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

Qualification handbook for centres
500/9170/0

Group A and B units (Core and pathway mandatory)

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Qualification handbook for centres
Group A and B units (Core and pathway mandatory)

Version and date	Change detail	Section
1.4 December 2012	Qualification structure updated	1.1 Qualification structure
1.5 March 2013	Formatting re-applied to the Handbook	
1.6 May 2013	Candidate entry requirements corrected (had previously been showing requirements for Level 2 qualification)	2.4 Candidate entry requirements
1.7 July2013	Correction to the use of Expert Witnesses – amended to 'for all competence based units across the qualification' instead of 'optional units'.	4 Assessment
1.8 December 2013	Last registration/certification dates removed (centres to consult Walled Garden for latest dates)	1 Introduction
1.9 April 2014	Unit 068 LO3 3.1 amended to a to e	Unit 068
2.0 February 2022	TQT and GLH clarified and highlighted in new location	1 Introduction

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1   Introduction to the qualification

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

Qualification title and level	**Level 3 Diploma for the Children & Young People's Workforce**
City & Guilds qualification number	(4227-03)
Qualification accreditation number	500/9170/0

Please consult the Walled Garden/online catalogue for last registration and certification dates.

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.

Aim and purpose of the qualification

The Level 3 Diploma aims to guide and assess development of knowledge and skills relating to Early Learning and Childcare, Social Care and the Learning Development and Support Services workforces. This qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector.

This qualification has been designed to:

- provide a broad background understanding of the children and young people's workforce sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the children and young people's sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the relevant Level 4/5 Diplomas or Foundation/Honours Degrees in the sector.

Key purpose and principles and values for the sector

The key purpose for those working in children's care learning and development has been identified by the SSBs to be:

'To provide, in partnership with communities and other agencies, a firm foundation for growth, learning and development for children and their families. This includes creating, developing and maintaining environments and services that enable children to have the best possible experience of childhood and to enable them and their families to make the most of opportunities to achieve their full potential.'

Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

The following principles and values underpin the complete set of standards in their entirety.

Principles

1   The welfare of the child is paramount
2   Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision
3   Practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators.

Values

- The needs, rights and views of the child are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and a continuous search for improvement.

In order to be assessed as competent candidates must demonstrate that they work within the context of the principles and values of the sector. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration.

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)

Guided Learning Hours (GLH) are 400.
This apply to all pathways.

Total Qualification Time (TQT)

The Total Qualification Time (TQT) is 650 hours.

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.

The table below illustrates the unit titles, the credit value of each unit, the group the unit belongs to, and whether it is a competence or knowledge unit.

This handbook contains the core mandatory and pathway mandatory units only. Optional units can be found in a separate handbook, available on the City & Guilds website; **www.cityandguilds.com**.

Unit accreditation number	City & Guilds unit number	Unit title	Group	Credit value	Knowledge/ Competence unit
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's and Young People's Settings	Group A	3	Competence
A/601/1429	Unit 052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	Group A	3	Competence
Y/601/1437	Unit 053	Promote Equality and Inclusion in Health, Social Care or Children's 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's 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
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

1.2 Opportunities for progression

This qualification will enable progression within and between levels.

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

It will allow movement up to another level and across sectors. It is anticipated that learners selecting Group C (Early Learning and Childcare) will progress to a relevant Level 4/5 qualification and/or relevant Foundation/Honours Degrees. It is anticipated that learners selecting Group D (Social Care) will progress to the Level 4/5 Diploma in Health and Social Care or Level 4/5 Diploma for Leadership and Management for Care Services or relevant Foundation/Honours Degrees. It is anticipated that learners selecting Group E (Learning, Development and Support Services) will progress to the Level 4/5 Diploma in Learning, Development and Support Services or relevant Foundation/Honours Degrees.

