full qualification. If they do attempt this, they will only receive a Certificate of Unit Credit CUC for the barred units.

#### Barred combinations within the optional suite:

068, 098 and 102 (Learners may only take **one** of these)

072, 088 and 093 (Learners may only take **one** of these)

082 and 032 (Learners may only take **one** of these)

Units already completed as part of the chosen mandatory pathway **cannot** be recounted as part of the remaining credits to be achieved in Group F.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Group</b>	<b>Credit value</b>	<b>Knowledge/ Competence unit</b>
L/601/1693	Unit 022	Understand child and young person development	Group A	4	Knowledge
R/601/1694	Unit 024	Promote child and young person development	Group A	3	Competence
Y/601/1695	Unit 025	Understand how to safeguard the wellbeing of children and young people	Group A	3	Knowledge
D/601/1696	Unit 027	Support children and young people's health and safety	Group A	2	Competence
H/601/1697	Unit 028	Develop positive relationships with children, young people and others involved in their care	Group A	1	Competence
K/601/1698	Unit 029	Working together for the benefit of children and young people	Group A	2	Competence
M/601/1699	Unit 030	Understand how to support positive outcomes for children and young people	Group A	3	Knowledge
M/600/9807	Unit 032	Support the creativity of children and young people	Group F	3	Competence
F/600/9777	Unit 033	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Group F	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	Group F	3	Knowledge

J/601/1434	Unit 051	Promote communication in health, social care or children and young people's settings	Group A	3	Competence
A/601/1429	Unit 052	Engage in personal development in health, social care or children and young people's settings	Group A	3	Competence
Y/601/1437	Unit 053	Promote equality and inclusion in health, social care or children and young people's settings	Group A	2	Competence
R/601/1436	Unit 054	Principles for implementing duty of care in health, social care or children and young people's settings	Group A	1	Knowledge
J/600/9781	Unit 064	Context and principles for early years provision	Group C	4	Competence
L/600/9782	Unit 065	Promote learning and development in the early years	Group C	5	Competence
Y/600/9784	Unit 066	Promote children's welfare and well-being in the early years	Group C	6	Competence
H/600/9786	Unit 067	Professional practice in early years settings	Group C	3	Competence
T/600/9789	Unit 068	Support children's speech, language and communication	Group C	4	Competence
M/600/9760	Unit 069	Assessment and planning with children and young people	Group D	5	Competence
F/600/9780	Unit 070	Promote the well-being and resilience of children and young people	Group D	4	Competence
F/601/0315	Unit 071	Professional practice in children and young people's social care	Group D	4	Competence

D/600/9785	Unit 072	Support children and young people to achieve their education potential	Group E	4	Competence
M/600/9788	Unit 073	Support children and young people to make positive changes in their lives	Group E	4	Competence
D/600/9799	Unit 074	Professional practice in learning, development and support services	Group E	5	Competence
A/601/0121	Unit 075	Work with babies and young children to promote their development and learning	Group F	6	Competence
D/601/0130	Unit 076	Care for the physical and nutritional needs of babies and young children	Group F	6	Competence
H/601/0131	Unit 077	Lead and manage a community based early years setting	Group F	6	Competence
M/601/0133	Unit 078	Promote young children's physical activity and movement skills	Group F	3	Competence
Y/600/9770	Unit 079	Understand how to set up a home based childcare service	Group F	4	Knowledge
T/601/0134	Unit 081	Support disabled children and young people and those with specific requirements	Group F	6	Competence
A/601/0135	Unit 082	Promote creativity and creative learning in young children	Group F	5	Competence
T/600/9775	Unit 083	Coordinate special educational needs provision	Group F	5	Competence
K/601/0132	Unit 086	Support children or young people in their own home	Group F	4	Competence

A/600/9809	Unit 087	Work with children and young people in a residential care setting	Group F	5	Competence
M/601/1329	Unit 088	Support young people to develop, implement and review a plan of action	Group F	3	Competence
A/601/1334	Unit 089	Provide information and advice to children and young people	Group F	3	Competence
L/601/1337	Unit 090	Develop interviewing skills for work with children and young people	Group F	3	Competence
D/601/1343	Unit 091	Caseload management	Group F	3	Competence
F/601/1349	Unit 092	Support young people to move towards independence and manage their lives	Group F	3	Competence
D/601/1357	Unit 093	Support children and young people to achieve their learning potential	Group F	3	Competence
R/601/1369	Unit 094	Support children and young people to have positive relationships	Group F	3	Competence
M/601/1377	Unit 095	Improving the attendance of children and young people in statutory education	Group F	5	Competence
T/601/1381	Unit 096	Facilitate the learning and development of children and young people through mentoring	Group F	4	Competence

L/601/2861	Unit 097	Support positive practice with children and young people with speech, language and communication needs	Group F	4	Competence
A/601/2872	Unit 098	Support speech, language and communication development	Group F	3	Competence
Y/601/2877	Unit 099	Work with parents, families and carers to support their children's speech, language and communication development	Group F	3	Competence
J/601/2888	Unit 101	Support the speech, language and communication development of children who are learning more than one language	Group F	3	Competence
L/601/2889	Unit 102	Support children and young people's speech, language and communication skills	Group F	3	Competence
J/601/1806	Unit 103	Support care within fostering services for vulnerable children and young people	Group F	3	Competence
R/601/1386	Unit 104	Support the referral process for children and young people	Group F	3	Competence
L/502/5261	Unit 105	Support young people who are involved in anti-social and/or criminal activities	Group F	2	Competence
A/502/5224	Unit 106	Support young people who are looked after or are leaving care	Group F	3	Competence

R/502/5231	Unit 107	Support young people who are socially excluded or excluded from school	Group F	2	Competence
F/502/5242	Unit 108	Support young people in relation to sexual health and risk of pregnancy	Group F	2	Competence
H/502/4682	Unit 109	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	Group F	3	Competence
Y/502/4680	Unit 110	Work with parents to meet their children's needs	Group F	3	Competence
T/502/5240	Unit 111	Support young people with mental health problems	Group F	3	Competence
J/502/4660	Unit 112	Engage young parents in supporting their children's development	Group F	3	Competence
Y/502/4663	Unit 113	Engage fathers in their children's early learning	Group F	3	Competence
M/502/3812	Unit 114	Engage parents in their children's early learning	Group F	3	Competence
F/601/3764	Unit 115	Promote positive behaviour	Group F	6	Competence
F/601/4056	Unit 116	Support use of medication in social care settings	Group F	5	Competence
M/602/3187	Unit 148	Develop professional supervision practice in health and social care or children and young people's work settings	Group F	5	Competence



Y/602/2339	Unit 153	Facilitate the development of effective group practice in health and social care or children and young people's settings	Group F	6	Competence
T/602/2574	Unit 155	Manage induction in health and social care or children and young people's settings	Group F	3	Competence
T/503/5878	Unit 172	Understand the context of supporting children and young people through foster care	Group F	5	Competence
M/503/5877	Unit 173	Support positive attachments for children and young people	Group F	7	Competence
A/503/5879	Unit 174	Practise as a Foster Carer	Group F	5	Competence
L/503/6602	Unit 175	Working within a Social Pedagogic framework with children and young people	Group F	5	Competence
L/504/2187	Unit 626	Support children's physical development through activities	Group F	4	Competence
R/504/2188	Unit 627	Support children's learning in ICT	Group F	4	Competence
Y/504/2189	Unit 628	Support children's outdoor play	Group F	4	Competence
L/504/2190	Unit 629	Support children's mathematical development	Group F	4	Competence
R/504/2191	Unit 630	Support children's language, literacy and communication	Group F	4	Competence
Y/504/2192	Unit 631	Support children's knowledge and understanding of the world	Group F	4	Competence
H/504/2194	Unit 633	Contribute to effective team working in health and social care or children and young people's settings	Group F	4	Competence

M/504/2196	Unit 635	Support individuals with autistic spectrum conditions	Group F	4	Competence
T/504/2202	Unit 640	Support individuals to stay safe from harm or abuse	Group F	4	Competence
F/504/2204	Unit 641	Provide support to children or young people who have experienced harm or abuse	Group F	6	Competence
L/504/2206	Unit 643	Support the development of positive behaviour in children	Group F	3	Competence
R/504/2207	Unit 644	Supporting infection prevention and control in social care	Group F	2	Competence
T/503/2575	Unit 672	Promote nutrition and hydration in health and social care settings	Group F	4	Competence
A/503/2576	Unit 673	Promote nutrition and hydration in early years and childcare settings	Group F	4	Competence
M/601/0648	Unit 685	Recognise indications of substance misuse and refer individuals to specialists	Group F	4	Competence
A/601/0670	Unit 686	Support individuals who are substance users	Group F	7	Competence
D/501/0585	Unit 687	Identify and act upon immediate risk of danger to substance misusers	Group F	4	Competence
H/501/0586	Unit 688	Increase awareness about drugs, alcohol or other substances with individuals and groups	Group F	7	Competence
R/601/3526	Unit 689	Develop and sustain effective working relationships with staff in other agencies	Group F	4	Competence
L/601/8644	Unit 690	Facilitate learning and development activities to meet individual needs and preferences	Group F	5	Competence

D/601/9491	Unit 691	Implement therapeutic group activities	Group F	4	Competence
R/601/8578	Unit 692	Support individuals in their relationships	Group F	4	Competence
Y/601/7903	Unit 693	Support individuals to live at home	Group F	4	Competence
R/601/8581	Unit 694	Support individuals to deal with personal relationship problems	Group F	4	Competence
T/601/8282	Unit 695	Support individuals with specific communication needs	Group F	5	Competence
A/601/7909	Unit 696	Support individuals who are bereaved	Group F	4	Competence
K/601/9185	Unit 697	Support families in maintaining relationships in their wider social structures	Group F	4	Competence
H/602/3185	Unit 698	Understanding professional supervision practice	Group F	3	Competence
A/601/9028	Unit 699	Provide support to continue recommended therapies	Group F	3	Competence
J/504/3371	Unit 701	Promote Signing to Advance Speech, Language and Communication	Group F	6	Competence

## 2 Optional units (mandatory and pathway units in separate handbook)

### Availability of units

The optional units for this qualification follow. The core and pathway mandatory units are available in a separate document, entitled **Level 3 Diploma for the Children's & Young People's Workforce (4227-03/04/05), Qualification handbook for centres, Core and mandatory pathway**.

All units may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the Ofqual Register of Regulation Qualifications at <http://register.ofqual.gov.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
032	Support the creativity of children and young people	M/600/9807	3
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 education needs provision	T/600/9775	5
086	Support children or young people in their own home	K/601/0132	4
087	Work with children and young people in a residential care setting	A/600/9809	5
088	Support young people to develop, implement and review a plan of action	M/601/1329	3
089	Provide information and advice to children and young people	A/601/1334	3
090	Develop interviewing skills for work with children and young people	L/601/1337	3
091	Caseload management	D/601/1343	3
092	Support young people to move towards independence and manage their lives	F/601/1349	3
093	Support children and young people to achieve their learning potential	D/601/1357	3
094	Support children and young people to have positive relationships	R/601/1369	3
095	Improving the attendance of children and young people in statutory education	M/601/1377	5
096	Facilitate the learning and development of children and young people through mentoring	T/601/1381	4
097	Support positive practice with children and young people with speech, language and communication needs	L/601/2861	4
098	Support speech, language and communication development	A/601/2872	3
099	Work with parents, families and carers to support their children's speech, language and communication development	Y/601/2877	3
101	Support the speech, language and communication development of children who are learning more than one language	J/601/2888	3
102	Support children and young people's speech, language and communication skills	L/601/2889	3
103	Support care within fostering services for vulnerable children and young people	J/601/1806	3

104	Support the referral process for children and young people	R/601/1386	3
105	Support young people who are involved in anti-social and/or criminal activities	L/502/5261	2
106	Support young people who are looked after or are leaving care	A/502/5224	3
107	Support young people who are socially excluded or excluded from school	R/502/5231	2
108	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	2
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
148	Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5
153	Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	6
155	Manage induction in health and social care or children and young people's settings	T/602/2574	3
172	Understand the context of supporting children and young people through foster care	T/503/5878	5
173	Support positive attachments for children and young people	M/503/5877	7
174	Practise as a Foster Carer	A/503/5879	5
175	Working within a Social Pedagogic framework with children and young people	L/503/6602	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

635	Support individuals with autistic spectrum conditions	M/504/2196	4
640	Support individuals to stay safe from harm or abuse	T/504/2202	4
641	Provide support to children or young people who have experienced harm or abuse	F/504/2204	6
643	Support the development of positive behaviour in children	L/504/2206	3
644	Supporting infection prevention and control in social care	R/504/2207	2
672	Promote nutrition and hydration in health and social care settings	T/503/2575	4
673	Promote nutrition and hydration in early years and childcare settings	A/503/2576	4
685	Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	4
686	Support individuals who are substance users	A/601/0670	7
687	Identify and act upon immediate risk of danger to substance misusers	D/501/0585	4
688	Increase awareness about drugs, alcohol or other substances with individuals and groups	H/501/0586	7
689	Develop and sustain effective working relationships with staff in other agencies	R/601/3526	4
690	Facilitate learning and development activities to meet individual needs and preferences	L/601/8644	5
691	Implement therapeutic group activities	D/601/9491	4
692	Support individuals in their relationships	R/601/8578	4
693	Support individuals to live at home	Y/601/7903	4
694	Support individuals to deal with personal relationship problems	R/601/8581	4
695	Support individuals with specific communication needs	T/601/8282	5
696	Support individuals who are bereaved	A/601/7909	4
697	Support families in maintaining relationships in their wider social structures	K/601/9185	4
698	Understanding professional supervision practice	H/602/3185	3
699	Provide support to continue recommended therapies	A/601/9028	3
701	Promote signing to advance speech, language and communication	J/504/3371	6

### Barred combinations

- 068 to 098 to 102 (Learners may only take **one** of the **three**)
- 073 to 093 to 088 (Learners may only take **one** of the **three**)
- 082 to 032 (Learners may only take **one** of the **two**)

## Unit 032

# Support the creativity of children and young people

**Level:** 3  
**Credit value:** 3  
**UAN number:** M/600/9807

### Unit aim

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

### Learning outcomes

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

1. Understand how creativity promotes well being for children and young people
2. Be able to encourage children and young people to recognise and value their own and others' creativity
3. Be able to support children and young people to take part in creative activities
4. Be able to participate in creative, day to day activities with children and young people

### 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 (if appropriate)

This unit is linked to:

- HSC NOS Unit 38 c
- Professional Practice in residential child care Standard: 4.5
- Training Support and Development Standards for Foster Care Standard 5.4

### 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 should be assessed in real work situations. Simulation is not allowed.

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 032

# Support the creativity of children and young people

### Outcome 1

Understand how creativity promotes well being for children and young people

#### Assessment Criteria

The learner can:

- 1.1 Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
- 1.2 Identify the potential benefits of different types of creative activity
- 1.3 Explain the difference between **formal** and **informal creative activity**.

#### Additional Guidance

**Different types of creative activity** may include:

- Solitary
- Shared
- Group
- Sedentary, eg writing
- Active, eg gardening, sport
- Cerebral, eg chess, computer games

**Formal creative activity** may include:

- Drama groups
- Music groups
- Art classes
- Creative writing groups
- Discussion/debating groups
- Fashion design classes
- Architectural design/drawing

**Informal creative activity** may include:

- Creative thinking
- Cooking
- Baking
- Flower arranging
- Decorating
- Computer gaming

## **Unit 032**

# **Support the creativity of children and young people**

## **Outcome 2**

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

### **Assessment Criteria**

The learner can:

- 2.1 Demonstrate how to work with children and young people to promote and encourage creativity
- 2.2 Explain the importance of encouraging children and young people to recognise and value creativity
- 2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity.

## **Unit 032**

# **Support the creativity of children and young people**

## **Outcome 3**

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

### **Assessment Criteria**

The learner can:

- 3.1 Identify potential resources to support children and young people to take part in organised creative activities
- 3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
- 3.3 Explain the importance of encouraging carers to support children and young people's creative activities.

## **Unit 032**

# **Support the creativity of children and young people**

### Outcome 4

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

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the importance of spending creative time with children and young people and the benefits that can result
- 4.2 Demonstrate how to spend time with children and young people in creative activity
- 4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.

## **Unit 032            Support the Creativity of Children and Young People**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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:

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

### **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:

- 2.1 Analyse how poverty and disadvantage may affect children and young people's:
  - a. physical development
  - b. social and emotional development
  - c. communication development
  - d. intellectual development
  - e. 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:

- 3.1 Explain what is meant by both disadvantage and vulnerability
- 3.2 Explain the importance of early intervention for disadvantaged and/or **vulnerable children and young people**
- 3.3 Evaluate the impact of early intervention.

### 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:

- 4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
- 4.2 Explain how carers can be engaged in the strategic planning of services
- 4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development
- 4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.

## **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:

- 5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
- 5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background
- 5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting.

## **Unit 033            Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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:

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

### **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:

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

### **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:

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

## **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:

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

**Unit 035**      **Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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 careers 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 allowed.**

## 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:

- 1.1 Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
- 1.2 Explain:
  - a. how development and learning are interconnected
  - b. how and why variations occur in rate and sequence of development and learning
  - c. that learning may take place in different ways
  - d. the importance of play
- 1.3 Explain the potential effects on development, of **pre conceptual, pre birth and birth experiences**
- 1.4 Explain the impact of current research into the development and learning of babies and young children.

### 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:

- 2.1 Undertake assessments of babies or young children's development and learning needs
- 2.2 Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
- 2.3 Plan play based activities and experiences based on assessments to support development and learning
- 2.4 Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs.

### 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:

- 3.1 Explain the benefits of the key worker/person system in early years settings
- 3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
- 3.3 Analyse the **possible effects of poor quality attachments** on the development of babies and children.

#### 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:

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

#### 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:

- 5.1 Explain the primary importance of carers in the lives of babies and young children
- 5.2 Demonstrate in own practice how to exchange information with carers
- 5.3 Evaluate ways of working in partnership with carers.

# **Unit 075            Work with babies and young children to promote their development and learning**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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:

- 1.1 Demonstrate culturally and ethnically appropriate care for babies and young children for:
  - a. Skin
  - b. Hair
  - c. Teeth
  - d. Nappy area
- 1.2 Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
- 1.3 Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
- 1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.

## 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:

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

#### 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:

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

## 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:

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

#### 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:

- 5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers, plan a programme of weaning
- 5.2 Prepare formula feeds hygienically following current guidance
- 5.3 Evaluate the benefits of different types of formula that are commonly available.



## **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:

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

# **Unit 076            Care for the physical and nutritional needs of babies and young children**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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 allowed.**

## **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:

- 1.1 Explain the purpose and features of community based setting
- 1.2 Explain how a community based early years setting can be an agent of community development
- 1.3 Describe the benefits arising from community based early years provision for:
  - a. children
  - b. parents/carers
  - c. the early years setting
  - d. 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:

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

### 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:

- 3.1 Establish and maintain a relationship of partners with the parents of an early years setting
- 3.2 Exchange information with parents about the progress of their child's learning and development
- 3.3 Involve parents in decisions about plans and activities to progress their child's learning and development
- 3.4 **Involve parents in the activities** of the early years setting.

#### 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:

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



## **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:

- 5.1 Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children
- 5.2 Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include:
  - a. why the activity was appropriate for the setting's parents
  - b. how the setting encouraged parents to participate in the activity
- 5.3 Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting.

## **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:

- 6.1 Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
- 6.2 Explain how human resources are managed within the setting
- 6.3 Demonstrate how systems of resource management operate in the work setting
- 6.4 Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards.

## **Unit 077            Lead and manage a community based early years setting**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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 allowed.**

## **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:

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

### **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:

- 2.1 Prepare the environment and explain how it allows **all children** to develop, practice and extend their movement skills according to their age, needs and abilities
- 2.2 Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
- 2.3 Explain the importance of natural outdoor environments for young children's physical activity and movement skills.

#### 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:

- 3.1 Plan opportunities for physical activity for young children
- 3.2 Explain how the plan:
  - a. meets the individual movement skills needs of children
  - b. includes activities that promote competence in movement skills
  - c. encourages physical play
- 3.3 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:

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



## 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:

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

#### 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 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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 child carers 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:

- 1.1 Outline the current legislation covering home based child care and the role of regulatory bodies
- 1.2 Develop policies and procedures for:
  - a. Accidents, illness and emergencies
  - b. Behaviour
  - c. Safeguarding
  - d. Equal opportunitiesand explain how these will be implemented
- 1.3 Explain the importance of confidentiality and data protection
- 1.4 Develop a marketing plan for own home based childcare service
- 1.5 Demonstrate financial planning for own home based service
- 1.6 Identify sources of support and information for the setting up and running of 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:

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

#### 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:

- 3.1 Explain the importance of partnership with parents for all aspects of the child care service
- 3.2 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:

4.1 Explain how **routines** are based on:

- a. Meeting a child's needs
- b. Agreements with parents
- c. Participation of children

4.2 Explain how they would adapt routines to meet the needs of children at different ages and stages of development

4.3 Explain how they ensure that each child is welcomed and valued in the home based work setting.

#### 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:

- 5.1 Explain the importance of play to children's learning and development and the need for an **inclusive approach**
- 5.2 Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
- 5.3 Explain what can be learned about children by observing them at play
- 5.4 Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
- 5.5 Compare how **other resources** available for children support their play.