This suite of units will support progression in/to employment in the following areas:
- Early Years
- Health and Social Care
- Playwork
- Teaching and education welfare
- Youth and community work

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assignment guide for centres	**www.cityandguilds.com**
Assignment guide for candidates	**www.cityandguilds.com**
Marking guide	**www.cityandguilds.com**
Community & Society Guidance updates	**www.cityandguilds.com**
Fast track approval forms/generic fast track approval form	**www.cityandguilds.com**
SmartScreen (covers mandatory units only)	**www.smartscreen.co.uk**

2 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

2.1 Centre approval

Centres new to City & Guilds

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to **Appendix 2** for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification, Level 2 NVQ and the Certificate in Children's Care, Learning and Development, will receive automatic approval for the new Level 2 Certificate for the Children & Young People's Workforce (4227-01).

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Existing City & Guilds centres

Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval. Please refer to **Appendix 2** for further information.

2.2 Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Please note that centre staff are not expected to have had experience of working across the entire 0 – 19 years age range but are expected to update their knowledge through continuing professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.3 Role requirements

Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
- D32//D33 or A1
- The AI replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
- Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
  o Level 3 Award in Assessing Vocational Competence OR
  o Level 3 Award in Assessing Vocationally Related Achievement OR
  o Level 3 Certificate in Assessing Vocational Achievement OR
  o Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding . For further information visit **www.cityandguilds.com/qtls**
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert Witness

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR
- a professional work role which involves evaluating the every day practice of staff.

Internal verifiers/Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:
- D34 or V1
- The V1 replacements such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Guidance for the Assessment and Verification for Imported Units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

2.4   Candidate entry requirements

There are no formal entry requirements for candidates undertaking this Diploma. However, centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

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

Age restrictions

This Level 3 Diploma is not approved for the use of those who are under 16 years of age, and City & Guilds cannot accept any registrations for candidates in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

Other legal considerations

The following legal considerations apply to this qualification.

Candidates entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary

between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

The Learner in a Real Work Environment whilst talking the Qualification

The Level 3 Diploma for the Children and Young People's Workforce require experience in a real work environment and so can only be taken by learners aged 16 years and older. There is no upper age limit; however, the learner must be able to achieve all of the assessment criteria.

Those learners who are employed in the children and young people's workforce will be able to use their ongoing experience in their work environment. This will enable them to achieve the skills and competence required to meet the assessment criteria of the qualification or units they are undertaking.

For those learners who have no previous experience of working with children and young people, Awarding Organisations, in partnership with CWDC recommend the following time spent in a real world environment:

- Level 3 Diploma for the Children and Young People's Workforce –400 hours.

Learners could do this through regular placement opportunities, block weeks or a combination of both.

NB This recommendation relates only to the amount of time a learner should spend in a real work environment. The length of time required to evidence requirement of all assessment criteria will vary from learner to learner. When making assessment judgements against assessment criteria in relation to skills and knowledge, assessors should consistently ensure that there is sufficient evidence to show that the learner is competence.

Transition from Level 3 Learner to Early Years Practitioner

It is important to remember that a learner who has achieved the Level 3 Diploma for the Children and Young People's Workforce can become a practitioner. This means that they are deemed competent to work unsupervised with children and young people and potentially to supervise others.

The Level 3 Diploma for the Children and Young People's Workforce whilst deemed full and relevant and conferring occupational competence is only the beginning of a practitioner's continuing professional development (CPD).

2.5   Guidance for the assessment and verification of imported units

TDA units

These principles are derived from those developed by Skills for Care and Development (SfCD) and apply to those units developed by the TDA.

2.6   Assessment decisions

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

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

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

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

Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

The use of expert witnesses should be determined and agreed by the assessor. Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
* any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
* any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which
* best meets the needs and capabilities of their candidates
* satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards. The relationships to the NOS for Children's Care, Learning and Development can be found in each unit

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
* literacy, language and/or numeracy
* personal learning and thinking
* personal and social development
* employability

City & Guilds recommends when designing and delivering the course, that centres should consider links to the National Occupational Standards, functional skills and other related qualifications.

4 Assessment

4.1 Summary of assessment methods

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

There will be a combination of assessment methods for this qualification which meets competence and knowledge units. Direct observation of candidate's performance by the assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source sources of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

4.2 Observation requirements

The prime source of evidence for competency based Learning Outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.

- **Expert witnesses** may observe candidate practice and provide testimony for the occupationally specific units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- **Witness testimonies**. These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments.** Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

4.3   Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from www.cityandguilds.com. These are **suggested** assessments only and centres may decide that some candidates do not have the necessary skills to carry out an assignment. In these cases, a portfolio of evidence may be submitted.

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Refer to the assignment guides for further guidance. The list of assignments provided for this qualification is below.

Unit No.	Level	Title	Assessment Method
054	3	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	• Assignment 4227-055 • Graded as P/F (Pass/Refer) • Externally set assignment, locally marked and externally verified.
022	3	Understand Child and Young Person Development	• Assignment 4227-023 • Graded as DMPX (Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.
025	3	Understand How to Safeguard the Wellbeing of Children and Young People	• Assignment 4227-026 • Graded as DMPX (Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.
030	2	Understand How to Support Positive Outcomes for Children and Young People	• Assignment 4227-031 • Graded as DMPX(Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.

Unit No.	Level	Title	Assessment Method
033	4	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	• Assignment 4227-034 • Graded as DMPX(Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.
035	3	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	• Assignment 4227-036 • Graded as DMPX (Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.
079	3	Understand How to Set Up a Home Based Childcare Service	• Assignment 4227-080 • Graded as DMPX (Distinction/Merit/Pass/Fail) • Externally set assignment, locally marked and externally verified.

4.4   Evidence requirements

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. Notes on assessment methods, evidence requirements and sources of evidence are also provided on pages 17 – 18 of this handbook.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Competence based assessment must include direct observation by an Assessor or EWT as the main source of evidence. Simulation is not allowed unless stated in a unit.

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units where assessor observation is not required.

The qualified and occupationally competent assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

Knowledge evidence requirements

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore most usually knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 3 is limited given that observation is the major assessment requirement. It would however be appropriate for use at level 4.

4.5 Recording forms

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

*Forms 4, 5, 6, 7, 9, 10 and 11, or approved alternatives, are a requirement. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)
Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).
This should be the first page of the candidate portfolio.

Candidate profile (Form 2)
Form used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

Candidate skill scan (Form 3)
Form used to record the candidate's existing skills and knowledge.

Expert/witness status list (Form 4)*
Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback (Form 5)*
Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 6)*
Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Questioning evidence record (Form 7)*
Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

Professional discussion evidence record (Form 8)

Form used to record the scope and outcome of professional discussion if it is used

Evidence location sheet (Form 9)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

This form is available in portrait (9A) and landscape (9B) format.

Unit assessment and verification declaration (Form 10)*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 11)*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.

Form 1   Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:	
Qualification number:	Level:

Candidate details		
Name:		Signature:
City & Guilds registration / unique learner number (ULN):		
Date enrolled with centre:		
Date registered with City & Guilds:		

Centre details		
Name:		Number:
Contact number:		
Quality assurance co-ordinator name and contact (QAC) number:		

Internal verifier details		
Name:		Signature:
Contact number:		Position:

Assessor details		
(1) Name:		Signature:
Contact number:		Position:
Type (please tick):	Work-based Peripatetic Independent	
Assessing unit(s):		
(2) Name:		Signature:
Contact number:		Position:
Type (please tick):	Work-based Peripatetic Independent	
Assessing unit(s):		

Form 2   Candidate profile

City&
Guilds

If you have a CV you can use that instead of this form.