### 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:

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

## 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:

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

#### 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 24 – 25 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 be able to:

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 allowed.**

## **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:

- 1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
- 1.2 Compare service led and child and young person led models of provision for disabled children and young people
- 1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision
- 1.4 Explain the importance of:
  - a. advocacy
  - b. facilitated advocacy for children and young people who require it
  - c. the personal assistant role
- 1.5 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:

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

### **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:

- 3.1 Demonstrate in own practice engagement with disabled children or young people
- 3.2 Encourage children or young people to express their preferences and aspirations in their chosen way of communication
- 3.3 Demonstrate in own practice how to work with children or young people and their families to **assess** a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
- 3.4 Develop a plan with an individual child or young person to support learning, play or leisure needs
- 3.5 Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

### **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:

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

## **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:

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

# **Unit 081            Support disabled children and young people and those with specific requirements**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**

## **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:

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

## 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:

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

**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:

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



## **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:

- 4.1 Evaluate and reflect on own practice in promoting creativity and creative thinking
- 4.2 Support others to develop their practice in promoting creativity and creative learning
- 4.3 Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change.

## **Unit 082            Promote creativity and creative learning in young children**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 083

# Coordinate special educational needs provision

**Level:** 4  
**Credit value:** 5  
**UAN 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 allowed.**

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:

- 1.1 Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation
- 1.2 Explain the responsibilities of the special educational needs coordinator
- 1.3 Explain the importance of early recognition and intervention
- 1.4 Explain the policies and/or procedures of the setting in respect of special educational needs
- 1.5 Explain the importance of liaison and partnerships with carers, other agencies and professionals.

## 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:

- 2.1 Coordinate and lead the observation, assessment and recording progress of children with special educational needs
- 2.2 Coordinate and plan the next steps for children with special educational needs in collaboration with:
  - a. colleagues including those in other agencies
  - b. children and their carers
- 2.3 Demonstrate how children's individual play/education plans are developed, monitored and regularly updated
- 2.4 Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting.

## **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:

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

## **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:

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

## **Unit 083            Coordinate special educational needs provision**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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:** 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 allowed.**

## **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:

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

## **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:

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

## **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:

- 3.1 Demonstrate how activities with children or young people are planned to include:
  - a. Preparation of the environment
  - b. Preparation of resources
  - c. Consideration of the level of support required
- 3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
- 3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.

## **Unit 086            Support children or young people in their own home**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 087

# Work with children and young people in a residential care setting

**Level:** 3  
**Credit value:** 5  
**UAN number:** A/600/9809

### Unit aim

This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

### Learning outcomes

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

1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
2. Understand own role and professional responsibilities in a residential care setting
3. Be able to work with children and young people through the day to day activities involved in sharing a living space
4. Be able to work with children and young people in a residential setting
5. Be able to safeguard children and young people in a residential care 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:

- SC NOS Unit 323
- Professional Practice in residential child care: all Standards

### 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 3, 4 and 5 must be assessed in real work situations. Simulation is not allowed.**

## **Unit 087**      **Work with children and young people in a residential care setting**

Outcome 1      Understand the legal, policy, rights and theoretical framework for residential care for children and young people

### **Assessment Criteria**

The learner can:

- 1.1 Outline **current theoretical approaches** to residential provision for children and young people
- 1.2 Explain the relevant **legal and rights framework** that underpins work with children and young people in residential care
- 1.3 Explain the influence of **current policies and legislation** on residential care provision
- 1.4 Describe how the life chances and outcomes of children and young people in residential care compare with those who are not.

### **Additional Guidance**

**Current theoretical approaches** may include:

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

### **Current legal and rights framework, policies and legislation**

As relevant to UK Home nation

## **Unit 087**

# **Work with children and young people in a residential care setting**

## Outcome 2

Understand own role and professional responsibilities in a residential care setting

### **Assessment Criteria**

The learner can:

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



## **Unit 087**

### **Work with children and young people in a residential care setting**

#### Outcome 3

Be able to work with children and young people through the day to day activities involved in sharing a living space

#### **Assessment Criteria**

The learner can:

- 3.1 Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
- 3.2 Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
- 3.3 Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
- 3.4 Demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person
- 3.5 Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living.

## **Unit 087**

# **Work with children and young people in a residential care setting**

## **Outcome 4**

Be able to work with children and young people in a residential setting

### **Assessment Criteria**

The learner can:

- 4.1 Demonstrate how to facilitate agreement of arrangements for living together regardless of group size
- 4.2 Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
- 4.3 Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives.

## **Unit 087**

# **Work with children and young people in a residential care setting**

## Outcome 5

Be able to safeguard children and young people in a residential care setting

### **Assessment Criteria**

The learner can:

- 5.1 Demonstrate how to equip children or young people to feel safe and to manage risks
- 5.2 Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
- 5.3 Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting.

## **Unit 087            Work with children and young people in a residential care setting**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 088

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

**Level:** 3  
**Credit value:** 3  
**UAN number:** M/601/1329

### Unit aim

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

### Learning outcomes

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

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Be able to support young people to develop an action plan
3. Be able to support young people to work towards implementation of their action plan
4. Be able to support young people to review and revise their action plan
5. Be able to review own role in supporting the development and implementation of the young person's action plan

### 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:

- Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

### 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 a real work environment. Simulation is not allowed.**

## Unit 088

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

### Outcome 1

Understand the importance for young people of developing a personal action plan for their future development needs

#### Assessment Criteria

The learner can:

- 1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development
- 1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan.

#### Additional Guidance

Reasons **why young people should be encouraged to develop a personal action plan** include:

- To identify personal and/or educational development needs
- To agree achievable goals
- To agree how to achieve those goals
- To identify additional support needs

## Unit 088

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

## Outcome 2

Be able to support young people to develop an action plan

### Assessment Criteria

The learner can:

- 2.1 Explain the **preliminary and preparatory actions** to take when supporting young people to develop an action plan
- 2.2 Demonstrate how young people are encouraged to identify their needs and aspirations
- 2.3 Demonstrate in own practice work with young people to identify and evaluate the **range of options** available to them
- 2.4 Demonstrate in own practice work with young people to develop an **action plan**.

### Additional Guidance

**Preliminary and preparatory actions** must include:

- Explaining to young people why the action plan is important
- Checking their understanding
- Establishing constructive and supporting relationships with the young people

**Range of options** may include:

- Working to continue in full time education
- Working towards an apprenticeship
- Working towards employment

**Action plan** that may:

- Identify clear goals and outcomes
- Identify achievable timescales for reaching the goals
- Specify the ways in which the young person will achieve their goals
- Specify review dates
- Identify any support needed to achieve those goals such as:
  - additional formal tuition eg literacy/language skills
  - support from a learning mentor
  - support in writing a CV
  - support to develop interview/employability skills

## **Unit 088**

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

## **Outcome 3**

Be able to support young people to work towards implementation of their action plan

### **Assessment Criteria**

The learner can:

- 3.1 Give examples from own practice of support required by young people implementing actions within their plan
- 3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan.



## Unit 088

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

## Outcome 4

Be able to support young people to review and revise their action plan

### Assessment Criteria

The learner can:

**4.1** Explain why it is important for young people to review their progress against their action plan

**4.2** Demonstrate in own practice how to **review the action plan** with young people.

### Additional Guidance

**Review the action plan** must include:

- Identify achievements
- Identify where goals have not been met
- Agree reasons for non achievement
- Revise the action plan to set new goals and milestones
- Agree any additional support necessary to help the young person to achieve their goals

## **Unit 088**

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

#### Outcome 5

Be able to review own role in supporting the development and implementation of the young person's action plan

#### **Assessment Criteria**

The learner can:

- 5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
- 5.2 Evaluate own contribution to the process.

## **Unit 088                    Support young people to develop, implement and review a plan of action**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 089

# Provide information and advice to children and young people

**Level:** 3  
**Credit value:** 3  
**UAN number:** A/601/1334

### Unit aim

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

### Learning outcomes

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

1. Understand the role of practitioners in providing information and advice to children and young people
2. Be able to establish and address the information and advice needs of children and young people
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices

### 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:

- ENTO Unit AG2: Support clients to make use of the advice and guidance service

### 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 allowed.**

## **Unit 089**

# **Provide information and advice to children and young people**

### Outcome 1

Understand the role of practitioners in providing information and advice to children and young people

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the importance of providing accurate and up to date information and advice to children and young people
- 1.2 Explain the role of practitioners in providing impartial information and advice to children and young people.

## Unit 089

# Provide information and advice to children and young people

## Outcome 2

Be able to establish and address the information and advice needs of children and young people

### Assessment Criteria

The learner can:

- 2.1 **Encourage the participation of and engagement with children and young people** to establish their information and advice needs
- 2.2 Select information from **appropriate sources** that will best meet the needs of the young person
- 2.3 Verify the accuracy and currency of information before presenting it to the young person
- 2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers.

### Additional Guidance

The kind of information needed by practitioners may include:

- Interests and aspirations of the young person
- Evidence of achievements, eg academic qualifications, other certificates, eg first aid, lifeguard, employer testimonials, school report
- Young person's motivation
- Any other relevant evidence, eg physical fitness if that is relevant to the aspirations of the young person

### **Encourage the participation of and engagement with children and young people** may include:

- Active listening
- Open questioning
- Checking understanding
- Summarising
- Presenting information
- Inviting feedback
- Using appropriate settings

### **Appropriate sources** may include:

- Paper-based sources, eg career development leaflets, college/HEI prospectuses
- Web based sources, eg UCAS

## Unit 089

### Provide information and advice to children and young people

#### Outcome 3

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

#### Assessment Criteria

The learner can:

- 3.1 Explain why it is important to provide opportunities for children and young people to make informed choices
- 3.2 Evaluate with the young person the **choices available** to them
- 3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them
- 3.4 Record the interaction with the young person following all organisational procedures and **legal requirements**.

#### Additional Guidance

**Choices available** may include:

- Remaining in full time education
- Applying for an apprenticeship/advanced apprenticeship
- Progressing to higher education
- Employment

**Legal requirements** must include:

- Data protection
- Confidentiality

## **Unit 089**      **Provide information and advice to children and young people**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 090

# Develop interviewing skills for work with children and young people

**Level:** 3  
**Credit value:** 3  
**UAN number:** L/601/1337

### Unit aim

The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

### Learning outcomes

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

1. Understand the process of preparing for and planning the interviews
2. Be able to conduct the interview with individual children or young people
3. Be able to implement interview follow up procedures

### Guided learning hours

It is recommended that **21** 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:

- ENTO R7: Conduct interviews to support the recruitment process
- ENTO AG2: Support clients to make use of the advice and guidance service

### 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 allowed.**

Work with more than one young person would normally be required to demonstrate competence.

## Unit 090

# Develop interviewing skills for work with children and young people

## Outcome 1

Understand the process of preparing for and planning the interviews

### Assessment Criteria

The learner can:

- 1.1 Identify why it is important to plan for the interview
- 1.2 Explain the **components of the interview planning process**.

### Additional Guidance

#### Components of the interview planning process:

- Define interview objectives
- Gather and assess all relevant information
- Confirm the interview with the child/young person
- Prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee

## Unit 090

# Develop interviewing skills for work with children and young people

## Outcome 2

Be able to conduct the interview with individual children or young people

### Assessment Criteria

The learner can:

- 2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person
- 2.2 Provide any relevant information about the interview to the child or young person
- 2.3 Conduct the interview to achieve the desired outcomes
- 2.4 Record the details of the interview according to confidentiality and information sharing protocols.

### Additional Guidance

**Communication skills** may include:

- Active listening skills
- Open questioning techniques
- Use of appropriate body language
- How to give constructive feedback
- Ways of empathising with children and young people whilst maintaining professional boundaries
- How to encourage children and young people to participate and communicate without showing bias or judgement
- Using an appropriate environment

**Relevant information** includes:

- Interview objectives
- Rights and responsibilities of interviewee
- Rights and responsibilities of interviewer
- Potential outcomes and interview follow up procedures

## Unit 090

# Develop interviewing skills for work with children and young people

## Outcome 3

Be able to implement interview follow up procedures

### Assessment Criteria

The learner can:

**3.1** Identify the interview **follow up procedures**

**3.2** Implement interview **follow up procedures**.

### Additional Guidance

#### Interview follow up procedures

- Recording and storing protocols of interview outcomes and documentation, including dates of future interviews and following confidentiality protocols
- Referral details (if appropriate)
- Action plans and reviews

## **Unit 090            Develop interviewing skills for work with children and young people**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 091

## Caseload management

**Level:** 3  
**Credit value:** 3  
**UAN number:** D/601/1343

### Unit aim

This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

### Learning outcomes

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

1. Understand the importance of managing personal case load
2. Be able to prioritise cases in personal case load
3. Understand how to review and evaluate the effectiveness of the case management process

### Guided learning hours

It is recommended that **21** 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:

- ENTO AG14: Manage personal case load

### 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 a real work environment. Simulation is not allowed.**

## **Unit 091**

## **Caseload management**

Outcome 1

Understand the importance of managing personal case load

### **Assessment Criteria**

The learner can:

- 1.1 Explain the importance of managing personal case load
- 1.2 Give examples from own practice of pressures on the management of caseloads.

## Unit 091

## Caseload management

Outcome 2

Be able to prioritise cases in personal case load

### Assessment Criteria

The learner can:

- 2.1 Explain the **criteria for prioritising personal case load**
- 2.2 Review and prioritise existing and new cases against specified criteria
- 2.3 Process cases according to priority
- 2.4 Explain how to use supervision and other support systems to recognise when additional personal support is required.

### Additional Guidance

**Criteria for prioritising personal case load** include:

- Urgency of addressing the individual case
- Potential consequences of postponing the case
- Own and others' work load
- Organisation's protocols and timescales for processing cases
- Availability of organisation's resources



## **Unit 091**

### Outcome 3

## **Caseload management**

Understand how to review and evaluate the effectiveness of the case management process

### **Assessment Criteria**

The learner can:

- 3.1 Explain the importance of reviewing and evaluating the effectiveness of the case management process
- 3.2 Identify and implement improvements in the case management process based on the evaluation.

## **Unit 091            Caseload management**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 092

# Support young people to move towards independence and manage their lives

**Level:** 3  
**Credit value:** 3  
**UAN number:** F/601/1349

### Unit aim

This unit provides learners with the understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older and are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.

### Learning outcomes

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

1. Understand the way that young people move from dependence to independence
2. Be able to prepare young people for the practical challenges of independence
3. Be able to prepare young people for the emotional challenges of independence
4. Be able to prepare young people to assess personal risks and protect themselves

### 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 Units 38 and 310

### 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 allowed.**

## Unit 092

# Support young people to move towards independence and manage their lives

### Outcome 1

Understand the way that young people move from dependence to independence

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

**Reasons why some young people may find it difficult to move to independence** may include:

- Incomplete attachment
- Abuse/exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats

## Unit 092

# Support young people to move towards independence and manage their lives

## Outcome 2

Be able to prepare young people for the practical challenges of independence

### Assessment Criteria

The learner can:

- 2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
- 2.2 Prepare plans with young people that will assist them in maintaining their own health and well being**
- 2.3 Provide young people with information to prepare them to **manage and maintain accommodation** and to find advice if necessary
- 2.4 Provide young people with information about how to manage personal finances**
- 2.5 Explain why practical support and advice for independence is a long term project.

### Additional Guidance

**Maintaining health and well being** may include:

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check-ups
- Healthy balanced diet
- Regular exercise
- Rest and sleep

**Manage and maintain accommodation** may include:

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance – changing lightbulbs etc
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

**Outcome 2 continues on next page**

## Unit 092

# Support young people to move towards independence and manage their lives

### Outcome 2

Be able to prepare young people for the practical challenges of independence

#### **Additional Guidance (continued)**

**Manage personal finances** may include:

- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers' rights
- Financial rights
- Where to get financial advice

## Unit 092

# Support young people to move towards independence and manage their lives

### Outcome 3

Be able to prepare young people for the emotional challenges of independence

#### Assessment Criteria

The learner can:

- 3.1 Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
- 3.2 Provide young people with information about where to find support if they feel isolated or lonely
- 3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent
- 3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
- 3.5 Explain the importance of having somewhere that is 'home'.

## Unit 092

# Support young people to move towards independence and manage their lives

### Outcome 4

Be able to prepare young people to assess personal risks and protect themselves

#### Assessment Criteria

The learner can:

- 4.1 Explain to young people how to assess **risks in day to day situations**
- 4.2 Demonstrate how to prepare young people to minimise risks
- 4.3 Provide young people with information and skills to protect themselves and know when to seek help.

#### Additional Guidance

**Day to day risk situations** may include:

- In pubs and clubs
- Shopping in crowds
- Obtaining cash
- Shopping online
- Meeting people through the internet
- Opening the door to strangers
- Purchasing on the doorstep



## **Unit 092            Support young people to move towards independence and manage their lives**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 093

# Support children and young people to achieve their learning potential

**Level:** 3  
**Credit value:** 3  
**UAN number:** D/601/1357

### Unit aim

This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.

### Learning outcomes

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

1. Understand the legislation and policies that underpin education and learning for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve
3. Be able to work with children and young people to make the most of learning opportunities
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

### 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 39
- LDSS NOS Unit 317
- Professional Practice in residential child care, Standard: 4.6
- Training Support and Development Standards for Foster Care, Standard 4.5

### 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 should be assessed in a real work situation. Simulation is not allowed.**

## **Unit 093**      **Support children and young people to achieve their learning potential**

Outcome 1      Understand the legislation and policies that underpin education and learning for children and young people

### **Assessment Criteria**

The learner can:

- 1.1 Describe the **legislation** that affects children and young people's access to education and learning opportunities
- 1.2 Explain how policies have influenced access to learning opportunities for children and young people.

### **Additional Guidance**

#### **Legislation**

As appropriate to relevant UK Home nation

## **Unit 093**

# **Support children and young people to achieve their learning potential**

## **Outcome 2**

Be able to support children and young people to work out what they want to learn and achieve

### **Assessment Criteria**

The learner can:

- 2.1 Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
- 2.2 Work with a child or young person to help them to see how they can build on their interests, talents and abilities.

## **Unit 093**

# **Support children and young people to achieve their learning potential**

### **Outcome 3**

Be able to work with children and young people to make the most of learning opportunities

#### **Assessment Criteria**

The learner can:

- 3.1 Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
- 3.2 Support children or young people's learning activities
- 3.3 Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
- 3.4 Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
- 3.5 Provide children or young people with enthusiastic feedback to celebrate achievement.

## **Unit 093**

# **Support children and young people to achieve their learning potential**

### Outcome 4

Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the importance of engaging carers in children and young people's learning
- 4.2 Identify key professionals and their roles in supporting and developing children and young people's learning
- 4.3 Explain the importance of effective communication between all those involved in a child or young person's learning.

## **Unit 093            Support children and young people to achieve their learning potential**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**



## 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:

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

#### 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:

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

## 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:

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

#### 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 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 095

# Improving the attendance of children and young people in statutory education

**Level:** 3  
**Credit value:** 5  
**UAN number:** M/601/1377

### Unit aim

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

### Learning outcomes

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

1. Understand the factors that impact on the attendance of children and young people in statutory education
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities

### 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:

- LDSS NOS Unit: 307: Contribute to improving attendance

### 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 3 and 4 must be assessed in a real work environment.**

**Simulation is not allowed.**

## **Unit 095**

# **Improving the attendance of children and young people in statutory education**

### Outcome 1

Understand the factors that impact on the attendance of children and young people in statutory education

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the factors that can affect the attendance of children and young people in statutory education
- 1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised.

## Unit 095      **Improving the attendance of children and young people in statutory education**

Outcome 2      Understand the role of individuals and agencies in improving attendance of children and young people in statutory education

### **Assessment Criteria**

The learner can:

- 2.1 Evaluate the role of **different agencies** in improving the attendance of children and young people in statutory education
- 2.2 Explain the role of key **individuals** in improving whole school attendance
- 2.3 Explain **strategies** that can be used to improve the attendance of individual children and young people and whole school attendance.