Name: _____

Place of work: _____

Assessor: _____

Outline of current job role:

Previous relevant work roles and responsibilities, including voluntary work:

Previous relevant qualifications and training:

Form 3   Candidate skill scan

City&
Guilds

Candidate name:_____

Unit	Duties	Examples Experience/qualifications	Training required

Form 4   Expert / witness status list

City&
Guilds

Qualification title: _____
Unit title:_____
Candidate name:_____

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

*Witness status categories

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

**Professional relationship to candidate

Manager = M   Supervisor = S   Colleague = Coll Customer = Cus Other (please specify)
_____

Assessor signature: _____ Date:_____

Form 5   **Assessment plan, review and feedback**

City&
Guilds

Candidate name: _____

Assessor name: _____

Unit number(s) and title(s): _____

_____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Form 6   Performance evidence record

Qualification/unit:_____

Candidate name: _____

Use this form to record details of activities (tick as appropriate)

      observed by your assessor

      seen by expert witness

      seen by witness

      self / reflective account

Evidence ref(s):
Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____
*delete as appropriate

Internal Verifier signature (if sampled): _____ Date: _____

Form 7   Questioning evidence record

Unit: _____

Candidate name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Form 8   Professional discussion evidence record

Candidate name: _____

Assessor name: _____

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

Outline record of discussion content

Assessment decision and feedback to candidate

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Form 9A   Evidence location sheet

Candidate name: _____

Unit number/title:_____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)									
			1	2	3	4	5	6	7	8	9	10

* Location key: P = portfolio,   O = office (add further categories as appropriate)

Form 9B   **Evidence location sheet**

City&
Guilds

Candidate name: _____

Unit number/title:_____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

* Location key: P = portfolio,   O = office (add further categories as appropriate)

Form 10   Unit assessment and verification declaration

Qualification title:_____
Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.
Candidate name: _____
Signature:_____ Date: _____
City & Guilds registration / unique learner number (ULN):_____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed.
(Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____
Assessor signature: _____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the assessor qualification)

Internal verifier declaration

I have internally verified the assessment work on this unit by carrying out the following (please tick):

sampling candidate and assessment evidence   Date: _____

discussion with candidate   Date: _____

observation of assessment practice   Date: _____

other – please state: _____   Date: _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: _____
Internal verifier signature:_____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the internal verifier qualification)

Form 11A   Summary of unit and qualification achievement

Candidate name:_____ Signature: _____

City & Guilds registration number: _____ Date: _____

Centre name: _____ Centre number:_____

City& Guilds

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	**Types of evidence** (see key)		**Assessor***	**Candidate**	**IV***	**EV** (if sampled)

*If there is a second line assessor/IV, both must sign.

Key for types of evidence (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;   PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;   ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature:_____ Date: _____

Form 11B   **Summary of unit and qualification achievement**

City&
Guilds

Candidate name:_____Signature:_____

City & Guilds registration number: _____ Date: _____

Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	**Types of evidence** (see key)		**Assessor***	**Candidate**	**IV***	**EV** (if sampled)

Key for types of evidence   (please extend if necessary):   O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion;   A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: _____ Date: _____

4.6   Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously described terms like "the accreditation of prior learning (APL), the recognition of experimental learning or "the validation of informal learning" by incorporating all types of prior learning and training. The Regulatory arrangements for the Qualifications and Credit Framework define RPL as follows:

A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

'RPL is the process of documenting, assessing, validating and certificating learning gained outside the formal education and training system'

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented eg certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

An example of RPL might be:

A learner has worked as a child minder for the last five years. They would like to achieve a Level 3 Diploma for Children and Young People's Workforce and a unit has been recognised for RPL:

Unit 079: Understand how to set up a Home Based Childcare service

Assessment staff work through Learning Outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: Witness Testimony, Reflective Accounts, Professional Discussion, etc.

Unit is assessed using RPL (all learning will have been gained prior to registering for qualification).

5   Core and pathway mandatory units (optional units in a separate handbook)

Availability of units

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

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 Regulated Qualifications **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 core and pathway mandatory units

City & Guilds unit number	SSC reference	Title	QCF unit number	Credits
022	CYP core 3.1	Understand Child and Young Person Development	L/601/1693	4
024	CYP core 3.2	Promote Child and Young Person Development	R/601/1694	3
025	CYP core 3.3	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3
027	CYP core 3.4	Support Children and Young People's Health and Safety	D/601/1696	2
028	CYP core 3.5	Develop Positive Relationships with Children, Young People and Others Involved in their Care	H/601/1697	1
029	CYP core 3.6	Working Together for the Benefit of Children and Young People	K/601/1698	2