### **Additional Guidance**

**Different agencies** may include:

- Education Welfare
- Social Services
- Police

**Individuals** include:

- School staff, including Behaviour and Education Support Teams (BEST)
- Education welfare staff
- Children's social workers
- Families and carers

**Strategies** may include:

- Linking improved attendance to whole school performance
- Engaging the support of families and carers
- Identifying 'at risk' pupils and providing appropriate support
- Providing appropriate parenting support if required

## **Unit 095**

# **Improving the attendance of children and young people in statutory education**

### **Outcome 3**

Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education

#### **Assessment Criteria**

The learner can:

- 3.1 Obtain data on attendance of children and young people in statutory education
- 3.2 Analyse data to identify patterns of attendance of children and young people in statutory education
- 3.3 Store data records in compliance with all organisational and legislative requirements
- 3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.



## **Unit 095**

# **Improving the attendance of children and young people in statutory education**

## Outcome 4

Be able to support work with children, young people and families to improve attendance according to role and responsibilities

### **Assessment Criteria**

The learner can:

- 4.1 Support engagement with children, young people and their families to address attendance issues
- 4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
- 4.3 Liaise effectively with other agencies to improve attendance of children and young people in statutory education.

# **Unit 095            Improving the attendance of children and young people in statutory education**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 096

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

**Level:** 3  
**Credit value:** 4  
**UAN number:** T/601/1381

### Unit aim

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

### Learning outcomes

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

1. Understand how to facilitate the learning and development needs of children and young people through mentoring
2. Be able to support children and young people to address their individual learning and development needs
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring
4. Be able to review the effectiveness of the mentoring process

### 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:

- CCLD NOS Unit 311: Facilitate individual learning and development through mentoring

### 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 allowed.**

## Unit 096

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

## Outcome 1

Understand how to facilitate the learning and development needs of children and young people through mentoring

### Assessment Criteria

The learner can:

- 1.1 Explain the **interpersonal and communication skills** required to facilitate the learning and development needs of children and young people
- 1.2 Explain how **different learning styles and methods** impact on the learning and development of children and young people.

### Additional Guidance

**Interpersonal and communication skills** includes:

- Effective listening skills
- Open questioning techniques
- Use of appropriate body language
- How to give constructive feedback
- Ways of empathising with children and young people whilst maintaining professional boundaries
- How to encourage children and young people to participate and communicate effectively in the mentoring process

**Different learning styles and methods** includes:

- 1:1 learning
- Working in pairs
- Group working
- Using electronic learning aids
- Visual, auditory and tactile learning styles

## Unit 096

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

## Outcome 2

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

### Assessment Criteria

The learner can:

2.1 Support children or young people to express their goals and aspirations

**2.2** Support children or young people to identify ways of removing **barriers to achievement**

2.3 Develop an **action plan** to address individual learning and development needs of children or young people.

### Additional Guidance

**Barriers to achievement** may include:

- Low levels of literacy/communication skills
- Low levels of numeracy skills
- Bias and stereotyping in the learning process
- Low learner motivation
- Parental and/or peer influence

**Action plan for learning** may include the following:

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

## **Unit 096**

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

## **Outcome 3**

Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring

### **Assessment Criteria**

The learner can:

- 3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
- 3.2 Demonstrate mentoring strategies and activities with children or young people that support their well being and resilience.

## **Unit 096**

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

## Outcome 4

Be able to review the effectiveness of the mentoring process

### **Assessment Criteria**

The learner can:

- 4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements
- 4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people.

# **Unit 096                      Facilitate the learning and development of children and young people through mentoring**

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**

## **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:

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

### **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:

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

## **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:

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

### **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:

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

## **Unit 097            Support positive practice with children and young people with speech, language and communication needs**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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:** 3  
**UAN number:** A/601/2872

**Unit aim**

This unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development.

**Learning outcomes**

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

1. Understand the importance of speech, language and communication for children's overall development
2. Understand typical speech, language and communication development in children and young people
3. Be able to identify typical speech, language and communication development of children and young people

**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:

- Some of the competencies from CCLD NOS Unit 301 and 303
- SLC Framework

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by the Communication 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.

**Assessment of Learning Outcome 3 should relate to real work activities. Simulation is not allowed.**

## Unit 098

# Support speech, language and communication development

### Outcome 1

Understand the importance of speech, language and communication for children's overall development

#### Assessment Criteria

The learner can:

- 1.1 Explain each of the terms:
  - a. Speech
  - b. Language
  - c. Communication
  - d. Speech language and communication needs
- 1.2 Explain how speech, language and communication skills support the following areas in children and young people's development:
  - a. Learning
  - b. Emotional
  - c. Behaviour
  - d. Social
- 1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
- 1.4 Explain the **factors** that increase the risk of children and young people having speech language and communication needs.

#### Additional Guidance

**Factors** may include:

- Limited or poor quality support for speech, language and communication development
- Hearing difficulties
- Social disadvantage
- Physical difficulties, such as cerebral palsy
- Other syndromes, conditions or areas of need such as autism, attention deficit disorder
- Trauma/abuse
- Family history of Speech, Language and Communication Needs (SLCN)
- Learning difficulties



## Unit 098

## Support speech, language and communication development

### Outcome 2

Understand typical speech, language and communication development in children and young people

#### Assessment Criteria

The learner can:

- 2.1 Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
  - a. 0 – 5 years old
  - b. 5 – 11 years old
  - c. 11 – 16 years old
- 2.2 Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- 2.3 Explain how speech, language and communication work together to enable effective interaction
- 2.4 Explain the different ways in which a child or young person may not follow typical speech language and development.

## **Unit 098**

## **Support speech, language and communication development**

### **Outcome 3**

Be able to identify typical speech, language and communication development of children and young people

#### **Assessment Criteria**

The learner can:

- 3.1 Observe and report examples of a child or young person using their communication skills in different contexts
- 3.2 Plan and carry out an observation of a child or young person using their communication skills in different contexts
- 3.3 Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people.

## **Unit 098            Support speech, language and communication development**

### Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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  
**UAN number:** Y/601/2877

### 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 allowed.**

## **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:

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

## **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:

- 2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
- 2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development
- 2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development
- 2.4 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:

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

## **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:

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



## **Unit 099            Work with parents, families and carers to support their children’s speech, language and communication development**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 101

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

**Level:** 3  
**Credit value:** 3  
**UAN number:** J/601/2888

### Unit aim

This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

### Learning outcomes

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

1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language
3. Be able to work with parents of children and young people whose home language is not English
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English

### 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 has links to:

- Some of the competencies in CCLD NOS Units 334 and 347

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communication 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 should be assessed in relation to real work activities. Simulation is not allowed.**

## **Unit 101                    Support the speech, language and communication development of children who are learning more than one language**

Outcome 1                    Understand the speech, language and communication assessment process for children and young people who are learning more than one language

### **Assessment Criteria**

The learner can:

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

## Unit 101

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

### Outcome 2

Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language

#### Assessment Criteria

The learner can:

- 2.1 Explain what is meant by bilingualism
- 2.2 Explain the advantages of bilingualism
- 2.3 Define culture and identify how to integrate different cultures within own work setting
- 2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- 2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.

## Unit 101

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

### Outcome 3

Be able to work with parents of children and young people whose home language is not English

#### Assessment Criteria

The learner can:

- 3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development
- 3.2 Demonstrate approaches to support parents in promoting their child's speech, language and communication development
- 3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English.

## Unit 101

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

#### Outcome 4

Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English

#### **Assessment Criteria**

The learner can:

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

## **Unit 101                    Support the speech, language and    communication development of children who    are learning more than one language**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 102

# Support children and young people's speech, language and communication skills

**Level:** 3  
**Credit value:** 3  
**UAN number:** L/601/2889

### Unit aim

This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.

### Learning outcomes

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

1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people
2. Be able to provide support for the speech, language and communication development of children and young people
3. Understand how environments support speech, language and communication
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

### 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

There are links from this unit to:

- Some of the competencies from CCLD NOS L3 301
- SLC Framework

### 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 4 should be assessed in relation to real work activities. Simulation is not allowed.**



## Unit 102      **Support children and young people's speech, language and communication skills**

Outcome 1      Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people

### **Assessment Criteria**

The learner can:

- 1.1 Explain the **ways in which adults can effectively support** and extend the speech, language and communication development for each of the following age groups:
  - a. 0 – 5
  - b. 5 – 11
  - c. 11 – 16
  - d. 16 – 25
- 1.2 Evaluate relevant **positive effects** of adult support for children, young people and their families.

### **Additional Guidance**

**Ways in which adults can effectively support** may include:

- The words and levels of language and questions adults use with children and young people
- Conversations / interactions with children and young people
- Information and activities used
- Work with parents / carers

**Positive effects** may include:

- Improved speech, language and communication skills
- Improved social interaction
- Improved behaviour
- Improved emotional development/self confidence

## Unit 102      **Support children and young people’s speech, language and communication skills**

Outcome 2      Be able to provide support for the speech, language and communication development of children and young people

### **Assessment Criteria**

The learner can:

- 2.1 Demonstrate **methods** of providing support taking into account the:
  - a. specific needs
  - b. abilities
  - c. home language
  - d. interestsof children and young people in their setting
- 2.2 Initiate and implement **planning** for speech, language and communication support to children and young people in work setting
- 2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting.

### **Additional Guidance**

**Methods** may include:

- Adapting own language
- Scaffolding the child’s language
- Giving children and young people the time and opportunity to communicate
- Facilitating communication between children and young people with each other
- Learning through play
- Working with parents, carers and families

**Planning** may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views of the children and young people
- Involvement of parents and families

## **Unit 102      Support children and young people’s speech, language and communication skills**

Outcome 3      Understand how environments support speech, language and communication

### **Assessment Criteria**

The learner can:

- 3.1 Explain the importance of the environment in supporting speech, language and communication development
- 3.2 Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- 3.3 Apply research evidence to **planning** an environment that supports speech, language and communication.

### **Additional Guidance**

**Planning** may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views of the children and young people
- Involvement of parents and families

## Unit 102

## Support children and young people's speech, language and communication skills

### Outcome 4

Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

#### Assessment Criteria

The learner can:

- 4.1 Identify the **range** of speech language and communication needs that children and young people may have
- 4.2 Identify the **indicators** which may suggest that a child or young person has speech, language and communication needs
- 4.3 Explain the **processes and procedures** to follow in order to raise any concerns and access additional, specialist support.

#### Additional Guidance

**Range** may include:

- Whether speech, language and communication are the primary need or part of another disability or need
- Whether speech, language and communication needs are short term or persistent
- The level of need a child may have
- Whether a child has needs in one, more or all areas of speech, language and communication
- Whether the needs relate to delayed or disordered speech, language and communication development

**Indicators** may include:

- Limited speech, language and communication skills
- Poor behaviour
- Poor literacy skills
- Limited social/play/interaction skills
- Isolation from peer group
- Low confidence/self esteem

**Processes and procedures** may include:

- Raising initial concern within the setting
- Discussion with parents/carers/young person
- Period of observation/monitoring/support
- Consent for referral
- Onward referral to specialists, eg Speech and Language Therapist
- Procedures for collaborative working with specialists

## **Unit 102            Support children and young people’s speech, language and communication skills**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 103

# Support care within fostering services for vulnerable children and young people

**Level:** 3  
**Credit value:** 3  
**UAN number:** J/601/1806

### Unit aim

This unit aims to assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption services.

### Learning outcomes

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

1. Understand the role of support care in fostering services for vulnerable children, young people and carers
2. Be able to offer support care within fostering services to a vulnerable child or young people
3. Be able to support carers of vulnerable children or young people

### Guided learning hours

It is recommended that **20** 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.

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 allowed.**

## **Unit 103**

### **Support care within fostering services for vulnerable children and young people**

#### Outcome 1

Understand the role of support care in fostering services for vulnerable children, young people and carers

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the principles, aims and legal status of support care in fostering services
- 1.2 Explain own role and responsibilities and that of others involved in support care in fostering services
- 1.3 Identify sources of information and support for the support carer role within fostering services.

## Unit 103

### Support care within fostering services for vulnerable children and young people

#### Outcome 2

Be able to offer support care within fostering services to a vulnerable child or young people

#### Assessment Criteria

The learner can:

- 2.1 Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background
- 2.2 Explain, giving examples from own practice:
  - a. how placement agreements are reached and typical content
  - b. the types of tasks and activities to be undertaken with the child or young person and the reason for the selection
- 2.3 Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations.



## **Unit 103**

### **Support care within fostering services for vulnerable children and young people**

#### **Outcome 3**

Be able to support carers of vulnerable children or young people

#### **Assessment Criteria**

The learner can:

- 3.1 Demonstrate and explain how to build positive relationships with carers
- 3.2 Explain the barriers that may exist in positive relationships with carers and how these may be overcome
- 3.3 Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate.

## **Unit 103                      Support care within fostering services for vulnerable children and young people**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 104

# Support the referral process for children and young people

**Level:** 3  
**Credit value:** 3  
**UAN number:** R/601/1386

### Unit aim

The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.

### Learning outcomes

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

1. Understand the referral options that are available for children and young people
2. Be able to work with children and young people in order to encourage their participation in the referral process
3. Be able to support children and young people through the referral process
4. Be able to evaluate the effectiveness of the referral process suggesting improvements

### 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:

- LDSS NOS Unit: 308
- ENTO AG 13, Enable clients to access referral opportunities

### 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 will not be permitted.**

## Unit 104

# Support the referral process for children and young people

### Outcome 1

Understand the referral options that are available for children and young people

#### Assessment Criteria

The learner can:

- 1.1 Explain the services provided by **individuals and agencies** that children and young people can be referred to
- 1.2 Explain how to identify the most appropriate referral opportunity for children and young people.

#### Additional Guidance

**Individuals and agencies** include:

- Colleagues in own organisation
- Colleagues in other organisations including:
  - Education welfare
  - Education psychologist
  - CAMHS
  - Drug and alcohol teams
  - SENCO
  - Youth offending team
  - Behaviour and educational support teams (BEST)
  - Support for gifted and talented students

## **Unit 104**

### **Support the referral process for children and young people**

#### **Outcome 2**

Be able to work with children and young people in order to encourage their participation in the referral process

#### **Assessment Criteria**

The learner can:

- 2.1 Demonstrate in own practice how to encourage participation of children or young people during the referral process
- 2.2 Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options.

## **Unit 104**

# **Support the referral process for children and young people**

### Outcome 3

Be able to support children and young people through the referral process

#### **Assessment Criteria**

The learner can:

- 3.1 Explain how children and young people are supported through difficult decisions and conflict situations
- 3.2 Facilitate the referral process between the child or young person and the referral opportunity.

## **Unit 104**

## **Support the referral process for children and young people**

### Outcome 4

Be able to evaluate the effectiveness of the referral process suggesting improvements

#### **Assessment Criteria**

The learner can:

4.1 Evaluate the referral process

4.2 Suggest improvements to the referral process in the light of the evaluation.

# **Unit 104            Support the referral process for children and young people**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 105

# Support young people who are involved in anti-social and/or criminal activities

**Level:** 3  
**Credit value:** 2  
**UAN number:** L/502/5261

### Unit aim

This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.

### Learning outcomes

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

1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people
2. Understand how to support young people who are involved in anti-social and/or criminal activities

### 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

This unit is linked to:

- Skills for Justice
- YOJA301 Develop and review contracts with children and young people to address the harm done by their offending behaviour and preventing re-offending
- YOJA411 Enable others to support children and young people to address their offending and anti-social behaviour and develop positive alternatives
- Lifelong Learning UK
- O30N2.3.3 Challenge oppressive behaviour in young people
- CWDC Common Core
  - Effective communication and engagement with children, young people, their families and carers
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions
  - Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

**Simulation is not allowed.**

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

## **Unit 105**

### **Support young people who are involved in anti-social and/or criminal activities**

#### Outcome 1

Understand the underlying issues contributing to the anti-social and/or criminal activity of young people

#### **Assessment Criteria**

The learner can:

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

## **Unit 105**

### **Support young people who are involved in anti-social and/or criminal activities**

#### Outcome 2

Understand how to support young people who are involved in anti-social and/or criminal activities

#### **Assessment Criteria**

The learner can:

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

## **Unit 105            Support young people who are involved in anti-social and/or criminal activities**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 106

# Support young people who are looked after or are leaving care

**Level:** 3  
**Credit value:** 3  
**UAN number:** A/502/5224

### Unit aim

This unit aims to enable learners to understand and support young people who are looked after or leaving care to know about the relevant statutory and legal frameworks.

### Learning outcomes

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

1. Understand the issues affecting young people who are looked after or leaving care
2. Understand how to support young people who are looked after or leaving care
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

### 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:

- Skills for Justice
- B301 Establish, sustain and disengage from relationships with the families and carers of children and young people
- B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended
- B606 Contribute to promoting health and social well-being of children and young people
- GA7 Communicate and engage with children, young people, and their families and carers
- A503 Help children and young people in secure environments to maintain and develop relationships
- A204 Develop plans to manage the risk of harm of releasing and resettling children and young people in the community following sentences served in secure environments
- Skills for Care and Development
- HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3)
- PQCCB Work with Parents, Families, Carers and Significant Others to achieve Optimal Outcomes for Children and Young People
- CWDC Common Core
  - Effective communication and engagement with children, young people, their families and carers
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions

- Multi-agency working.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Justice.

**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

**Simulation is not allowed.**

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

## **Unit 106**

# **Support young people who are looked after or are leaving care**

### Outcome 1

Understand the issues affecting young people who are looked after or leaving care

#### **Assessment Criteria**

The learner can:

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



## **Unit 106      Support young people who are looked after or are leaving care**

Outcome 2      Understand how to support young people who are looked after or leaving care

### **Assessment Criteria**

The learner can:

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

## **Unit 106**

### **Support young people who are looked after or are leaving care**

#### Outcome 3

Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

#### **Assessment Criteria**

The learner can:

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

## **Unit 106            Support young people who are looked after or are leaving care**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 107

# Support young people who are socially excluded or excluded from school

**Level:** 3  
**Credit value:** 2  
**UAN number:** R/502/5231

### Unit aim

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

### Learning outcomes

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

1. Understand the issues affecting young people who are socially excluded or excluded from school
2. Understand how to support young people who are socially excluded or excluded from school

### 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

This unit is linked to:

- Skills for Justice
- BA4 Raise awareness to promote community safety and social inclusion
- BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion
- BA12 Address problems identified with community safety and social inclusion
- BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion
- CWDC Common Core
  - Effective communication and engagement with children, young people, their families and carers
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions
  - Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

**Simulation is not allowed.**

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

## **Unit 107**

### **Support young people who are socially excluded or excluded from school**

#### Outcome 1

Understand the issues affecting young people who are socially excluded or excluded from school

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
- 1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people.

## **Unit 107**

### **Support young people who are socially excluded or excluded from school**

#### Outcome 2

Understand how to support young people who are socially excluded or excluded from school

#### **Assessment Criteria**

The learner can:

- 2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- 2.2 Describe the information, support and community services which are available to support excluded young people
- 2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those option for self, family and significant others.

## **Unit 107            Support young people who are socially excluded or excluded from school**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 108

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

**Level:** 3  
**Credit value:** 2  
**UAN number:** F/502/5242

### Unit aim

This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

### Learning outcomes

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

1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy

### 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

This unit is linked to:

- Skills for Justice
- B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended
- GD10 Deliver interventions towards enhancing health and social well-being
- B602 Enable children and young people who have offended to be supported by healthcare services
- Lifelong Learning UK
- O30NYW2.2.1 Address the health and well being of young people
- CWDC Common Core
  - Effective communication and engagement with children, young people, their families and carers
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions
  - Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

**Simulation is not allowed.**

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

## **Unit 108**

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

### Outcome 1

Understand the issues affecting young people in relation to sexual health and risk of pregnancy

#### **Assessment Criteria**

The learner can:

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

## Unit 108

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

## Outcome 2

Understand how to support young people in relation to sexual health and risk of pregnancy

### Assessment Criteria

The learner can:

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

## **Unit 108            Support young people in relation to sexual health and risk of pregnancy**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**

## 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:

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

## **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:

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



## **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:

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

## **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:

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

## **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:

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

## **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](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  
**UAN 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 be able to:

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 allowed.**

## **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:

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

## **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:

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

## **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:

- 3.1 Identify key features of expected patterns of child development
- 3.2 Explain the development and maturational tasks of a specified age group of children
- 3.3 Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
- 3.4 Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children.



## **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:

- 4.1 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](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 111

# Support young people with mental health problems

**Level:** 3  
**Credit value:** 3  
**UAN number:** T/502/5240

### Unit aim

This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and to know about the relevant statutory and legal frameworks.