030	CYP core 3.7	Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3
051	SHC 31	Promote Communication in Health, Social Care or Children's and Young People's Settings	J/601/1434	3
052	SHC 32	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	A/601/1429	3
053	SHC 33	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Y/601/1437	2
054	SHC 34	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	R/601/1436	1
064	EYMP1	Context and Principles for Early Years Provision	J/600/9781	4
065	EYMP2	Promote Learning and Development in the Early Years	L/600/9782	5
066	EYMP3	Promote Children's Welfare and Well-being in the Early Years	Y/600/9784	6
067	EYMP4	Professional Practice in Early Years Settings	H/600/9786	3
068	EYMP5	Support Children's Speech, Language and Communication	T/600/9789	4
069	SCMP1	Assessment and Planning with Children and Young People	M/600/9760	5
070	SCMP2	Promote the Well-being and Resilience of Children and Young People	F/600/9780	4
071	SCMP3	Professional Practice in Children and Young People's Social Care	F/601/0315	4
072	LDSSMP1	Support Children and Young People to Achieve their Education Potential	D/600/9785	4
073	LDSSMP2	Support Children and Young People to Make Positive Changes in their Lives	M/600/9788	4
074	LDSSMP3	Professional Practice in Learning, Development and Support Services	D/600/9799	5

Unit 022   Understand Child and Young Person Development

Level: **3**

Credit value: **4**

UAN number: **L/601/1693**

Unit aim

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

Learning outcomes

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

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's 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 is linked to:

- CCLD 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of 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 **either**:

- candidate portfolio of evidence(022)
- an assignment covering Learning Outcomes and assessment criteria (023).

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 022　　Understand Child and Young Person Development

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

Assessment Criteria
The learner can:

1.1 Explain the sequence and rate of each **aspect of development** from birth – 19 years
1.2 Explain the difference between sequence of development and rate of development and why the difference is important.

Additional Guidance
Developmental aspects are:

- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural
- Moral

Unit 022　　Understand Child and Young Person Development

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

Assessment Criteria
The learner can:

2.1 Explain how children and young people's development is influenced by a range of **personal factors**
2.2 Explain how children and young people's development is influenced by a range of **external factors**
2.3 Explain how theories of development and frameworks to support development influence current practice.

Additional Guidance
Personal factors are:

- health status
- disability
- sensory impairment

- learning difficulties

External factors are:
- poverty and deprivation
- family environment and background
- personal choices
- looked after/care status
- education

Theories of development are:
- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- Behaviourist (eg Watson)

Frameworks to support development are:
- social pedagogy

Unit 022   Understand Child and Young Person Development

Outcome 3   Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

Assessment Criteria

The learner can:

3.1 Explain how to monitor children and young people's development using different **methods**

3.2 Explain the **reasons** why children and young people's development may not follow the expected pattern

3.3 Explain how disability may affect development

3.4 Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

Additional Guidance

Methods of assessing development needs may include:
- Assessment Frameworks
- Observation
- Standard measurements
- Information from carers and colleagues

Reasons why development is not following expected pattern may include:
- Disability

- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

Different types of interventions may include:
- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor

Unit 022   Understand Child and Young Person Development

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

Assessment Criteria

The learner can:

4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition

4.2 Explain how multi agency teams work together to support speech, language and communication

4.3 Explain how play and activities are used to support the development of speech, language and communication.

Unit 022   Understand Child and Young Person Development

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

Assessment Criteria

The learner can:

5.1 Explain how **different types** of transitions can affect children and young people's development

5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition.

Additional Guidance

Types of transitions are:

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

Unit 024 Promote Child and Young Person Development

Level: 3
Credit value: 3
UAN number: R/601/1694

Unit aim

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

Learning outcomes

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

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

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:

- CCLD 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans

- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

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 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.

Some reflection on practice should be included in the assessment.