### Learning outcomes

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

1. Understand the issues affecting young people with mental health problems
2. Understand how to support young people with mental health problems
3. Know about the statutory and legal frameworks in relation to young people with mental health problems

### 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:

- Skills for Justice
- B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended
- B606 Contribute to promoting health and social well-being of children and young people
- Skills for Care and Development
- HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3)
- CWDC Common Core
  - Effective communication and engagement with children, young people, their families and carers
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions
  - Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

**Simulation is not allowed.**

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

## **Unit 111**

# **Support young people with mental health problems**

### Outcome 1

Understand the issues affecting young people with mental health problems

#### **Assessment Criteria**

The learner can:

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

## **Unit 111**

# **Support young people with mental health problems**

### Outcome 2

Understand how to support young people with mental health problems

#### **Assessment Criteria**

The learner can:

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

## **Unit 111**

## **Support young people with mental health problems**

### **Outcome 3**

Know about the statutory and legal frameworks in relation to young people with mental health problems

#### **Assessment Criteria**

The learner can:

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

# **Unit 111            Support young people with mental health problems**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**

## **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:

- 1.1 Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
- 1.2 Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
- 1.3 Demonstrate how the strategy and guidance applies to own work with young parents.

## **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:

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

## **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:

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

## 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:

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

## **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:

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

## 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](http://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](http://www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.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 113

# Engage fathers in their children's early learning

**Level:** 3  
**Credit value:** 3  
**UAN 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 allowed.**



## 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:

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

## **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:

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

## **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:

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

## **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:

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

## **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](http://www.peal.org.uk), or by accessing the website [www.surestart.gov.uk/publications](http://www.surestart.gov.uk/publications) that has excellent links to 'Father focussed groups'.

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 114

# Engage parents in their children's early learning

**Level:** 3  
**Credit value:** 3  
**UAN 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 allowed.**

## **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:

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

## **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:

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



## **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:

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

## **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:

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

## 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](http://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](http://www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.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 115

## Promote positive behaviour

**Level:** 3  
**Credit value:** 6  
**UAN number:** F/601/3764

### Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

### Learning outcomes

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

1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Be able to promote positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour.

### 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 326, 337 and 398

### 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 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.**

## Unit 115

## Promote positive behaviour

### Outcome 1

Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

#### Assessment Criteria

The learner can:

- 1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
- 1.2 Define what is meant by restrictive interventions
- 1.3 Explain when restrictive interventions may and may not be used
- 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used
- 1.5** Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
- 1.6 Describe safeguards that must be in place if restrictive physical interventions are used.

#### Additional Guidance

**Challenging behaviour** may include behaviours that are:

- Repetitive/obsessive
- Withdrawn
- Aggressive
- Self-injurious
- Disruptive
- Anti-social or illegal
- Verbally abusive

## Unit 115

### Outcome 2

## Promote positive behaviour

Understand the context and use of proactive and reactive strategies

### Assessment Criteria

The learner can:

- 2.1 Explain the difference between proactive and reactive strategies
- 2.2 Identify the proactive and reactive strategies that are used within own work role
- 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
- 2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
- 2.5 Explain the importance of reinforcing positive behaviour with individuals
- 2.6 Evaluate the impact on an **individual's well-being** of using reactive rather than proactive strategies.

### Additional Guidance

#### Individual:

Child, young person or adult accessing a service

**Well-being** may include:

- Emotional
- Psychological
- Physical

## Unit 115

## Promote positive behaviour

### Outcome 3

### Be able to promote positive behaviour

#### Assessment Criteria

The learner can:

- 3.1 Explain how a range of **factors** may be associated with challenging behaviours
- 3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
- 3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
- 3.4 Demonstrate how to model to **others'** best practice in promoting positive behaviour.

#### Additional Guidance

**Factors** may include:

- Communication
- Environment
- Power imbalance
- Excessive demands
- Boredom
- Inconsistent approaches
- Lack of boundaries or goals
- Emotional expression
- Sensory needs
- Physical Health
- Mental Health
- An individual's past experiences
- Age and gender

**Others** may include:

- The individual
- Colleagues
- Families or carers
- Other professionals
- Members of the public
- Advocates

## **Unit 115**

### Outcome 4

## **Promote positive behaviour**

Be able to respond appropriately to incidents of challenging behaviour

### **Assessment Criteria**

The learner can:

- 4.1 Identify types of challenging behaviours
- 4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
- 4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
- 4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.



## Unit 115

## Promote positive behaviour

### Outcome 5

Be able to support individuals and others following an incident of challenging behaviour

#### Assessment Criteria

The learner can:

- 5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
- 5.2 Describe how an individual can be supported to reflect on an incident including:
  - a. how they were feeling at the time prior to and directly before the incident
  - b. their behaviour
  - c. the consequence of their behaviour
  - d. how they were feeling after the incident
- 5.3 Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
- 5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
- 5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

## Unit 115

### Outcome 6

## Promote positive behaviour

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

### Assessment Criteria

The learner can:

- 6.1 Work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
- 6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- 6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

### Additional Guidance

#### **Antecedent:**

What happens before the behaviour

#### **Behaviour**

The actions that are perceived as challenging behaviour or unwanted

#### **Consequences**

What happened as a result of the behaviour

## **Unit 115            Promote positive behaviour**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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  
**UAN 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 allowed.**

## 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:

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

#### 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:

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

#### 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:

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

## **Unit 116**

## **Support use of medication in social care settings**

### Outcome 4

Understand techniques for administering medication

#### **Assessment Criteria**

The learner can:

- 4.1 Describe the routes by which medication can be administered
- 4.2 Describe different forms in which medication may be presented
- 4.3 Describe materials and equipment that can assist in administering medication.



## **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:

- 5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working
- 5.2 Demonstrate how to store medication safely
- 5.3 Demonstrate how to dispose of 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:

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

#### 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:

- 7.1 Demonstrate how to access information about an individual's medication
- 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
- 7.3 Demonstrate strategies to ensure that medication is used or administered **correctly**
- 7.4 Demonstrate how to address any **practical difficulties** that may arise when medication is used
- 7.5 Demonstrate how and when to access further information or support about the use of medication.

#### 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:

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

## **Unit 116            Support use of medication in social care settings**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 purpose of professional supervision in health and social care or children and young people's work settings

### **Assessment Criteria**

The learner can:

- 1.1 Analyse the principles, scope and purpose of professional supervision
- 1.2 Outline theories and models of professional supervision
- 1.3 Explain how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision
- 1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision
- 1.5 Explain how professional supervision can protect the:
  - a. individual
  - b. supervisor
  - c. 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:

- 2.1 Explain the performance management cycle
- 2.2 Analyse how professional supervision supports performance
- 2.3 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:

- 3.1 Explain factors which result in a power imbalance in professional supervision
- 3.2 Explain how to address power imbalance in own supervision practice
- 3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process
- 3.4 Agree with supervisee the frequency and location of professional supervision
- 3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision
- 3.6 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:

- 4.1 Support supervisees to reflect on their practice
- 4.2 Provide positive feedback about the achievements of the supervisee
- 4.3 Provide constructive feedback that can be used to improve performance
- 4.4 Support supervisees to identify their own development needs
- 4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting
- 4.6 Support supervisees to explore different methods of addressing challenging situations
- 4.7 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:

- 5.1 Give examples from own practice of managing conflict situations within professional supervision
- 5.2 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:

- 6.1 Gather feedback from supervisee/s on own approach to supervision process
- 6.2 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 153

# Facilitate the development of effective group practice in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN:** Y/602/2339

### Unit aim

This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

### Learning outcomes

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

1. Understand how groups develop and function in health and social care or children and young people's work settings
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings
3. Be able to facilitate a group in health and social care or children and young people's work settings
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings

### Guided learning hours

It is recommended that **42** 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

AG27 HSC 429 LDSS 418

### 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's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

**Unit 153**                    **Facilitate the development of effective group practice in health and social care or children and young people's settings**

Outcome 1                    Understand how groups develop and function in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

- 1.1 Analyse the impact of theories and models on group work practice
- 1.2 Explain how to form and maintain a cohesive and effective group
- 1.3 Explain how different facilitation styles may influence
  - a. group dynamics
  - b. lifecycle of the group
  - c. group outcomes
  - d. development of roles within the group
- 1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group
- 1.5 Analyse the importance of participant engagement in achieving group outcomes

## **Unit 153**

### **Facilitate the development of effective group practice in health and social care or children and young people's settings**

#### **Outcome 2**

Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings

#### **Assessment Criteria**

The learner can:

- 2.1 Evaluate methods that may be utilised in facilitating groups
- 2.2 Prepare an environment that is conducive to the functioning of the group
- 2.3 Work with a group/s to agree acceptable group and individual behaviour
- 2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working



## **Unit 153**

# **Facilitate the development of effective group practice in health and social care or children and young people's settings**

### **Outcome 3**

Be able to facilitate a group in health and social care or children and young people's work settings

#### **Assessment Criteria**

The learner can:

- 3.1 Use a range of methods to accommodate different learning styles within the group
- 3.2 Provide a group experience where participants are engaged and stimulated
- 3.3 Intervene effectively in a group session to improve the learning process

## Unit 153

# Facilitate the development of effective group practice in health and social care or children and young people's settings

### Outcome 4

Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings

#### Assessment Criteria

The learner can:

- 4.1 Demonstrate inclusive practice when facilitating groups
- 4.2 Support consensus and manage **conflict** within a group
- 4.3 Explain how to challenge excluding or discriminatory behaviour
- 4.4 Demonstrate how to manage diverse group behaviours
- 4.5 Explain when to refer issues and areas of concern.

#### Additional Guidance

**Conflict** may include:

- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non compliance

## **Unit 153**

### **Facilitate the development of effective group practice in health and social care or children and young people's settings**

#### **Outcome 5**

Be able to monitor and review the work of a group in health and social care or children and young people's work settings

#### **Assessment Criteria**

The learner can:

- 5.1 Work with a group to agree monitoring and review processes
- 5.2 Implement systems and processes to monitor and review the progress of a group
- 5.3 Assess the effectiveness of a group in relation to identified outcomes
- 5.4 Reflect on strengths and areas for development in own practice of facilitating groups

## **Unit 153      Facilitate the development of effective group practice in health and social care or children and young people's settings**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 155

# Manage induction in health and social care or children and young people's settings

**Level:** 4  
**Credit value:** 3  
**UAN:** T/602/2574

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

### Learning outcomes

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

1. Understand the purpose of induction for health and social care or children and young people's settings
2. Be able to manage the induction process in health, social care and children and young people's work settings
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings
4. Be able to evaluate the induction process in health and social care or children and young people's settings
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings

### Guided learning hours

It is recommended that **21** 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

HSC 444 LMC A1 A3

### 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's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting

## Unit 155

# Manage induction in health and social care or children and young people's settings

## Outcome 1

Understand the purpose of induction for health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 1.1 Explain why induction is important for **practitioners, individuals** and organisations
- 1.2 Identify information and support materials that are available to promote effective induction
- 1.3 Explain the link between induction processes, qualifications and progression routes in the sector
- 1.4 Analyse the role of the induction process in supporting others to understand the values, principles and **agreed ways of working** within a work setting
- 1.5 Analyse the role of induction in safeguarding individuals and others within a work setting

### Additional Guidance

**Practitioners** could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers

**Individuals** are those accessing care or services

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

## Unit 155

### Manage induction in health and social care or children and young people's settings

#### Outcome 2

Be able to manage the induction process in health, social care and children and young people's work settings

#### Assessment Criteria

The learner can:

- 2.1 Explain the **factors that influence** induction processes for practitioners
- 2.2 Develop an induction programme in agreement with others
- 2.3 Manage the induction process for practitioners

#### Additional Guidance

**Factors that influence** could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs

## **Unit 155**

### **Manage induction in health and social care or children and young people's settings**

#### **Outcome 3**

Be able to support the implementation of induction processes in health, social care and children and young people's work settings

#### **Assessment Criteria**

The learner can:

- 3.1 Identify different methods that can be used to support the induction process for practitioners
- 3.2 Support others involved in the induction of practitioners
- 3.3 Obtain feedback from others on practitioners achievement of identified induction requirements
- 3.4 Support practitioners to reflect on their learning and achievement of induction requirements
- 3.5 Provide feedback to practitioners on achievement of induction requirements
- 3.6 Support personal development planning for a practitioner on completion of induction



## Unit 155

### Manage induction in health and social care or children and young people's settings

#### Outcome 4

Be able to evaluate the induction process in health and social care or children and young people's settings

#### Assessment Criteria

The learner can:

- 4.1 Explain the importance of continuous organisational improvement in the provision of induction
- 4.2 Obtain feedback on the induction process from practitioners
- 4.3 Obtain feedback on the induction process from **others** in the work setting
- 4.4 Use feedback to identify areas for improvement within the induction process

#### Additional Guidance

**Others** may include:

- Workers / Practitioners
- Carers
- Significant others
- Individuals who access services
- Line managers
- Other professionals

## **Unit 155**

### **Manage induction in health and social care or children and young people's settings**

#### Outcome 5

Be able to implement improvements to the induction process in health and social care or children and young people's settings

#### **Assessment Criteria**

The learner can:

- 5.1 Work with others to identify improvements within the induction process
- 5.2 Work with others to implement changes required to address areas for improvement within the induction process

## **Unit 155            Manage induction in health and social care or children and young people's settings**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 172

# Understand the context of supporting children and young people through foster care

**Level:** 3  
**Credit value:** 5  
**UAN:** T/503/5878

### Unit aim

The unit is designed to enable the learner to understand the context of supporting children and young people through foster care

### Learning outcomes

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

1. Understand the circumstances that can lead to children and young people accessing foster care
2. Know the information that should be provided to foster carers prior to placements being arranged
3. Understand how legislation, policies and procedures relate to foster care
4. Understand how foster care can make a positive difference to the lives of children and young people in care
5. Understand the importance of relationships for children and young people accessing foster care
6. Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals

### Guided learning hours

It is recommended that 45 hours should be allocated for this unit.

### Details of the relationship between the unit and relevant national standards

### 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 the Skills for Care and Development Assessment Principles.

## Unit 172

# Understand the context of supporting children and young people through foster care

## Outcome 1

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

### Assessment Criteria

The learner can:

- 1.1 Explain the circumstances that can lead to children and young people accessing foster care
- 1.2 Explain the changes that a child or young person accessing foster care may experience.
- 1.3 Explain the effects that **changes** may have on the child or young person and **others**.

### Additional Guidance

Positive or negative **changes** could include:

- Transitions
- Family breakdown
- One or multiple placement breakdown
- Health and mental health
- Criminal justice
- Adoption by foster carer
- Family contact
- Education
- Different physical environments, communities and cultures

**Others** could include:

- Foster Carers
- Family
- Friends
- Professionals

## **Unit 172**

### **Understand the context of supporting children and young people through foster care**

#### **Outcome 2**

Know the information that should be provided to foster carers prior to placements being arranged

#### **Assessment Criteria**

The learner can:

- 2.1 Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care
- 2.2 Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care.

## Unit 172

# Understand the context of supporting children and young people through foster care

## Outcome 3

Understand how legislation, policies and procedures relate to foster care

### Assessment Criteria

The learner can:

- 3.1 Evaluate how current **legislative frameworks** in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care.
- 3.2 Explain the importance of foster carers adhering to service policies and procedures.
- 3.3 Explain how **delegated responsibility** impacts upon the role of foster carers.

### Additional Guidance

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

**Delegated responsibility** – decision making about children in placement, devolved to the foster carer by the local authority / those holding parental responsibility

## **Unit 172**

### **Understand the context of supporting children and young people through foster care**

#### Outcome 4

Understand how foster care can make a positive difference to the lives of children and young people in care

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the importance of stability in the care offered to children and young people accessing foster care
- 4.2 Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment.



## Unit 172

# Understand the context of supporting children and young people through foster care

## Outcome 5

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

### Assessment Criteria

The learner can:

- 5.1 Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and **informal networks**
- 5.2 Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self image or identity
- 5.3 Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks
- 5.4 Analyse the impact of separation and loss on children and young people accessing foster care
- 5.5 Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members
- 5.6 Explain why it is important for foster carers to have positive regard for a child or young people's **background**.

### Additional Guidance

**Informal networks** could include:

- Family
- Siblings
- Friends
- Neighbours
- Special interest groups
- Social groups

**Background** could include:

- Family relationships
- Informal networks
- Culture
- History
- Preferences
- Beliefs
- Community

## **Unit 172**

### **Understand the context of supporting children and young people through foster care**

#### Outcome 6

Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals

#### **Assessment Criteria**

The learner can:

- 6.1 Describe the roles and responsibilities of the foster carer as part of the fostering service
- 6.2 Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals
- 6.3 Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals.

## **Unit 172            Understand the context of supporting children and young people through foster care**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 173

# Support positive attachments for children and young people

**Level:** 3  
**Credit value:** 7  
**UAN:** M/503/5877

### Unit aim

This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments

### Learning outcomes

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

1. Understand the importance of positive attachment for the well being of children and young people.
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss.
3. Be able to promote positive attachments for children or young people.
4. Be able to develop own practice in supporting positive attachments for children or young people.

### Guided learning hours

It is recommended that 55 hours should be allocated for this unit.

### Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 318

### 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 the Skills for Care and Development Assessment Principles.

## Unit 173

# Support positive attachments for children and young people

## Outcome 1

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

### Assessment Criteria

The learner can:

- 1.1 Summarise theories of attachment.
- 1.2 Explain why positive attachment is important for children and young people
- 1.3 Evaluate the potential **impact** on the well being of children and young people of not forming positive attachments.
- 1.4 Explain the role of **carers** in supporting children and young people to form positive attachments.

### Additional Guidance

**Impact** – should include both physiological and psychological impact

**Carers** – could be either paid carers or informal carers

## **Unit 173**

# **Support positive attachments for children and young people**

### **Outcome 2**

Understand how resilience can reduce vulnerability of children and young people to separation and loss

#### **Assessment Criteria**

The learner can:

- 2.1 Describe what is meant by the term resilience.
- 2.2 Explain how the development of resilience can help children and young people cope with separation and loss.
- 2.3 Explain ways carers can help develop resilience in children and young people.

## **Unit 173**      **Support positive attachments for children and young people**

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

### **Assessment Criteria**

The learner can:

- 3.1 Engage a child or young person in routines and activities that promote positive relationships and well being.
- 3.2 Use active listening with a child or young person to promote the development of positive relationships and well being.
- 3.3 Seek advice and support from **others** when concerned about the attachment behaviour of a child or young person.
- 3.4 Implement **agreed strategies** with a child or young person to promote positive relationships and well being.

### **Additional Guidance**

**Others** – to include professionals and family

**Agreed strategies** – strategies agreed with other

## **Unit 173**

# **Support positive attachments for children and young people**

### **Outcome 4**

Be able to develop own practice in supporting positive attachments for children or young people

#### **Assessment Criteria**

The learner can:

- 4.1 Describe how a child or young person has been supported by own practice to develop positive attachments.
- 4.2 Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person.
- 4.3 Reflect on how own practice can be adapted to support a child or young person in the future.



## **Unit 173            Support positive attachments for children and young people**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 174

## Practise as a Foster Carer

**Level:** 3  
**Credit value:** 5  
**UAN:** A/503/5879

### Unit aim

The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care

### Learning outcomes

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

1. Be able to prepare to accommodate children or young people in their own home.
2. Be able to support children and young people to settle into the family home.
3. Be able to provide a safe home environment for children and young people accessing foster care.
4. Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care.
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care.

### Guided learning hours

It is recommended that 46 hours should be allocated for this unit.

### Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 318.

### 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 the Skills for Care and Development Assessment Principles.

All learning outcomes must be assessed in real work situations.

## **Unit 174**

## **Practise as a Foster Carer**

### Outcome 1

Be able to prepare to accommodate children or young people in their own home

#### **Assessment Criteria**

The learner can:

- 1.1 Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided.
- 1.2 Evaluate how the needs, background and experience of the child or young person can be accommodated within own home.
- 1.3 Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges.

## **Unit 174**

### Outcome 2

## **Practise as a Foster Carer**

Be able to support children and young people to settle into the family home

### **Assessment Criteria**

The learner can:

- 2.1 Take steps to make a child or young person feel welcomed into the home.
- 2.2 Personalise the home for the child or young person.
- 2.3 Support the child or young person to understand any house rules for living in the home according to their age and stage of development.
- 2.4 Support the child or young person to express needs, wishes and feelings.

## Unit 174

## Practise as a Foster Carer

### Outcome 3

Be able to provide a safe home environment for children and young people accessing foster care

#### Assessment Criteria

The learner can:

- 3.1 Identify a range of **risks** that may be considered when providing accommodation for a child or young person
- 3.2 Evaluate hazards and risks within the home environment
- 3.3 Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety.

#### Additional Guidance

**Risks** could include:

- Environmental
- Behavioural
- Emotional
- Allegations

## Unit 174

## Practise as a Foster Carer

### Outcome 4

Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care

#### Assessment Criteria

The learner can:

- 4.1 Explain the impact that emotional, social and physical demands may have on family and other key people
- 4.2 Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member
- 4.3 Support family and other key people to balance their own needs with those of the child or young person
- 4.4 Take steps to address conflicts and disagreements as they arise
- 4.5 Develop **strategies** to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others.

#### Additional Guidance

**Key people** - may include members of wider family, friends, carers; others with whom the family has a supportive relationship etc

**Strategies** could include either:

- Past, present or future strategies
- Strategies agreed with other professionals

## Unit 174

## Practise as a Foster Carer

### Outcome 5

Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care

#### Assessment Criteria

The learner can:

- 5.1 Implement elements of the care plan that relate to own role as part of the foster care team.
- 5.2** Work with the fostering team and **others** to support children or young people's **health and well being**
- 5.3 Demonstrate the use of organisational skills in foster carer role.

#### Additional Guidance

**Others** could include:

- Child's family
- Own family
- Friends/ informal networks

**Health and well being** could include:

- Physical
- Emotional
- Psychological
- Education
- Employment
- Social

## **Unit 174                  Practise as a Foster Carer**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 175

# Working within a Social Pedagogic framework with children and young people

**Level:** 3  
**Credit value:** 5  
**UAN number:** L/503/6602

### Unit aim

This unit is aimed at supporting learners who are using pedagogy principles as part of their work with children or young people. This unit will provide the learner with knowledge and understanding of social pedagogical principles. The learners will be able to describe how they reflect on their experience and apply this in practise with children and young people in their care.

### Learning outcomes

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

1. Understand how to apply the principles of social pedagogy.
2. Understand the concept of holistic wellbeing and happiness of individual children and young people.
3. Be able to engage with children or young people to create supportive learning opportunities.

### Guided learning hours

It is recommended that 35 hours should be allocated for this unit.

### Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 27,38,211,228,233,311,312,323

### 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 the Skills for Care and Development Assessment Principles.

## Unit 175

# Working within a Social Pedagogic framework with children and young people

### Outcome 1

Understand how to apply the principles of social pedagogy.

#### Assessment Criteria

The learner can:

- 1.1 Explain how social pedagogical principles can be applied in working with children and young people :
  - a. As individuals
  - b. In group settings.
- 1.2 Explain how to use the three different aspects of pedagogy in developing relationships
- 1.3 Explain how to use the principles of social pedagogy in engaging with children and young people.

## Unit 175

## Working within a Social Pedagogic framework with children and young people

### Outcome 2

Understand the concept of holistic wellbeing and happiness of individual children and young people.

#### Assessment Criteria

The learner can:

- 2.1 Explain how to work with a holistic approach to wellbeing and happiness:
  - a. Emotional
  - b. Physical
  - c. Psychological
  - d. Social
- 2.2 Explain how the concept of zone of proximal development applies to holistic wellbeing and happiness.
- 2.3 Explain the benefits of working with children and young people:
  - a. as a group.
  - b. as individuals.

## **Unit 175**

### **Working within a Social Pedagogic framework with children and young people**

#### **Outcome 3**

Be able to engage with children or young people to create supportive learning opportunities.

#### **Assessment Criteria**

The learner can:

- 3.1 Develop safe, supporting and nurturing relationships with children or young people.
- 3.2 Use own relationship to create learning opportunities with children or young people
- 3.3 Apply creative skills to create learning opportunities with children or young people.
- 3.4 Evaluate how creative skills provide learning opportunities for children or young people.

## Additional guidance

- evidence may be produced using a range of written, audio or visual media, including extracts from the use of a reflective diary
- link to units on understanding children's rights, safeguarding and attachment
- link to foster care optional units

**Aspects:**

Personal

Private

Professional

**holistic wellbeing and happiness, and social aspects of wellbeing** - the pedagogue understands all aspects of a child or young person's needs, physical, emotional, psychological and social. The focus is on the child as a whole person, and support for the child or young person's overall development.

**zone of proximal development**- learning is most successful in a social context, meaning that people learn more and develop further when they are supported by somebody who is more advanced in a certain area and functions as their mentor

**own relationship**

The personal professional relationship with the individual child or young person.

**Creative skills** could include: drama

art

music sport

physical movement

## 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:

- 1.1 Explain why physical development is important to children's development.
- 1.2 Explain how physical development links with other areas of learning and development.
- 1.3 Explain the importance of using both the indoor and outdoor environment to develop children's physical development.
- 1.4 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:

- 2.1 Explain the importance of undertaking assessments of children to support their physical development.
- 2.2 Contribute to assessments of children's physical development.
- 2.3 Use assessments as basic for both short term and long term planning of physical activity provision within the learning environment.
- 2.4 Explain how physical development is implemented through the combination of adult-led and child-initiated activities.
- 2.5 Explain how holistic plans support access to physical activities for every child in the setting including those with specific requirements.
- 2.6 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:

- 3.1 Deliver a holistic plan which incorporates Physical Development.
- 3.2 Use physical activities in everyday activities and routines to support children's physical development.
- 3.3 Provide both structured and spontaneous opportunities and activities that support children's physical development.
- 3.4 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:

- 4.1 Evaluate how own practice has contributed to children's physical development.
- 4.2 Adapt own practice to meet children's physical development needs.
- 4.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Research current developments in ICT that enrich children's learning
- 1.2 Explain why ICT is important to children's learning
- 1.3 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:

- 2.1 Explain the importance of undertaking assessments of children to support their ICT skills development
- 2.2 Contribute to assessments of children's understanding and use of ICT
- 2.3 Use assessments as a basis for both short term and long term planning of ICT provision within the learning environment
- 2.4 Research sources of information in developing ICT provision within the learning environment
- 2.5 Explain how ICT is implemented through the combination of adult-led activities and child-initiated activities
- 2.6 Explain how holistic plans support access to ICT learning for every child in the setting including those with specific requirements
- 2.7 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:

- 3.1 Deliver a holistic plan which incorporates the development of ICT.
- 3.2 Use ICT with children in everyday activities and routines to support their learning and development.
- 3.3 Provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of ICT.
- 3.4 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:

- 4.1 Evaluate how own practice has contributed to children's' ICT skills development.
- 4.2 Adapt own practice to meet children's' ICT development needs.
- 4.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 627**

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:

- 1.1 Analyse the benefits of outdoor play on children's health, learning and development.
- 1.2 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:

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

- 3.1 Deliver a **holistic plan** which incorporates the development of outdoor play.
- 3.2 Demonstrate how to make the best use of outdoor space.
- 3.3 Use outdoor play with children in everyday activities and routines to support their learning and development.
- 3.4 Encourage children to use the outdoor environment as a natural extension of their play.
- 3.5 Provide both structured and spontaneous opportunities and activities that develop children's outdoor play.
- 3.6 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:

- 4.1 Evaluate how own practice has contributed to the development of children's outdoor play.
- 4.2 Adapt own practice to support children's outdoor play.
- 4.3 Identify training and development needs for self to improve performance

## **Unit 628            Support children’s outdoor play**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Explain why mathematical development is important to children's learning.
- 1.2 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:

- 2.1 Explain the importance of undertaking assessments of children to support their mathematical development.
- 2.2 Contribute to assessments of children's understanding and use of mathematics.
- 2.3 Use assessments as a basis for both short term and long term planning of mathematical development.
- 2.4 Research sources of information in supporting mathematical development.
- 2.5 Explain how mathematical development is supported through the combination of adult-led activities and child-initiated activities.
- 2.6 Explain how **holistic plans** support access to mathematical learning for every child in the setting including those with specific requirements.
- 2.7 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:

- 2.1 Deliver a **holistic plan** which incorporates the development of mathematical learning.
- 2.2 Use mathematics with children in everyday activities and routines to support their learning and development.
- 2.3 Provide both structured and spontaneous opportunities and activities that develop children's knowledge and application of mathematics.
- 2.4 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:

- 4.1 Evaluate how own practice has contributed to children's mathematical development.
- 4.2 Adapt own practice to meet children's mathematical development needs.
- 4.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Explain why language, literacy and communication are important to children's learning.
- 1.2 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:

- 2.1 Explain the importance of undertaking assessments of children to support their language, literacy and communication development.
- 2.2 Contribute to assessments of children's use of language, literacy and communication skills.
- 2.3 Use assessments as a basis for both short term and long term planning for the development of language, literacy and communication skills.
- 2.4 Research sources of information in supporting the development of language, literacy and communication.
- 2.5 Explain how the development of language, literacy and communication is supported through the combination of adult-led activities and child-initiated activities.
- 2.6 Explain how **holistic plans** support access to learning in language, literacy and communication for every child in the setting including those with specific requirements.
- 2.7 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:

- 3.1 Deliver a **holistic plan** which incorporates the development of language, literacy and communication skills.
- 3.2 Use language, literacy and communication with children in everyday activities and routines to support their learning and development.
- 3.3 Use storytelling, rhyme and song to enrich the development of children's language, literacy and communication.
- 3.4 Provide both structured and spontaneous opportunities and activities that develop children's knowledge and use of language, literacy and communication.
- 3.5 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:

- 4.1 Evaluate how own practice has contributed to the development of children's language, literacy and communication.
- 4.2 Adapt own practice to meet children's language, literacy and communication development needs.
- 4.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Explain why knowledge and understanding of the world are important to children's learning.
- 1.2 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:

- 2.1 Explain the importance of undertaking assessments of children to support their development of knowledge and understanding of the world
- 2.2 Contribute to assessments of children's development of knowledge and understanding of the world
- 2.3 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
- 2.4 Research sources of information in supporting the development of children's knowledge and understanding of the world
- 2.5 Explain how the development of knowledge and understanding of the world is supported through the combination of adult-led activities and child-initiated activities
- 2.6 Explain how **holistic plans** support access to knowledge and understanding of the world for every child in the setting including those with specific requirements
- 2.7 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:

- 3.1 Deliver a holistic plan which incorporates the development of children's knowledge and understanding of the world
- 3.2 Use knowledge and understanding of the world with children in everyday activities and routines to support their learning and development
- 3.3 Use storytelling, rhyme and song to enrich the development of children's knowledge and understanding of the world
- 3.4 Provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of the world
- 3.5 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:

- 4.1 Evaluate how own practice has contributed to the development of children's knowledge and understanding of the world
- 4.2 Adapt own practice to meet children's knowledge and understanding of the world development needs
- 4.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Outline models of team working
- 1.2 Explain the process of team development
- 1.3 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:

- 1.1 Explain why teams need:
  - a. clear objectives
- 1.2 Clearly defined roles and responsibilities
  - a. trust and accountability
  - b. confidentiality
  - c. effective communication
  - d. conflict resolution.
- 1.3 Explain why mutual respect and support promotes effective teamwork
- 1.4 Explain how the values of own organisation influences the working of your team
- 1.5 Explain how teams manage change
- 1.6 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:

- 3.1 Identify own role and responsibility in the team
- 3.2 Fulfill own responsibilities within the team
- 3.3 Communicate effectively with team members
- 3.4 Involve other team members in decision making
- 3.5 Seek support and advice from **others**
- 3.6 Offer support to other team members
- 3.7 Explain lines of reporting and responsibility in the team
- 3.8 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:

4.1 Provide encouragement and support to individual team members within their roles

4.2 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:

- 5.1 Reflect on own performance in working as part of a team
- 5.2 Review team performance in achieving or working towards goals
- 5.3 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 635

# Support individuals with autistic spectrum conditions

**Level:** 3

**Credit value:** 4

**UAN:** M/504/2196

### Unit aim

The purpose of this unit is to develop learners knowledge, understanding and skills of supporting an individual with autistic spectrum conditions

### Learning outcomes

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

1. Understand **legislative frameworks** that relate to **individuals** with autistic spectrum conditions
2. Understand the main characteristics of autistic spectrum conditions
3. Be able to support individuals with autistic spectrum conditions
4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication
5. Be able to support individuals with transitions and change

### Guided learning hours

It is recommended that **33** 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.

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

## Unit 635

## Support individuals with autistic spectrum conditions

### Outcome 1

Understand **legislative frameworks** that relate to **individuals** with autistic spectrum conditions

The learner can:

- 1.1 Outline the legislative frameworks that relate to an individual with autistic spectrum condition
- 1.2 Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition.

### Additional Guidance

**Legislative frameworks** need to include policy drivers and strategies within own home nation

An **individual** is someone requiring care or support

## **Unit 635**

## **Support individuals with autistic spectrum conditions**

### **Outcome 2**

Understand the main characteristics of autistic spectrum conditions

The learner can:

- 2.1 Outline a range of theories on autistic spectrum condition
- 2.2 Explain the characteristics of autistic spectrum conditions
- 2.3 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
- 2.4 Describe other conditions that may be associated with the autistic spectrum
- 2.5 Describe how language and intellectual abilities vary across the autistic spectrum.

## **Unit 635**

## **Support individuals with autistic spectrum conditions**

### **Outcome 3**

Be able to support individuals with autistic spectrum conditions

#### **Assessment Criteria**

The learner can:

- 3.1 Describe an individual's experience of the autistic spectrum condition and its characteristics
- 3.2 Support an individual to understand the impact of their autistic condition on themselves and others
- 3.3 Encourage an individual to recognise the strengths of their characteristics
- 3.4 Support an individual with an autistic spectrum condition to develop their personal skills
- 3.5 Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition.

## **Unit 635**

## **Support individuals with autistic spectrum conditions**

### **Outcome 4**

Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication

### **Assessment Criteria**

The learner can:

- 4.1 identify specific methods of communication for an individual
- 4.2 use specific methods of communication to support interactions with an individual
- 4.3 ascertain patterns of behaviour associated with an individual's autistic spectrum condition
- 4.4 support an individual in ways that recognise the significance and meaning of their behaviour.

## **Unit 635**

## **Support individuals with autistic spectrum conditions**

### **Outcome 5**

Be able to support individuals with transitions and change

#### **Assessment Criteria**

The learner can:

- 5.1 Support an individual with autistic spectrum condition to make transitions
- 5.2 Work with an individual and other to recognise routines that are important to the individual
- 5.3 Support an individual during changes to their routines
- 5.4 Enable an individual to use routines to make sense and order of their daily life
- 5.5 Recognise how to make adaptations to the physical sensory environment to:
  - a. Reduce sensory overload
  - b. Increase sensory stimulation
- 5.6 Work with an individual and others to develop strategies that help them manage their physical and sensory environment.

## **Unit 635            Support individuals with autistic spectrum conditions**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 640

# Support individuals to stay safe from harm or abuse

**Level:** 3  
**Credit value:** 4  
**UAN:** T/504/2202

### Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse

### Learning outcomes

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

1. Understand how legislative frameworks support the safeguarding of individuals
2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse
3. Be able to support individuals to gain understanding about how to stay safe
4. Be able to work in ways that support individuals to stay safe

### 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

SCDHSC0024 – Support the safeguarding of individuals

SCDHSC0034 – Promote the safeguarding of children and young people

SCDHSC0035 – Promote the safeguarding of individuals

SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse

SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse

SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people

SCDHSC0045 – Lead practice that promotes the safeguarding of individuals

### 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 640

## Support individuals to stay safe from harm or abuse

### Outcome 1

Understand how legislative frameworks support the **safeguarding of individuals**

#### Assessment Criteria

The learner can:

- 1.1 Outline legislation and national policies that relate to the safeguarding of individuals
- 1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks.

#### Additional Guidance

**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies

**Individuals** refers to an adult, child or young person who is accessing a social care service

## Unit 640

## Support individuals to stay safe from harm or abuse

### Outcome 2

Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to **harm or abuse**

#### Assessment Criteria

The learner can:

- 2.1 Identify the **factors** that make an individual vulnerable to harm or abuse
- 2.2 Work with an individual and **key people** to identify actions, behaviours and situations that may lead to harm or abuse to the individual
- 2.3 Describe the common features of perpetrator behaviour
- 2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable
- 2.5 Support an individual to gain understanding of the risks associated with the use of **electronic communications**.

#### Additional Guidance

**Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment

**Key people** are those who are important to an individual and 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

**Electronic communications** may include the use of mobile phones and the internet including social networking sites.

**Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

## **Unit 640**

## **Support individuals to stay safe from harm or abuse**

### **Outcome 3**

Be able to support individuals to gain an understanding about how to stay safe

#### **Assessment Criteria**

The learner can:

- 3.1 Support an individual to gain understanding about their right to stay safe
- 3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe
- 3.3 Work with an individual to balance their rights, responsibilities and risks
- 3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse.

## **Unit 640**

## **Support individuals to stay safe from harm or abuse**

### **Outcome 4**

Be able to work in ways that support individuals to stay safe

#### **Assessment Criteria**

The learner can:

- 4.1 Engage with an individual in a way that supports trust and rapport
- 4.2 Support an individual to express fears, anxieties or concerns they may have about their safety
- 4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused
- 4.4 Take action to deal with risks that may lead to harm or abuse
- 4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse
- 4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
- 4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
- 4.8 Explain the actions that should be taken if reported concerns are not acted upon
- 4.9 Access support in situations that are outside your expertise, experience, role and responsibility
- 4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse

## **Unit 640            Support individuals to stay safe from harm or abuse**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 641

# Provide support to children or young people who have experienced harm or abuse

**Level:** 4  
**Credit value:** 6  
**UAN:** F/504/2204

### Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children or young people who have experienced harm or abuse

### Learning outcomes

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

1. Understand the role of self and others when supporting children or young people who have experienced harm or abuse
2. Be able to support children or young people who disclose harm or abuse
3. Be able to support children or young people who have experienced harm or abuse
4. Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse

### 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

SCDHSC0034 – Promote the safeguarding of children and young people

SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse

SCDHSC0431 – Support individuals who have experienced harm or abuse

### 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 641**      **Provide support to children or young people who have experienced harm or abuse**

Outcome 1      Understand the role of self and **others** when supporting children or young people who have experienced **harm or abuse**

### **Assessment Criteria**

The learner can:

- 1.1 Explain own role and responsibilities to children or young people who have experienced harm or abuse
- 1.2 Explain the role and responsibilities of others to children or young people who have experienced harm or abuse
- 1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

### **Additional Guidance**

**Others** may include:

- Colleagues
- Families or carers
- Other professionals
- Advocates

**Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

## Unit 641

## Provide support to children or young people who have experienced harm or abuse

### Outcome 2

Be able to support children or young people who disclose harm or abuse

#### Assessment Criteria

The learner can:

- 2.1 Support a child or young person to gain understanding about:
  - a. who information of harm or abuse will be shared with
  - b. the reasons for sharing information of harm or abuse
- 2.2 Support a child or young person to disclose, at their own pace, harm or abuse they have experienced
- 2.3 Explain why it is important to respond calmly to disclosures of harm or abuse
- 2.4 Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse
- 2.5 Explain how to avoid **actions** or statements that could adversely affect the use of evidence in future investigations or in court
- 2.6 Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed
- 2.7 Access support in situations that are outside your expertise, experience, role and responsibility

#### Additional Guidance

**Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information



## Unit 641

# Provide support to children or young people who have experienced harm or abuse

## Outcome 3

Be able to support children or young people who have experienced harm or abuse

### Assessment Criteria

The learner can:

- 3.1 Access information about how to support a child or young person who has experienced harm or abuse
- 3.2 Work with a child or young person, agreed **key people** and others to understand implications from harm and abuse
- 3.3 Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse
- 3.4 Work with agreed key people and others to support a child or young person to develop positive coping strategies
- 3.5 Seek support where a child or young person's behaviour gives cause for concern
- 3.6 Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced
- 3.7 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.