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

Unit 024 Promote Child and Young Person Development

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

Assessment Criteria
The learner can:
1.1 Explain the factors that need to be taken into account when assessing development
1.2 Assess a child or young person's development in the following areas:
    a. Physical
    b. Communication
    c. Intellectual/cognitive
    d. Social, emotional and behavioural
    e. Moral
1.3 Explain the selection of the assessment **methods** used
1.4 Develop a **plan** to meet the development needs of a child or young person in the work setting.

Additional Guidance
Factors that need to be taken into account when assessing development may include:
- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

Methods may include:

* Assessment Framework/s
* Observations
* Standard measurements
* Information from parent, carers, children and young people, other professionals and colleagues

Plan should feature:

* Encouraging child or young person to take responsibility for own development should feature in plan

Unit 024 Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

2.1 Implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected

2.2 Evaluate and revise the development plan in the light of implementation

2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work

2.4 Listen to children or young people and communicate in a way that encourages them to feel valued

2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.

Additional Guidance

A **development plan** can be drawn from a lead practitioner's (eg a teacher's) overarching plan.

Unit 024 Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

3.1 Explain the **features of an environment or service** that promotes the development of children and young people

3.2 Demonstrate **how own work environment or service is organised** to promote the development of children or young people.

Additional Guidance

Features of an environment or service may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

Unit 024　Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

4.1　Explain how own working practice can affect children and young people's development
4.2　Explain how institutions, agencies and services can affect children and young people's development.

Unit 024　Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

5.1 Demonstrate how they work with children and young people to encourage positive behaviour

5.2 Evaluate different approaches to **supporting positive behaviour**.

Additional Guidance

Supporting positive behaviour may include:

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti-bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)

Unit 024   Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

6.1 Explain how to support children and young people experiencing **different types of transitions**

6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Additional Guidance

Different types of transitions may include:

- Emotional, affected by personal experience eg. bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions

Unit 025   Understand How to Safeguard the Wellbeing of Children and Young People

Level: **3**
Credit value: **3**
UAN number: **Y/601/1695**

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes

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

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

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:

• CLD 305: Protect and promote children's rights
• LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
• HSC 34: Promote the well-being and protection of children and young people
• CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
• UK Codes of Practice for Social Care Workers

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 (025)
• an assignment covering Learning Outcomes and assessment criteria (026).

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 025 Understand How to Safeguard the Wellbeing of Children and Young People

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

Assessment Criteria

The learner can:

1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people

1.2 Explain child protection within the wider concept of safeguarding children and young people

1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people

1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice

1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Additional Guidance

Day to day work may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children and young people

Assessment Criteria

The learner can:

2.1 Explain the importance of safeguarding children and young people

2.2 Explain the importance of a child or young person centred approach

2.3 Explain what is meant by partnership working in the context of safeguarding

2.4 Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Additional Guidance

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

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

Assessment Criteria

The learner can:

3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting

3.2 Explain **policies and procedures** that are in place to protect children and young people and adults who work with them

3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected

3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Additional Guidance

Policies and procedures may include:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle-blowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/reporting incidents

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

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

Assessment Criteria

The learner can:

4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding

4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting

4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

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

Assessment Criteria

The learner can:

5.1 Explain different types of **bullying** and the potential effects on children and young people

5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place

5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged.

Additional Guidance

Bullying may include:

- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (excluding, tormenting, ridicule, humiliation)
- Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

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

Assessment Criteria

The learner can:

6.1 Explain how to support children and young people's self-confidence and self-esteem

6.2 Analyse the importance of supporting resilience in children and young people

6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety

6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

Unit 025	**Understand How to Safeguard the Wellbeing of Children and Young People**
Outcome 7	Understand the importance of e-safety for children and young people

Assessment Criteria

The learner can:

7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone

7.2 Describe ways of reducing risk to children and young people from:

    a. Social networking

    b. Internet use

    c. Buying online

    d. Using a mobile phone.

Unit 027	**Support Children and Young People's Health and Safety**

Level: **3**

Credit value: **2**

UAN number: **D/601/1696**

Unit aim

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

Learning outcomes

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

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS Unit 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- Standard 3: Understand health and safety, and healthy care
- UK Codes of Practice for Social Care Workers.