### Additional Guidance

**Key people** are those who are important to an individual and 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

## **Unit 641**

### **Provide support to children or young people who have experienced harm or abuse**

#### Outcome 4

Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse

#### **Assessment Criteria**

The learner can:

- 4.1 Access information about limitations of involvement with a child or young person placed upon key people
- 4.2 Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to
- 4.3 Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives
- 4.4 Support a child or young person to gain understanding about why it is necessary to set and maintain safe, consistent and understandable boundaries for themselves and key people

## **Unit 641            Provide support to children or young people who have experienced harm or abuse**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

1.1 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:

- 2.1 Communicate with a child about their behaviour according to their level of ability and understanding
- 2.2 Support a child to gain understanding of expectations about their behavior
- 2.3 Support a child to gain understanding of why goals and boundaries must be set for their behavior
- 2.4 Work with a child, **key people** and **others** to identify behavioural goals and boundaries that will support positive behaviour.
- 2.5 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:

- 3.1 Support a child to develop understanding of when their behaviour is acceptable and when it is unacceptable
- 3.2 Support a child to develop understanding of the consequences of:
  - a. Acceptable behaviour
  - b. Unacceptable behavior
- 3.3 Support a child to develop recognition of the benefits of positive behaviour for themselves, key people and others
- 3.4 Work with a child to develop an understanding of why they behave in certain ways.
- 3.5 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

### Outcome 4

Be able to support children to achieve behavioural goals and adhere to agreed boundaries

#### Assessment Criteria

The learner can:

- 4.1 Support a child to identify behaviours that show that they are meeting behavioural goals or plans
- 4.2 Work with key people and others to provide consistent support to a child to help them meet behavioural goals and agreed boundaries
- 4.3 Use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries
- 4.4 Provide constructive feedback to a child on meeting behavioural goals and agreed boundaries
- 4.5 Use praise to reinforce positive behaviour in a child.
- 4.6 Support the positive behaviour of children through own actions
- 4.7 Use agreed interventions to help a child end an instance of unacceptable behaviour
- 4.8 Work with a child to develop their understanding of why they engaged in unacceptable behaviour
- 4.9 Work with a child to develop their understanding of how they might have behaved differently
- 4.10 Record progress towards the achievement of behavioural goals in line with work setting requirements
- 4.11 Record instances of unacceptable behaviour in line with work setting requirements
- 4.12 Access help and support where there are concerns about the behaviour of a child



## **Unit 643            Support the development of positive behaviour in children**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 644

# Supporting infection prevention and control in social care

**Level:** 3  
**Credit value:** 2  
**UAN:** R/504/2207

### Unit aim

The purpose of this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in social care

### Learning outcomes

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

1. Understand how infection prevention and control policies and guidelines can be applied within different settings
2. Be able to support infection prevention and control practices in the work setting
3. Be able to minimise the risk and spread of infection when using equipment
4. Understand how to respond to outbreaks of infection in the work setting
5. Be able to follow correct recording and reporting procedures regarding infection prevention and control

### Guided learning hours

It is recommended that **18** 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

IPC 2 - Perform hand hygiene to prevent the spread of infection

IPC 4 - Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment

IPC 6 - Use personal protective equipment to prevent the spread of infection

SCD HSC 0032 – Promote health, safety and security in the work setting

### 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's QCF Assessment Principles.

## Unit 644

## Supporting infection prevention and control in social care

### Outcome 1

Understand how infection prevention and control policies and guidelines can be applied within different settings

#### Assessment Criteria

The learner can:

- 1.1 Explain how infection prevention policies and guidelines can be applied in own work setting
- 1.2 Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a **range of work settings**.

#### Additional Guidance

**Range of work settings** may include

- individuals own home
- community environments
- hospitals
- residential care homes
- nursing home

## Unit 644

# Supporting infection prevention and control in social care

## Outcome 2

Be able to support infection prevention and control practices in the work setting

### Assessment Criteria

The learner can:

- 2.1 Minimise risk of infection to self and **others** in the work setting
- 2.2 Support **individuals** to take steps to minimise spread of infection
- 2.3 Carry out hand hygiene following work setting policies and guidelines
- 2.4 Support others to understand their responsibilities for infection prevention and control in the work setting
- 2.5 Provide guidance to others about infection prevention and control practices in work setting
- 2.6 Explain the functions of **external bodies** in supporting infection prevention and control in the work setting
- 2.7 Maintain own understanding of information to support effective infection prevention and control practice.

### Additional Guidance

**Others** may include:

- People who use services
- Care or support staff
- Colleague
- Manager
- Non direct care or support staff
- Carers
- Families
- Visitors
- Contractors
- Volunteers
- Other professionals

**External bodies** may include:

- Health Protection Units
- Health Protection Agency
- GPs
- Local authorities
- Regulators
- Primary Care Trusts

- hospitals
- other healthcare providers

An **Individual** is the person receiving support or care in the work setting

## Unit 644

## Supporting infection prevention and control in social care

### Outcome 3

Be able to minimise the risk and spread of infection when using equipment

#### Assessment Criteria

The learner can:

- 3.1 Ensure equipment is stored and maintained in ways that minimise the spread of infection
- 3.2 Use agreed cleaning schedules for equipment in own work setting
- 3.3 Explain why particular **devices** need special handling to minimise the spread of infection.

#### Additional Guidance

**Devices** may include:

- Urinary catheters
- Intravenous lines
- PEG feeding tubes
- glucose monitoring devices
- Stoma bags
- Colostomy bags

## Unit 644

## Supporting infection prevention and control in social care

### Outcome 4

Understand how to respond to outbreaks of infection in the work setting

#### Assessment Criteria

The learner can:

- 4.1 Explain how to work with others to identify infection outbreaks in own work setting
- 4.2 Explain how to work with others to implement policies and procedures following an infection outbreak
- 4.3 Describe how to provide information about outbreaks of infection in accessible formats to individuals and others
- 4.4 Describe ways to ensure that care for the individual is provided in the most **appropriate place**.
- 4.5 Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents

#### Additional Guidance

**Appropriate place** must be the right place for the individual and the others around them. The best place is not always a hospital environment and the decision must be made by a multi disciplinary team. A place of isolation could be in hospital but it could also be an individual's own home or room within a residential environment

## **Unit 644**

## **Supporting infection prevention and control in social care**

### Outcome 5

Be able to follow correct recording and reporting procedures regarding infection prevention and control

### **Assessment Criteria**

The learner can:

- 5.1 Describe the process for sharing information about infections and suspected infections within own work setting
- 5.2 Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
- 5.3 Complete records for infection prevention and control in line with policies and guidelines.



## **Unit 644            Supporting infection prevention and control in social care**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 672

# Promote nutrition and hydration in health and social care settings

**Level:** 3

**Credit value:** 4

**UAN:** T/503/2575

### Unit aim

This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in planning and promoting health and wellbeing through nutrition and hydration. It covers nutritional monitoring and screening and develops an understanding of the roles and responsibilities of other key professionals.

### Learning outcomes

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

1. Understand what makes up a balanced diet
2. Understand nutritional guidelines
3. Be able to promote nutrition in health and social care settings
4. Be able to promote hydration in health and social care settings
5. Understand how to prevent malnutrition in health and social care settings
6. Be able to carry out nutritional screening in health and social care settings
7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings
8. Understand factors that affect special dietary requirements in health and social care settings

### 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 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.

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

## Unit 672

# Promote nutrition and hydration in health and social care settings

## Outcome 1

Understand what makes up a **balanced diet**

### Assessment Criteria

The learner can:

- 1.1 Define the main food groups
- 1.2 Identify sources of essential nutrients
- 1.3 Explain the role of essential nutrients for **health**
- 1.4 Evaluate the impact of poor diet on health and **wellbeing**
- 1.5 Explain what adaptations to a balanced diet may be required for **different groups**

### Additional Guidance

**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

**Different groups** may include:

- older people that are in good health
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc

## Unit 672

# Promote nutrition and hydration in health and social care settings

## Outcome 2

Understand nutritional guidelines

### Assessment Criteria

The learner can:

- 2.1 Summarise current national **nutritional guidelines** for a balanced diet
- 2.2 Explain how to access additional support and information relating to nutrition and hydration

### Additional Guidance

**Nutritional guidelines** refers to the latest national guidance for appropriate groups

## Unit 672

## Promote nutrition and hydration in health and social care settings

### Outcome 3

Be able to promote nutrition in health and social care settings

#### Assessment Criteria

The learner can:

- 3.1 Explain the importance of a balanced diet
- 3.2 Demonstrate how to plan an appropriate balanced diet with an **individual**
- 3.3 Demonstrate how to promote an appropriate balanced diet with an individual.
- 3.4 Evaluate the effectiveness of different ways of promoting healthy eating

#### Additional Guidance

**Individual** is someone requiring care or support

## **Unit 672**

## **Promote nutrition and hydration in health and social care settings**

### **Outcome 4**

Be able to promote hydration in health and social care settings

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the importance of hydration
- 4.2 Describe signs of dehydration
- 4.3 Demonstrate ways to support and promote hydration with individuals
- 4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration

## Unit 672

## Promote nutrition and hydration in health and social care settings

### Outcome 5

Understand how to prevent malnutrition in health and social care settings

#### Assessment Criteria

The learner can:

- 5.1 Describe the **factors** that may affect nutritional intake
- 5.2 Describe the **risk factors** that may lead to malnutrition
- 5.3 Describe the signs of malnutrition
- 5.4 Explain ways of ensuring foods and drinks have increased nutritional density through **fortification**
- 5.5 describe the appropriate use of **nutritional supplements**

#### 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

**Risk factors** could include those listed under 'factors' and also:

- Dysphagia - eating, drinking or swallowing problems
- Effects of medication
- Communication
- Understanding of healthy and balanced diet appropriate to the individual

**Fortification** involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications etc

**Nutritional supplements** are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives)

## **Unit 672**

# **Promote nutrition and hydration in health and social care settings**

## **Outcome 6**

Be able to carry out nutritional screening in health and social care settings

### **Assessment Criteria**

The learner can:

- 6.1 Describe the purpose of **nutritional screening**
- 6.2 Carry out nutritional screening
- 6.3 Implement the actions identified by nutritional screening
- 6.4 Monitor, record and review the actions taken following nutritional screening

### **Additional Guidance**



## Unit 672

## Promote nutrition and hydration in health and social care settings

### Outcome 7

Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings

#### Assessment Criteria

The learner can:

- 7.1 describe the roles and responsibilities of **others** in assessing and managing the nutritional and hydration needs with individuals
- 7.2 explain ways in which nutrition and hydration can be monitored
- 7.3 monitor and record nutrition and hydration of an individual in accordance with their **plan of care**

#### Additional Guidance

**Others** may include:

- the individual
- family and friends
- carers
- colleagues
- other professionals eg district nurses, GP's, dieticians, speech and language therapist etc

**Plan of care** records the day to day requirements and preferences for care and support. It may be known by another name e.g. care plan, support plan, individual plan.

## **Unit 672**

## **Promote nutrition and hydration in health and social care settings**

### **Outcome 8**

Understand factors that affect special dietary requirements in health and social care settings

The learner can:

- 8.1 Describe factors that may promote healthy eating in different groups
- 8.2 Describe factors that may create barriers to healthy eating for different groups
- 8.3 Explain why individuals may have special dietary requirements
- 8.4 Explain why it is important for individuals with special dietary requirements to follow special diets

## **Unit 672            Promote nutrition and hydration in health and social care settings**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:

- 1.1 Describe current government **nutritional guidelines** for a balanced diet for children
- 1.2 Define the main food groups
- 1.3 Identify sources of essential nutrients
- 1.4 Explain the importance of a balanced diet
- 1.5 Evaluate the impact of poor diet on **health** and **wellbeing**
- 1.6 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:

- 2.1 Evaluate the **factors** that may affect nutritional intake
- 2.2 Explain how a **healthy diet** can be promoted for children
- 2.3 Plan a balanced diet for a child that meets their individual dietary requirements
- 2.4 Encourage children to eat a healthy balanced diet
- 2.5 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:

- 3.1 Explain the importance of hydration
- 3.2 Describe the signs of dehydration in babies and children
- 3.3 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:

- 4.1 Evaluate the factors that may affect hydration
- 4.2 Explain how hydration can be promoted for babies and children
- 4.3 Demonstrate different approaches to promote hydration for babies or children
- 4.4 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:

- 5.1 Describe the signs of malnutrition
- 5.2 Explain the risk factors that may lead to malnutrition
- 5.3 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:

- 6.1 Compare the benefits of breast feeding and infant formula feeding
- 6.2 Explain current **UN and national guidance** on breast feeding
- 6.3 Describe current national guidance on the introduction of solid foods
- 6.4 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:

- 7.1 Explain circumstances where babies or children have special dietary requirements
- 7.2 Describe special diets
- 7.3 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:

- 8.1 Describe own responsibilities in relation to monitoring nutrition and hydration
- 8.2 Explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children
- 8.3 Complete records for the monitoring of nutrition and hydration in line with agreed ways of working
- 8.4 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 685

# Recognise indications of substance misuse and refer individuals to specialists

**Level:** 3  
**Credit value:** 4  
**UAN number:** M/601/0648

### Unit aim

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action

### Learning outcomes

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

1. Recognise indications of substance misuse
2. Assess and monitor risk
3. Handle information and maintain records
4. Refer individuals to appropriate services

### Guided learning hours

It is recommended that **24** 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 HSC362 and HSC338

### Support of the unit by a sector or other appropriate body

This unit is endorsed by. Skills for Health

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence

## Unit 685

# Recognise indications of substance misuse and refer individuals to specialists

### Outcome 1

## Recognise indications of substance misuse

### Assessment Criteria

The learner can:

- 1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
- 1.2 Identify possible indications of substance misuse (eg physical, behavioural, social and emotional)
- 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
- 1.4 Show how to obtain specialist assistance where required
- 1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

## **Unit 685**

# **Recognise indications of substance misuse and refer individuals to specialists**

## **Outcome 2**

### **Assess and monitor risk**

#### **Assessment Criteria**

The learner can:

- 2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
- 2.2 Review the assessment of risk and explain why this is important
- 2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk



## **Unit 685**

# **Recognise indications of substance misuse and refer individuals to specialists**

## Outcome 3

Handle information and maintain records

### **Assessment Criteria**

The learner can:

- 3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
- 3.2 Identify the rights of individuals and the principle of confidentiality

## **Unit 685**

# **Recognise indications of substance misuse and refer individuals to specialists**

### Outcome 4

Refer individuals to appropriate services

#### **Assessment Criteria**

The learner can:

- 4.1 Identify the range of services relevant to substance misuse available locally and nationally
- 4.2 Demonstrate how to refer individuals to services in line with organisational requirements.
- 4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

## **Unit 685            Recognise indications of substance misuse and refer individuals to specialists**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:** 7  
**UAN number:** A/601/0670

**Unit aim**

This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

**Learning outcomes**

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

1. Understand about different substances, their effects and how they might be used
2. Enable individuals to adopt safe practices associated with substance use
3. Support individuals when they have used substances
4. Support individuals in reducing substance use

**Guided learning hours**

It is recommended that **42** 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****Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health

**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

## **Unit 686**

### Outcome 1

## **Support individuals who are substance users**

Understand about different substances, their effects and how they might be used

### **Assessment Criteria**

The learner can:

- 1.1 Identify the different substances which individuals might use, how they are used and their likely effects
- 1.2 Identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks)
- 1.3 Explain legislation, policies and guidelines on the use and storage of substances

## **Unit 686**

### Outcome 2

## **Support individuals who are substance users**

Enable individuals to adopt safe practices associated with substance use

### **Assessment Criteria**

The learner can:

- 2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
- 2.2 Communicate with individuals in manner that maximise the individuals' understanding
- 2.3 Support individuals to discuss their circumstances and history of substance use
- 2.4 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
- 2.5 Support individuals to dispose of hazardous materials and equipment safely
- 2.6 Describe harm reduction strategies, how and why these may differ from individual to individual
- 2.7 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them

## **Unit 686**

### Outcome 3

## **Support individuals who are substance users**

Support individuals when they have used substances

### **Assessment Criteria**

The learner can:

- 3.1 Explain relevant policies and procedures for the support of individuals who have used substances
- 3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
- 3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
- 3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off
- 3.5 Show when and how to request further support and assistance
- 3.6 Report information about episodes of substance use to an appropriate person and record it in the required format.

## **Unit 686**

### Outcome 4

## **Support individuals who are substance users**

### Support individuals in reducing substance use

#### **Assessment Criteria**

The learner can:

- 4.1 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
- 4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs
- 4.3 Assist individuals to review their progress in reducing substance use
- 4.4 Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
- 4.5 Identify the specialist agencies and support networks involved in supporting substance users



## **Unit 686            Support individuals who are substance users**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 687

# Identify and act upon immediate risk of danger to substance misusers

**Level:** 3  
**Credit value:** 4  
**UAN number:** D/501/0585

### Unit aim

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

### Learning outcomes

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

1. Identify immediate risk of danger to substance misusers
2. Act upon immediate risk of danger to substance misusers

### Guided learning hours

It is recommended that **24** 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 AB5 Identify and act upon immediate risk of danger to substance users. This also appears in Health and Social Care Standards as HSC342.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

## Unit 687

### Identify and act upon immediate risk of danger to substance misusers

#### Outcome 1

Identify immediate risk of danger to substance misusers

#### Assessment Criteria

The learner can:

- 1.1 Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
- 1.2 Describe any signs of immediate risk of danger which may include risk of
  - a. overdose
  - b. individuals causing injury or harm to themselves or others (e.g. family members)
- 1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others

## Unit 687

# Identify and act upon immediate risk of danger to substance misusers

## Outcome 2

Act upon immediate risk of danger to substance misusers

### Assessment Criteria

The learner can:

- 2.1 Describe how to make the individual aware that they are available and willing to help
- 2.2 Obtain information on the substance used from the individual or any person near the individual
- 2.3 Obtain personal details from the individual or any person near the individual
- 2.4 Encourage the individual to describe any pain or discomfort they may be experiencing
- 2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g.
  - a. calming the individual, if the individual is in an agitated state, if safe to do so
  - b. reviving the individual, if the individual seems to be in a withdrawn state
- 2.6 Show how to interact with the individual in a manner which recognises their needs and rights
- 2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
- 2.8 Demonstrate when and how to request any first aid treatment/support
- 2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)
- 2.10 Record all information and report to appropriate person in the required format.

## **Unit 687            Identify and act upon immediate risk of danger to substance misusers**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 688

# Increase awareness about drugs, alcohol or other substances with individuals and groups

**Level:** 3  
**Credit value:** 7  
**UAN number:** H/501/0586

### Unit aim

This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

### Learning outcomes

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

1. Understand legislation and policy relevant to substance use
2. Understand substance use, its effects and treatments
3. Identify individuals' knowledge and values about substances
4. Increase individuals' knowledge and understanding of substances

### Guided learning hours

It is recommended that **42** 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 Skills for Health/DANOS national occupational standard: AD1 Raise awareness about substances, their use and effects. This also appears in Health and Social Care Standards as HSC365

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

## **Unit 688**

# **Increase awareness about drugs, alcohol or other substances with individuals and groups**

## **Outcome 1**

Understand legislation and policy relevant to substance use

### **Assessment Criteria**

The learner can:

- 1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs
- 1.2 Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation
- 1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol
- 1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information

## **Unit 688**

# **Increase awareness about drugs, alcohol or other substances with individuals and groups**

## **Outcome 2**

Understand substance use, its effects and treatments

### **Assessment Criteria**

The learner can:

- 2.1 Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics
- 2.2 Identify the street names for substances, and how these change over time and in different locations
- 2.3 Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use
- 2.4 Describe the methods of substance use and the risks associated with the different methods
- 2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc
- 2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
- 2.7 Describe the relationship between substance use, crime and antisocial behaviour



## **Unit 688**

## **Increase awareness about drugs, alcohol or other substances with individuals and groups**

### Outcome 3

Identify individuals' knowledge and values about substances

#### **Assessment Criteria**

The learner can:

- 3.1 Enable individuals to talk about and identify what they know and understand about substance use
- 3.2 Support individuals to explore their feelings and values about substance use
- 3.3 Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental

## **Unit 688**

### **Increase awareness about drugs, alcohol or other substances with individuals and groups**

#### Outcome 4

Increase individuals' knowledge and understanding of substances

#### **Assessment Criteria**

The learner can:

- 4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects
- 4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
- 4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence
- 4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence

## **Unit 688                    Increase awareness about drugs, alcohol or    other substances with individuals and groups**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 689

# Develop and sustain effective working relationships with staff in other agencies

**Level:** 3  
**Credit value:** 4  
**UAN number:** R/601/3526

### Unit aim

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

### Learning outcomes

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

1. Understand the context of working in partnership
2. Develop effective working relationships with staff in other agencies
3. Sustain effective working relationships

### Guided learning hours

It is recommended that **24** 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 Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

## Unit 689

## Develop and sustain effective working relationships with staff in other agencies

### Outcome 1

Understand the context of working in partnership

#### Assessment Criteria

The learner can:

- 1.1 Identify the nature, roles and functions, policies and procedures of principal agencies
- 1.2 Identify structures, function, and methods of communication and decision making
- 1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements
- 1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working
- 1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership
- 1.6 Explain the principles and benefits of working in partnership.