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.

Assessment of Learning Outcome 2 must take place 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 027 Support Children and Young People's Health and Safety

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

Assessment Criteria

The learner can:

1.1 Describe the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services

1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely

1.3 Identify sources of current guidance for planning healthy and safe environments and services

1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Additional Guidance

Factors may include:

- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability

Unit 027 Support Children and Young People's Health and Safety

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

Assessment Criteria

The learner can:

2.1 Demonstrate how to identify **potential hazards** to the health, safety and security of children or young people, families and other visitors and colleagues

2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits

2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk

2.4 Explain how health and safety risk assessments are monitored and reviewed.

Additional Guidance

Potential hazards may include:

- Physical
- Security
- Fire
- Food safety
- Personal safety

Unit 027 Support Children and Young People's Health and Safety

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

Assessment Criteria

The learner can:

3.1 Explain why it is important to take a **balanced approach to risk managemen**t

3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements

3.3 Give example from own practice of supporting children or young people to assess and manage risk.

Additional Guidance

Balanced approach to risk management must include:

- Taking into account child or young person's age, needs and abilities
- Avoiding excessive risk taking
- Not being excessively risk averse
- Recognising the importance of risk and challenge to a child or young person's development

Unit 027   Support Children and Young People's Health and Safety

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

Assessment Criteria

The learner can:

4.1 Explain the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**

4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Additional Guidance

Accidents, incidents, emergencies and illness may include:

- Accidents involving children, young people or adults
- Incidents – all types
- Emergencies such as fire, missing children or young people, evacuation
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Level: 3
Credit value: 1
UAN number: H/601/1697

Unit aim

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

Learning outcomes

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

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

Guided learning hours

It is recommended that **8** 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 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

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 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 028   **Develop Positive Relationships with Children, Young People and Others Involved in their Care**

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

Assessment Criteria

The learner can:

1.1 Explain why **positive relationships** with children and young people are important and how these are **built and maintained**

1.2 Demonstrate how to listen to and build relationships with children and young people

1.3 Evaluate own effectiveness in building relationships with children or young people.

Additional Guidance

How positive relationships are built and maintained may include:

- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships

Unit 028   **Develop Positive Relationships with Children, Young People and Others Involved in their Care**

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

Assessment Criteria

The learner can:

2.1 Explain why positive relationships with **people involved** in the care of children and young people are important

2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people.

Additional Guidance

People involved may include:

- Colleagues
- Organisational managers and supervisors (where appropriate)

- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners

Unit 029 Working Together for the Benefit of Children and Young People

Level: 3
Credit value: 2
UAN number: K/601/1698

Unit aim

The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the:
- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

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 and 3 must be assessed in real work environments. 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 029   Working Together for the Benefit of Children and Young People

Outcome 1   Understand integrated and multi agency working

Assessment Criteria

The learner can:

1.1 Explain the importance of multi-agency working and integrated working

1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people

1.3 Describe the functions of external agencies with whom your work setting or service interacts

1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome

1.5 Explain how and why referrals are made between agencies

1.6 Explain the assessment frameworks that are used in own UK home nation

Unit 029   Working Together for the Benefit of Children and Young People

Outcome 2   Be able to communicate with others for professional purposes

Assessment Criteria

The learner can:

2.1 Select **appropriate communication** methods for different circumstances

2.2 Demonstrate use of appropriate communication methods selected for different circumstances

2.3 **Prepare reports** that are accurate, legible, concise and meet legal requirements.

Additional Guidance

Appropriate communication may include:

- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations

- Written communication
  - Notes of meetings
  - Personal records
  - Presentations
  - Letters
  - Formal reports
  - Email

Prepare Reports

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

Unit 029 Working Together for the Benefit of Children and Young People

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

Assessment Criteria

The learner can:

3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information

3.2 Demonstrate how to maintain secure recording and storage systems for information:
   a. paper based
   b. electronic

3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information:
   a. where abuse of a child or young person is suspected
   b. when it is suspected that a crime has been/may be committed.