## Unit 689

## Develop and sustain effective working relationships with staff in other agencies

### Outcome 2

Develop effective working relationships with staff in other agencies

#### Assessment Criteria

The learner can:

- 2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties
- 2.2 Reach agreements about roles and responsibilities and arrangements for decision making.
- 2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies
- 2.4 Confirm arrangements for joint work which are
  - a. appropriate to the nature and purpose of the work
  - b. likely to be effective in establishing and maintaining relationships
  - c. respect confidentiality while balancing risks of sharing or not sharing information
- 2.5 Identify effective methods to monitor and review the progress of joint work
- 2.6 Obtain advice and support promptly when team discussion and supervision are appropriate
- 2.7 Complete records accurately and clearly and store them according to agency requirements
- 2.8 Communicate information to people who are authorised to have it.

## Unit 689

# Develop and sustain effective working relationships with staff in other agencies

## Outcome 3

### Sustain effective working relationships

#### Assessment Criteria

The learner can:

- 3.1 Identify the benefits and advantages of joint working and use these to develop own practice
- 3.2 Identify factors which might hinder joint working
- 3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals
- 3.4 Demonstrate methods of assessing the effectiveness of joint working relationships
- 3.5 Explain and defend the views of your agency and its policies
- 3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved
- 3.7 Complete records accurately and clearly and store them according to agency requirements
- 3.8 Communicate information to people who are authorised to have it

## **Unit 689                      Develop and sustain effective working relationships with staff in other agencies**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 690

# Facilitate learning and development activities to meet individual needs and preferences

**Level:** 3  
**Credit value:** 5  
**UAN number:** L/601/8644

### 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 support individuals to plan, take part in and evaluate learning or development activities.

### Learning outcomes

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

1. Understand the role of learning and development activities in meeting individual needs
2. Be able to identify learning and development activities to meet individual needs and preferences
3. Be able to plan learning and development activities with individuals
4. Be able to prepare for learning and development activities
5. Be able to facilitate learning and development activities with individuals
6. Be able to evaluate and review learning and development activities

### 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 HSC351.

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

## Unit 690

## Facilitate learning and development activities to meet individual needs and preferences

### Outcome 1

Understand the role of **learning and development activities** in meeting individual needs

#### Assessment Criteria

The learner can:

- 1.1 Describe the benefits to individuals of engaging in learning or development activities
- 1.2 Analyse the purpose of a range of learning or development activities in which **individuals** may participate
- 1.3 Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered

#### Additional Guidance

**Learning and development activities** may include:

- Intellectual pursuits
- Activities to promote fitness or mobility
- Activities relating to skills development
- Activities to promote participation and interaction

An **individual** is someone requiring care or support

## Unit 690

### Facilitate learning and development activities to meet individual needs and preferences

#### Outcome 2

Be able to identify learning and development activities to meet individual needs and preferences

#### Assessment Criteria

The learner can:

- 2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
- 2.2 Provide the individual and **others** with information on possible learning or development activities
- 2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
- 2.4 Work with the individual and others to agree learning or development activities that will suit the individual

#### Additional Guidance

**Others** may include:

- Family members
- Advocates
- Line Manager
- Specialists
- Others who are important to the individual's well-being

## Unit 690

# Facilitate learning and development activities to meet individual needs and preferences

## Outcome 3

Be able to plan learning and development activities with individuals

### Assessment Criteria

The learner can:

- 3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
- 3.2 Establish with the individual and others a **plan** for implementing the programme of activities
- 3.3 Assess risks in line with **agreed ways of working**

### Additional Guidance

A **plan** for a learning or development activity may include:

- The purpose of the activity
- How the activity will be implemented
- Timescales for implementation
- The roles and responsibilities of those involved
- The level and type of support required
- Resources or equipment needed
- Ways to minimise risks

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

## **Unit 690**

## **Facilitate learning and development activities to meet individual needs and preferences**

### Outcome 4

Be able to prepare for learning and development activities

#### **Assessment Criteria**

The learner can:

- 4.1 Obtain or prepare resources or equipment needed for the activity
- 4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
- 4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
- 4.4 Prepare the environment so that the activity can be carried out safely and effectively

## Unit 690

# Facilitate learning and development activities to meet individual needs and preferences

## Outcome 5

Be able to facilitate learning and development activities with individuals

### Assessment Criteria

The learner can:

- 5.1 Carry out agreed role in facilitating the activity
- 5.2 Support the individual to engage with the activity in a way that promotes **active participation**
- 5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
- 5.4 Make adjustments in response to feedback

### 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 690**

# **Facilitate learning and development activities to meet individual needs and preferences**

## **Outcome 6**

Be able to evaluate and review learning and development activities

### **Assessment Criteria**

The learner can:

- 6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
- 6.2 Collate and present information for evaluation as agreed
- 6.3 Use agreed criteria to evaluate the activity with the individual and others
- 6.4 Make recommendations for any changes in the activity, its implementation or the support provided
- 6.5 Explain the importance of recognising progress achieved through a learning or development activity

## **Unit 690            Facilitate learning and development activities to meet individual needs and preferences**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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:** D/601/9491

**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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

**Learning outcomes**

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

1. Understand the principles of therapeutic group activities
2. Be able to plan and prepare for therapeutic group activities
3. Be able to support individuals during therapeutic group activities
4. Be able to contribute to the evaluation of therapeutic group activities

**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 HSC 393.

**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 line with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.

## Unit 691

### Outcome 1

## Implement therapeutic group activities

Understand the principles of therapeutic group activities

### Assessment Criteria

The learner can:

- 1.1 Explain how participating in **therapeutic group activities** can benefit an individual's identity, self-esteem and well-being
- 1.2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
- 1.3 Compare key points of theories about group dynamics

### Additional Guidance

**Therapeutic group activities** may include:

- Reminiscence therapy
- Relaxation and anxiety management
- Remedial games
- Health-related group activities
- Art or music therapy.

## Unit 691

### Outcome 2

## Implement therapeutic group activities

Be able to plan and prepare for therapeutic group activities

### Assessment Criteria

The learner can:

- 2.1 Work with **individuals** and **others** to agree:
  - a. the nature and purpose of a therapeutic group
  - b. specific activities to fit the purpose of the group
- 2.2 Address any **risks** that may be associated with the planned activities
- 2.3 Prepare the environment for a therapeutic group activity
- 2.4 Prepare equipment or resources needed for the activity

### Additional Guidance

**Individuals** are those requiring care or support

**Others** may include

- Carers and family members
- Line manager.
- Therapists or other specialists who may recommend therapeutic group activities

**Risks** may include those associated with

- The health, safety and well-being of those in the group
- Unintentional exclusion of some group members
- Others involved with the group's activities
- The environment
- Equipment and resources used.

## Unit 691

### Outcome 3

## Implement therapeutic group activities

Be able to support individuals during therapeutic group activities

### Assessment Criteria

The learner can:

- 3.1 Support group members to understand the purpose and proposed activity of the group
- 3.2 Support group members during the activity in ways that encourage effective communication, **active participation** and co-operation
- 3.3 Give direction, praise, reassurance and constructive feedback during the activity
- 3.4 Support the group to bring the activity to a safe and timely end

### 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 691

## Implement therapeutic group activities

### Outcome 4

Be able to contribute to the evaluation of therapeutic group activities

#### Assessment Criteria

The learner can:

- 4.1 Encourage and support individuals to give feedback during and after group activities
- 4.2 Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
- 4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions
- 4.4 Record and report on outcomes and any revisions in line with **agreed ways of working**

#### Additional Guidance

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

## **Unit 691            Implement therapeutic group activities**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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/601/8578

**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 provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

**Learning outcomes**

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

1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships
2. Be able to support individuals to identify beneficial relationships
3. Be able to support individuals to develop new relationships
4. Be able to support individuals to maintain existing relationships
5. Be able to work with individuals to review the support provided for relationships

**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**

This unit is linked to HSC 331.

**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's QCF Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

## Unit 692

### Outcome 1

## Support individuals in their relationships

Understand factors affecting the capacity of individuals to develop and/or maintain **relationships**

### Assessment Criteria

The learner can:

- 1.1 Analyse reasons why **individuals** may find it difficult to establish or maintain relationships.
- 1.2 Describe types of legal restriction or requirement that may affect individuals' relationships.
- 1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided.
- 1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships

### Additional Guidance

**Relationships** may include:

- Family relationships
- Friendships
- Social networks
- Moved to here

An **individual** is someone requiring care or support



## **Unit 692**

### Outcome 2

## **Support individuals in their relationships**

Be able to support individuals to identify beneficial relationships

### **Assessment Criteria**

The learner can:

- 2.1 Support an individual to understand the likely benefits of positive relationships
- 2.2 Support the individual to recognise when a relationship may be detrimental or harmful
- 2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them.

## **Unit 692**

### Outcome 3

## **Support individuals in their relationships**

Be able to support individuals to develop new relationships

### **Assessment Criteria**

The learner can:

- 3.1 Describe types of support and information an individual may need in order to extend their social network
- 3.2 Establish with an individual the type and level of support needed to develop a new relationship
- 3.3 Provide agreed support and information to develop the relationship
- 3.4 Encourage continued participation in actions and activities to develop the relationship.

## **Unit 692**

### Outcome 4

## **Support individuals in their relationships**

Be able to support individuals to maintain existing relationships

### **Assessment Criteria**

The learner can:

- 4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends
- 4.2 Establish with an individual the type and level of support needed to maintain the relationship
- 4.3 Provide agreed support to maintain the relationship

## Unit 692

### Outcome 5

## Support individuals in their relationships

Be able to work with individuals to review the support provided for relationships

### Assessment Criteria

The learner can:

- 5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been
- 5.2 Collate **information** about the relationship and the support provided
- 5.3 Work with the individual and **others** to review and revise the support provided
- 5.4 Report and record in line with **agreed ways of working**

### Additional Guidance

**Information** may include:

- Feedback from the individual and others
- Observations
- Records

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual's well-being

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

## **Unit 692            Support individuals in their relationships**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 693

## Support individuals to live at home

**Level:** 3  
**Credit value:** 4  
**UAN number:** Y/601/7903

### 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 support individuals to live at home.

### Learning outcomes

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

1. Understand the principles of supporting individuals to live at home
2. Be able to contribute to planning support for living at home
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home
4. Be able to work in partnership to introduce additional services for individuals living at home
5. Be able to contribute to reviewing support for living at home

### 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 HSC 343.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care & Development's QCF Assessment Principles. Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.

## Unit 693

### Outcome 1

## Support individuals to live at home

Understand the principles of supporting **individuals** to live at home

### Assessment Criteria

The learner can:

- 1.1 Describe how being supported to live at home can benefit an individual
- 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home
- 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
- 1.4 Explain how risk management contributes to supporting individuals to live at home

### Additional Guidance

An **individual** is someone requiring care or support

## Unit 693

### Outcome 2

## Support individuals to live at home

Be able to contribute to planning support for living at home

### Assessment Criteria

The learner can:

- 2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
- 2.2 Identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met
- 2.3 Agree with the individual and **others** the risks that need to be managed in living at home and ways to address them

### Additional Guidance

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual's well-being

**Needs** may include:

- personal
- physical
- financial
- social
- environmental
- safety



## Unit 693

### Outcome 3

## Support individuals to live at home

Be able to work with individuals to secure additional services and facilities to enable them to live at home

### Assessment Criteria

The learner can:

- 3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
- 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
- 3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**
- 3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities

### 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 693**

### Outcome 4

## **Support individuals to live at home**

Be able to work in partnership to introduce additional services for individuals living at home

### **Assessment Criteria**

The learner can:

- 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
- 4.2 Introduce the individual to new resources, services, facilities or support groups
- 4.3 Record and report on the outcomes of additional support measures in required ways

## Unit 693

## Support individuals to live at home

### Outcome 5

Be able to contribute to reviewing support for living at home

#### Assessment Criteria

The learner can:

- 5.1 Work with the individual and others to agree methods and timescales for on-going review
- 5.2 Identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support
- 5.3 Work with the individual and others to agree revisions to the support provided

#### Additional Guidance

**Circumstances** may include:

- Health
- Social situation
- Financial circumstances
- Legal status

## **Unit 693            Support individuals to live at home**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 694

# Support individuals to deal with personal relationship problems

**Level:** 3  
**Credit value:** 4  
**UAN number:** R/601/8581

### 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 provide support for individuals to manage relationship problems

### Learning outcomes

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

1. Be able to support individuals to assess relationship problems
2. Be able to support individuals to overcome relationship problems
3. Know how and when to access specialist support about relationship problems
4. Know how to support individuals to end unhelpful relationships
5. Be able to evaluate the support provided for relationship problems

### 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 HSC 356.

### 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's QCF Assessment Principles. Learning Outcomes 1, 2 and 5 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

## Unit 694

# Support individuals to deal with personal relationship problems

### Outcome 1

Be able to support individuals to assess relationship problems

#### Assessment Criteria

The learner can:

- 1.1 Describe **problems** that may arise within relationships and the potential effects on an individual's well-being
- 1.2 Work with an **individual** and **others** to identify possible problems in a relationship
- 1.3 Work with the individual and others to analyse the causes of a relationship problem

#### Additional Guidance

Relationship **problems** may relate to:

- Conflict
- Tension
- Risk of harm
- Legal restrictions or requirements

An **individual** is someone requiring care or support

**Others** may include:

- family
- advocates
- professionals
- others important to the individual's well-being

## Unit 694

# Support individuals to deal with personal relationship problems

## Outcome 2

Be able to support individuals to overcome relationship problems

### Assessment Criteria

The learner can:

- 2.1 Establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain
- 2.2 Agree with the individual and others the best way to maintain the relationship while managing risks
- 2.3 Carry out **agreed support** for overcoming a relationship problem

### Additional Guidance

**Agreed support** may include:

- Supporting the individual to devise strategies to overcome difficulties themselves
- Making facilities available for contact meetings with the other person
- Encouraging the individual to keep appropriate contact with the person between meetings
- Providing support to manage fears, anxieties, conflicts and tensions

## **Unit 694**

# **Support individuals to deal with personal relationship problems**

### Outcome 3

Know how and when to access specialist support about relationship problems

#### **Assessment Criteria**

The learner can:

- 3.1 Describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship
- 3.2 Identify specialist information and support for a range of relationship problems
- 3.3 Describe how to access specialist information or support to help address relationship problems



## **Unit 694**

## **Support individuals to deal with personal relationship problems**

### Outcome 4

Know how to support individuals to end unhelpful relationships

#### **Assessment Criteria**

The learner can:

- 4.1 Describe types of support individuals may need in order to end an unhelpful relationship
- 4.2 Explain how to establish with an individual the type and level of support needed to end a relationship
- 4.3 Describe ways to support an individual to cope with any distress when a relationship ends

## Unit 694

## Support individuals to deal with personal relationship problems

### Outcome 5

Be able to evaluate the support provided for relationship problems

#### Assessment Criteria

The learner can:

- 5.1 Establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem
- 5.2 Collate **information** about the relationship and the support provided
- 5.3 Work with the individual to evaluate the effectiveness of the support provided to address the relationship problem
- 5.4 Work with the individual and others to revise the support provided

#### Additional Guidance

**Information** may include:

- Observations
- Records
- Feedback from the individual and others

## **Unit 694            Support individuals to deal with personal relationship problems**

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 695

## Support individuals with specific communication needs

**Level:** 3  
**Credit value:** 5  
**UAN number:** T/601/8282

### Unit aim

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

### Learning outcomes

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

1. Understand specific communication needs and factors affecting them
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them
3. Be able to interact with individuals using their preferred communication
4. Be able to promote communication between individuals and others
5. Know how to support the use of communication technology and aids
6. Be able to review an individual's communication needs and the support provided to address them

### 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 HSC 369 and HSC 370.

### 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's QCF Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

## Unit 695

## Support individuals with specific communication needs

### Outcome 1

Understand specific communication needs and factors affecting them

#### Assessment Criteria

The learner can:

- 1.1 Explain the importance of meeting an individual's communication needs
- 1.2 Explain how own role and practice can impact on communication with an individual who has specific communication needs
- 1.3 Analyse features of the environment that may help or hinder communication
- 1.4 Analyse reasons why an individual may use a form of communication that is not based on a formal language system
- 1.5 Identify a range of communication methods and **aids** to support individuals to communicate
- 1.6 Describe the potential effects on an **individual** of having unmet communication needs

#### Additional Guidance

**Aids** may include:

- Technological aids
- Human aids

An **individual** is someone with specific communication needs who requires care or support

## Unit 695

## Support individuals with specific communication needs

### Outcome 2

Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them

#### Assessment Criteria

The learner can:

- 2.1 Work in partnership with the individual and **others** to identify the individual's specific communication needs
- 2.2 Contribute to identifying the communication methods or aids that will best suit the individual
- 2.3 Explain how and when to access information and support about identifying and addressing specific communication needs

#### Additional Guidance

**Others** may include:

- family
- advocates
- specialist communication professionals
- others who are important to the individual's well-being

## **Unit 695**

### **Support individuals with specific communication needs**

#### Outcome 3

Be able to interact with individuals using their preferred communication

#### **Assessment Criteria**

The learner can:

- 3.1 Prepare the environment to facilitate communication
- 3.2 Use agreed methods of communication to interact with the individual
- 3.3 Monitor the individual's responses during and after the interaction to check the effectiveness of communication
- 3.4 Adapt own practice to improve communication with the individual

## **Unit 695**

## **Support individuals with specific communication needs**

### **Outcome 4**

Be able to promote communication between individuals and others

### **Assessment Criteria**

The learner can:

- 4.1 Support the individual to develop communication methods that will help them to understand others and be understood by them
- 4.2 Provide opportunities for the individual to communicate with others
- 4.3 Support others to understand and interpret the individual's communication
- 4.4 Support others to be understood by the individual by use of agreed communication methods



## **Unit 695**

## **Support individuals with specific communication needs**

### Outcome 5

Know how to support the use of communication technology and aids

#### **Assessment Criteria**

The learner can:

- 5.1 Identify specialist services relating to communication technology and aids
- 5.2 Describe types of support that an individual may need in order to use communication technology and aids
- 5.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

## Unit 695

## Support individuals with specific communication needs

### Outcome 6

Be able to review an individual's communication needs and the support provided to address them

#### Assessment Criteria

The learner can:

- 6.1 Collate **information** about an individual's communication and the support provided
- 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided
- 6.3 Work with others to identify ways to support the continued development of communication

#### Additional Guidance

**Information** may include:

- Observations
- Records
- Feedback from the individual and others

## **Unit 695            Support individuals with specific communication needs**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 696

## Support individuals who are bereaved

**Level:** 3  
**Credit value:** 4  
**UAN number:** A/601/7909

### 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 support individuals who are bereaved.

### Learning outcomes

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

1. Understand the effects of bereavement on individuals
2. Understand principles for supporting individuals who are bereaved
3. Be able to support individuals to express their response to loss
4. Be able to support individuals who are bereaved
5. Understand the role of specialist agencies in supporting individuals who are bereaved
6. Be able to manage own feelings when providing support for individuals who are bereaved

### 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 369 and HSC 384.

### 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's QCF Assessment Principles. Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

## **Unit 696**

Outcome 1

## **Support individuals who are bereaved**

Understand the effects of bereavement on individuals

### **Assessment Criteria**

The learner can:

- 1.1 Describe how an individual may feel immediately following the death of a loved one
- 1.2 Analyse how the bereavement journey may be different for different individuals

## Unit 696

## Support individuals who are bereaved

### Outcome 2

Understand principles for supporting **individuals** who are bereaved

#### Assessment Criteria

The learner can:

- 2.1 Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
- 2.2 Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
- 2.3 Explain the importance of empathy in supporting a bereaved individual

#### Additional Guidance

An **individual** is someone requiring care or support

## Unit 696

### Outcome 3

## Support individuals who are bereaved

Be able to support individuals to express their response to loss

### Assessment Criteria

The learner can:

- 3.1 Create an environment where the individual has privacy to express their emotions
- 3.2 Demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress

### Additional Guidance

**Active Listening** includes:

- Ability to pick up on non-verbal cues
- Listening for key words as signposts to emotions
- Understanding the meaning of silence
- Using body language and facial expression to indicate interest and empathy

## Unit 696

## Support individuals who are bereaved

### Outcome 4

Be able to support individuals who are bereaved

#### Assessment Criteria

The learner can:

- 4.1 Assess the individual's level of distress and their capacity for resilience
- 4.2 Agree a programme of support with the individual and **others**
- 4.3 Carry out own role within the support programme
- 4.4 Support the individual to identify any changes they may need to make as a result of their loss
- 4.5 Explain the importance of working at the individual's pace during the bereavement journey
- 4.6 Support the individual to manage conflicting emotions, indecision or fear of the future

#### Additional Guidance

**Others** may include:

- Carers
- Friends and relatives
- Line manager
- Others who are important to the individual's well-being



## **Unit 696**

### Outcome 5

## **Support individuals who are bereaved**

Understand the role of specialist agencies in supporting individuals who are bereaved

### **Assessment Criteria**

The learner can:

- 5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved
- 5.2 Describe how to assess whether a bereaved individual requires specialist support
- 5.3 Explain the importance of establishing agreement with the individual about making a referral to a specialist agency

## **Unit 696**

Outcome 6

## **Support individuals who are bereaved**

Be able to manage own feelings when providing support for individuals who are bereaved

### **Assessment Criteria**

The learner can:

- 6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved
- 6.2 Use support systems to help manage own feelings

## **Unit 696            Support individuals who are bereaved**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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 697

# Support families in maintaining relationships in their wider social structures

**Level:** 3  
**Credit value:** 4  
**UAN number:** K/601/9185

### Unit aim

This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through.

### Learning outcomes

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

1. Understand the importance of social interactions and relationships for families of people with specific needs
2. Understand the issues surrounding discrimination
3. Be able to support families to access opportunities for social contact within their wider social structures
4. Be able to support families to maintain social contacts within their wider social structures

### Guided learning hours

It is recommended that **33** 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 390 (MH 12).

### 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's QCF Assessment Principles.

## **Unit 697**

### **Support families in maintaining relationships in their wider social structures**

#### Outcome 1

Understand the importance of social interactions and relationships for families of people with specific needs

#### **Assessment Criteria**

The learner can:

- 1.1 Explain why social contacts are important and should be encouraged
- 1.2 Analyse the effects of isolation
- 1.3 Evaluate sources of information on social structures

## **Unit 697**

# **Support families in maintaining relationships in their wider social structures**

## **Outcome 2**

Understand the issues surrounding discrimination

### **Assessment Criteria**

The learner can:

- 2.1 Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination
- 2.2 Analyse the forms which discrimination may take
- 2.3 Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings

## **Unit 697**

### **Support families in maintaining relationships in their wider social structures**

#### Outcome 3

Be able to support families to access opportunities for social contact within their wider social structures

#### **Assessment Criteria**

The learner can:

- 3.1 Engage with a family in a way that encourages trust and mutual respect
- 3.2 Identify opportunities for social contact in a family's environment
- 3.3 Encourage a family to seek out services within their community
- 3.4 Support a family to use available services in the community

## **Unit 697**

## **Support families in maintaining relationships in their wider social structures**

### **Outcome 4**

Be able to support families to maintain social contacts within their wider social structures

#### **Assessment Criteria**

The learner can:

- 4.1 Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts
- 4.2 Provide a family with opportunities to discuss their experiences of maintaining relationships
- 4.3 Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination
- 4.4 Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values
- 4.5 Support a family in challenging any discrimination and barriers within services in their community
- 4.6 Support a family in making any transitions when services become unavailable or no longer meet their needs



## **Unit 697            Support families in maintaining relationships in their wider social structures**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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:

- 1.1 Evaluate theoretical approaches to professional supervision
- 1.2 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:

- 2.1 Explain key principles of effective professional supervision
- 2.2 Analyse the importance of managing performance in relation to
  - a. governance
  - b. safeguarding
  - c. 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:

- 3.1 Analyse the concept of anti oppressive practice in professional supervision
- 3.2 Explain methods to assist individuals to deal with challenging situations
- 3.3 Explain how conflict may arise within professional supervision
- 3.4 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:

- 4.1 Explain the responsibility of the supervisor in setting clear targets and performance indicators
- 4.2 Explain the performance management cycle
- 4.3 Compare methods that can be used to measure performance
- 4.4 Describe the indicators of poor performance
- 4.5 Explain how constructive feedback can be used to improve performance
- 4.6 Evaluate the use of performance management towards the achievement of objectives

## **Unit 698            Understanding professional supervision practice**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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 699

# Provide support to continue recommended therapies

**Level:** 3  
**Credit value:** 3  
**UAN number:** A/601/9028

### Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

### Learning outcomes

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

1. Understand the importance of supporting individuals to continue recommended therapies
2. Be able to encourage individuals to complete activities recommended by therapists
3. Be able to support individuals to continue recommended therapy
4. Be able to observe, record and report on observations during recommended therapy
5. Be able to contribute to evaluation and review of recommended therapies

### 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 352.

### 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's QCF Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.



## Unit 699

# Provide support to continue recommended therapies

### Outcome 1

Understand the importance of supporting individuals to continue recommended therapies

#### Assessment Criteria

The learner can:

- 1.1 Analyse the potential benefits of recommended **therapies** to an **individual's** health and wellbeing
- 1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation

#### Additional Guidance

**Therapies** may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An **individual** is someone requiring care or support

## **Unit 699**

## **Provide support to continue recommended therapies**

### Outcome 2

Be able to encourage individuals to complete activities recommended by therapists

#### **Assessment Criteria**

The learner can:

- 2.1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy
- 2.2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
- 2.3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy

## Unit 699 **Provide support to continue recommended therapies**

Outcome 3 Be able to support individuals to continue recommended therapy

### Assessment Criteria

The learner can:

- 3.1 Clarify with the therapist the **information** needed before providing support for the therapy
- 3.2 Promote **active participation** during therapy
- 3.3 **Address difficulties** encountered during therapy
- 3.4 Provide constructive feedback and encouragement to the individual during therapy

### Additional Guidance

**Information** may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual

**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.

Ways to **address difficulties** may include:

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence

## Unit 699

## Provide support to continue recommended therapies

### Outcome 4

Be able to observe, record and report on observations during recommended therapy

#### Assessment Criteria

The learner can:

- 4.1 Establish with the individual and **others** what observations need to be made during therapy sessions
- 4.2 Carry out agreed observations
- 4.3 Record agreed observations as required
- 4.4 Report on the findings of observations to individuals and others

#### Additional Guidance

**Others** may include:

- family
- friends
- advocates
- specialist therapists
- others who are important to the individual's well-being.

## **Unit 699**

## **Provide support to continue recommended therapies**

### Outcome 5

Be able to contribute to evaluation and review of recommended therapies

#### **Assessment Criteria**

The learner can:

- 5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
- 5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
- 5.3 Agree changes to therapy sessions or the support provided

## **Unit 699**      **Provide support to continue recommended therapies**

### Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) 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:

- 1.1 Explain how sign supported English supports the development of pro-social skills
- 1.2 Explain how sign supported English contributes to the development of language skills
- 1.3 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:

- 2.1 Plan a range of age and culturally appropriate activities using sign supported English to support social and emotional development, language and cognitive development
- 2.2 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:

3.1 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:

- 4.1 Analyse the contribution of signing to the provision of an environment which values children and young people with diverse communication needs
- 4.2 Explain how different behaviour management signs and signed phrases can be used with different age groups
- 4.3 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:

- 5.1 Reflect on how their own inclusive practice has been enhanced by the use of sign supported English
- 5.2 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 pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) 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.

This qualification has connections to the:

- City & Guilds Level 3 Diploma for the Children and Young Person's Workforce
- 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

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>SSC ref no.</b>	<b>Unit linked to:</b>
022	Understand Child and Young Person Development	CYP3.1	<ul style="list-style-type: none"><li>• CCLD 303</li><li>• HSC 36</li><li>• CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people</li></ul>
024	Promote Child and Young Person Development	CYP3.2	<ul style="list-style-type: none"><li>• CCLD 303</li><li>• LDSS 10</li><li>• HSC 36</li><li>• CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people</li><li>• UK Codes of Practice for Social Care Workers</li></ul>

025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	<ul style="list-style-type: none"> <li>• CLD 305</li> <li>• LDSS NOS Unit 1</li> <li>• HSC 34</li> <li>• CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
027	Support Children and Young People's Health and Safety	CYP3.4	<ul style="list-style-type: none"> <li>• CCLD 302</li> <li>• HSC 32</li> <li>• LDSS Unit 2</li> <li>• CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care</li> <li>• UK Codes of Practice for Social Care Workers.</li> </ul>
028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• HSC 31</li> <li>• CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
029	Working Together for the Benefit of Children and Young People	CYP3.6	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• CCLD 431</li> <li>• CCLD 323</li> <li>• HSC 31</li> <li>• CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively</li> <li>• UK Codes of Practice for Social Care Workers.</li> </ul>
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	<ul style="list-style-type: none"> <li>• CCLD 308</li> <li>• HSC 38</li> <li>• HSC 310</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>

032	Support the Creativity of Children and Young People	CYPOP30	<ul style="list-style-type: none"> <li>• HSC 38 c</li> <li>• Professional Practice in residential child care</li> <li>• Standard: 4.5</li> <li>• Training Support and Development Standards for Foster Care Standard 5.4</li> </ul>
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	CYPOP17	<ul style="list-style-type: none"> <li>• DCSF Narrowing the Gap Guidance 2008</li> </ul>
035	Understand the speech, language and communication needs of children and young people	CYPOP22	<ul style="list-style-type: none"> <li>• Speech, language and communication framework</li> <li>• Enhanced: Strand D.</li> </ul>
051	Promote Communication in Health, Social Care or Children's and Young People's Settings	SHC31	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• GCU 1</li> <li>• GEN 22</li> <li>• HSC 31</li> </ul>
052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	SHC32	<ul style="list-style-type: none"> <li>• CCLD 304</li> <li>• GCU 6</li> <li>• GEN 12 GEN 13</li> <li>• HSC 33</li> </ul>
053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC53	<ul style="list-style-type: none"> <li>• CCLD 305</li> <li>• GCU 5</li> <li>• HSC 34</li> <li>• HSC 35</li> <li>• HSC 3116</li> </ul>
054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	SHC34	<ul style="list-style-type: none"> <li>• CCLD 305</li> <li>• GCU 2</li> <li>• HSC 24</li> <li>• HSC 34</li> <li>• HSC 35</li> </ul>
064	Context and Principles for Early Years Provision	EYMP1	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• CCLD 303</li> <li>• CCLD 304</li> <li>• CCLD 306</li> <li>• CCLD 308</li> <li>• CCLD 309</li> <li>• CCLD 312</li> </ul>



065	Promote Learning and Development in the Early Years	EYMP2	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• CCLD 304</li> <li>• CCLD 309</li> <li>• CCLD 310</li> </ul>
066	Promote Children's Welfare and Well-being in the Early Years	EYMP3	<ul style="list-style-type: none"> <li>• CCLD 302</li> <li>• CCLD 306</li> <li>• CCLD 307</li> <li>• HSC 32</li> <li>• CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.</li> </ul>
067	Professional Practice in Early Years Settings	EYMP4	<ul style="list-style-type: none"> <li>• CCLD 305</li> <li>• UN Convention on Rights of the Child.</li> </ul>
068	Support Children's Speech, Language and Communication	EYMP5	<ul style="list-style-type: none"> <li>• The Speech, language and communication framework</li> <li>• CCLD 301</li> <li>• CCLD 312</li> <li>• This unit covers, or links to competences from the SLCF:</li> <li>• Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2</li> <li>• Enhanced: A4, B7, C1, C2, C3, C4, C15</li> </ul>
069	Assessment and Planning with Children and Young People	SCMP1	<ul style="list-style-type: none"> <li>• Professional Practice in residential child care</li> <li>• Standard: 4.1</li> <li>• Training Support and Development Standards for Foster Care: 1.3</li> <li>• Health and Social Care NOS Unit 36.</li> </ul>
070	Promote the Well-being and Resilience of Children and Young People	SCMP2	<ul style="list-style-type: none"> <li>• HSC 34</li> <li>• HSC 313</li> <li>• CCLD 307</li> <li>• CCLD 308</li> <li>• Professional Practice in residential child care</li> <li>• Standards: 1.5, 2.2, 2.3 and 4.3</li> <li>• Training Support and Development Standards for Foster Care: 3.3 and 5.2</li> </ul>

071	Professional Practice in Children and Young People's Social Care	SCMP3	<ul style="list-style-type: none"> <li>• CCLD 305</li> <li>• Professional Practice in residential child care</li> <li>• Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3</li> <li>• Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4</li> </ul>
072	Support Children and Young People to Achieve their Education Potential	LDSSMP1	<ul style="list-style-type: none"> <li>• LDSS 322</li> </ul>
073	Support Children and Young People to Make Positive Changes in their Lives	LDSSMP2	<ul style="list-style-type: none"> <li>• LDSS 314</li> <li>• Youth work 1.1.1</li> </ul>
074	Professional Practice in Learning, Development and Support Services	LDSSMP3	<ul style="list-style-type: none"> <li>• HSC33</li> <li>• CCLD 304</li> <li>• ENTO Counselling: CLG2</li> </ul>
075	Work with Babies and Young Children to Promote their Development and Learning	CYPOP1	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• HSC 37</li> </ul>
076	Care for the Physical and Nutritional Needs of Babies and Young Children	CYPOP2	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• HSC 37</li> </ul>
077	Lead and Manage a Community Based Early Years Setting	CYPOP3	<ul style="list-style-type: none"> <li>• CCLD311</li> <li>• CCLD 317</li> <li>• CCLD 324</li> <li>• CCLD 329</li> <li>• CCLD 338</li> </ul>
078	Promote Young Children's Physical Activity and Movement Skills	CYPOP4	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• CCLD 307</li> </ul>
079	Understand How to Set Up a Home Based Childcare Service	CYPOP5	<ul style="list-style-type: none"> <li>• CCLD 302</li> <li>• CCLD 303</li> <li>• CCLD 305</li> <li>• CCLD 316</li> </ul>
081	Support Disabled Children and Young People and those with Specific Requirements	CYPOP6	<ul style="list-style-type: none"> <li>• CCLD 312</li> <li>• CCLD 418</li> <li>• NOS for Sensory Services- Standards 1 – 7</li> </ul>
082	Promote Creativity and Creative Learning in Young Children	CYPOP7	<ul style="list-style-type: none"> <li>• CCLD 410</li> </ul>
083	Coordinate Special Educational Needs Provision	CYPOP16	<ul style="list-style-type: none"> <li>• CCLD 339</li> </ul>
086	Support Children or Young People in their Own Home	CYPOP37	<ul style="list-style-type: none"> <li>• HSC 319</li> </ul>

087	Work with Children and Young People in a Residential Care Setting	CYPOP35	<ul style="list-style-type: none"> <li>• SC 323</li> <li>• Professional Practice in residential child care: all Standards</li> </ul>
088	Support Young People to Develop, Implement and Review a Plan of Action	CYPOP8	<ul style="list-style-type: none"> <li>• Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action</li> </ul>
089	Provide Information and Advice to Children and Young People	CYPOP9	<ul style="list-style-type: none"> <li>• HSC NOS Unit 38 c</li> <li>• Professional Practice in residential child care</li> <li>• Standard: 4.5</li> <li>• Training Support and Development Standards for Foster Care Standard 5.4</li> </ul>
090	Develop Interviewing Skills for Work with Children and Young People	CYPOP10	<ul style="list-style-type: none"> <li>• Speech, language and communication framework</li> <li>• Enhanced: Strand D.</li> </ul>
091	Caseload Management	CYPOP11	<ul style="list-style-type: none"> <li>• ENTO AG14</li> </ul>
092	Support Young People to Move Towards Independence and Manage their Lives	CYPOP12	<ul style="list-style-type: none"> <li>• HSC 38</li> <li>• HSC310</li> </ul>
093	Support Children and Young People to Achieve their Learning Potential	CYPOP13	<ul style="list-style-type: none"> <li>• HSC 39</li> <li>• LDSS 317</li> <li>• Professional Practice in residential child care, Standard: 4.6</li> <li>• Training Support and Development Standards for Foster Care, Standard 4.5</li> </ul>
094	Support Children and Young People to Have Positive Relationships	CYPOP14	<ul style="list-style-type: none"> <li>• HSC 311</li> <li>• CCLD 301</li> <li>• Professional Practice in residential child care, Standard: 4.7</li> <li>• Training support and development standards for Foster Care, Standard 2.3</li> </ul>
095	Improving the Attendance of Children and Young People in Statutory Education	CYPOP43	<ul style="list-style-type: none"> <li>• LDSS 307</li> </ul>
096	Facilitate the Learning and Development of Children and Young People through Mentoring	CYPOP44	<ul style="list-style-type: none"> <li>• CCLD 311</li> </ul>

097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	CYPOP15	<ul style="list-style-type: none"> <li>• Some competencies from CCLD 302, 306, 308, 312</li> <li>• Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C</li> </ul>
098	Support Speech, Language and Communication Development	CYPOP20	<ul style="list-style-type: none"> <li>• Some competencies from CCLD 301 and 303</li> <li>• SLC Framework</li> </ul>
099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	CYPOP21	<ul style="list-style-type: none"> <li>• Speech, Language and communication framework:</li> <li>• Universal: G1, G2</li> <li>• Enhanced: C2, E4, G1, G2, G3, G4</li> <li>• Some links to competencies from CCLD 337</li> </ul>
101	Support the Speech, Language and Communication Development of Children who are Learning More than One Language	CYPOP23	<ul style="list-style-type: none"> <li>• Some competencies in CCLD 334 and 347</li> </ul>
102	Support Children and Young People's Speech, Language and Communication Skills	CYPOP24	<ul style="list-style-type: none"> <li>• Some competencies from CCLD L3 301</li> <li>• SLC Framework</li> </ul>
103	Support Care within Fostering Services for Vulnerable Children and Young People	CYPOP42	<ul style="list-style-type: none"> <li>• None</li> </ul>
104	Support the Referral Process for Children and Young People	CYPOP45	<ul style="list-style-type: none"> <li>• LDSS 308</li> <li>• ENTO AG 13</li> </ul>
105	Support Young People who are Involved in Anti-Social and/or Criminal Activities	CYPOP18	<ul style="list-style-type: none"> <li>• Skills for Justice YOJA301</li> <li>• Skills for Justice YOJA411</li> <li>• Lifelong Learning UK</li> <li>• O30N2.3.3</li> <li>• CWDC Common Core</li> </ul>
106	Support Young People who are Looked After or are Leaving Care	CYPOP19	<ul style="list-style-type: none"> <li>• Skills for Justice B301</li> <li>• Skills for Justice B601</li> <li>• Skills for Justice B606</li> <li>• Skills for Justice GA7</li> <li>• Skills for Justice A503</li> <li>• Skills for Justice A204</li> <li>• HSC313</li> <li>• SfCD PQCCB</li> <li>• CWDC Common Core</li> </ul>

107	Support Young People who are Socially Excluded or Excluded from School	CYPOP25	<ul style="list-style-type: none"> <li>• Skills for Justice BA4</li> <li>• Skills for Justice BA8</li> <li>• Skills for Justice BA12</li> <li>• Skills for Justice BA14</li> <li>• CWDC Common Core</li> </ul>
108	Support Young People in Relation to Sexual Health and Risk of Pregnancy	CYPOP26	<ul style="list-style-type: none"> <li>• Skills for Justice B601</li> <li>• Skills for Justice GD10</li> <li>• Skills for Justice B602</li> <li>• Lifelong Learning UK O30NYW2.2.1</li> <li>• CWDC Common Core</li> </ul>
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	CYPOP27	<ul style="list-style-type: none"> <li>• This unit is based on WWP NOS 308.</li> </ul>
110	Work with Parents to Meet their Children's Needs	CYPOP28	<ul style="list-style-type: none"> <li>• The unit is developed from WWP 307</li> </ul>
111	Support Young People with Mental Health Problems	CYPOP29	<ul style="list-style-type: none"> <li>• Skills for Justice B601</li> <li>• Skills for Justice B606</li> <li>• HSC 313</li> <li>• CWDC Common Core</li> </ul>
112	Engage Young Parents in Supporting their Children's Development	CYPOP38	<ul style="list-style-type: none"> <li>• WWP 310</li> <li>• WWP 312</li> <li>• CCLD 304</li> <li>• CCLD 317</li> <li>• CCLD 301</li> </ul>
113	Engage Fathers in their Children's Early Learning	CYPOP39	<ul style="list-style-type: none"> <li>• WWP 310</li> <li>• WWP 312</li> <li>• CCLD 304</li> <li>• CCLD 317</li> <li>• CCLD 301</li> </ul>
114	Engage Parents in their Children's Early Learning	CYPOP40	<ul style="list-style-type: none"> <li>• WWP 310</li> <li>• WWP 312</li> <li>• CCLD 304</li> <li>• CCLD 317</li> <li>• CCLD 301</li> </ul>
115	Promote Positive Behaviour	CYPOP41	<ul style="list-style-type: none"> <li>• HSC 326</li> <li>• HSC 337</li> <li>• HSC 398</li> </ul>
116	Support Use of Medication in Social Care Settings	CYPOP46	<ul style="list-style-type: none"> <li>• HSC375</li> <li>• HSC221</li> <li>• HSC236</li> </ul>

## **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:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills).

## 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](http://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 GOLA assessments.

City & Guilds  
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[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### 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](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

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