Unit 030 Understand How to Support Positive Outcomes for Children and Young People

Level: 3
Credit value: 3
UAN number: M/601/1699

Unit aim

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and

life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Learning outcomes

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

1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

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:

- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

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 (030)
- an assignment covering Learning Outcomes and assessment criteria (031).

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 030 Understand How to Support Positive Outcomes for Children and Young People

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

Assessment Criteria

The learner can:

1.1 Describe the **social, economic and cultural factors** that will impact on the lives of children and young people
1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people

1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

Additional Guidance
Social, economic and cultural factors may include:
- Personal choice
- Being in care system
- Poverty
- Housing and community
- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A & E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion

Unit 030   Understand How to Support Positive Outcomes for Children and Young People

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

Assessment Criteria
The learner can:
2.1 Identify the **positive outcomes for children and young people** that practitioners should be striving to achieve
2.2 Explain the importance of designing services around the needs of children and young people
2.3 Explain the importance of active participation of children and young people in decisions affecting their lives
2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.

Additional Guidance
Positive outcomes for children and young people may include:
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Unit 030   **Understand How to Support Positive Outcomes for Children and Young People**

Outcome 3   Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

Assessment Criteria

The learner can:

3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people

3.2 Explain the importance of positive attitudes towards disability and specific requirements

3.3 Explain the social and medical models of disability and the impact of each on practice

3.4 Explain the different types of **support** that are available for disabled children and young people and those with specific requirements.

Additional Guidance

Support may include:

•   Speech and language therapy

•   Support from health professionals additional learning support

•   Assistive technology

•   Specialised services

Unit 030/031   **Understand How to Support Positive Outcomes for Children and Young People**

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

Assessment Criteria

The learner can:

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

4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

Unit 051   **Promote Communication in Health, Social Care or Children's and Young People's Settings**

Level: 3
Credit value: 3
UAN number: J/601/1434

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Learning outcomes

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

1. Understand why effective communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

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:

- CCLD 301
- GCU 1
- GEN 22
- HSC 31

Themes recur as knowledge requirements and core values throughout HSC NOS.

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.

Simulation is not allowed.

Unit 051 Promote Communication in Health, Social Care or Children's and Young People's Settings

Outcome 1 Understand why effective communication is important in the work setting

Assessment Criteria

The learner can:
 1.1 Identify the different reasons people communicate
 1.2 Explain how communication affects relationships in the work setting.

Unit 051 Promote Communication in Health, Social Care or Children's and Young People's Settings

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

Assessment Criteria

The learner can:

2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals

2.2 Describe the factors to consider when promoting effective communication

2.3 Demonstrate a range of **communication methods** and styles to meet individual needs

2.4 Demonstrate how to respond to an individual's reactions when communicating.

Additional Guidance

Communication methods may include:

- non-verbal communication, eg
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour

- verbal communication, eg
    - vocabulary
    - linguistic tone
    - pitch.

Unit 051 Promote Communication in Health, Social Care or Children's and Young People's Settings

Outcome 3   Be able to overcome barriers to communication

Assessment Criteria

The learner can:

3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways

3.2 Identify barriers to effective communication

3.3 Demonstrate ways to overcome barriers to communication

3.4 Demonstrate strategies that can be used to clarify misunderstandings

3.5 Explain how to access extra support or **services** to enable individuals to communicate effectively.

Additional Guidance

Services may include:
*   translation services
*   interpreting services
*   speech and language services
*   advocacy services.

Unit 051 Promote Communication in Health, Social Care or Children's and Young People's Settings

Outcome 4   Be able to apply principles and practices relating to confidentiality

Assessment Criteria

The learner can:

4.1 Explain the meaning of the term confidentiality

4.2 Demonstrate ways to maintain confidentiality in day to day communication

4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Unit 052 Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 3
UAN number: A/601/1429

Unit aim

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

Learning outcomes

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

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

2.   Be able to reflect on practice

3.   Be able to evaluate own performance

4.   Be able to agree a personal development plan

5. Be able to use learning opportunities and reflective practice to contribute to personal development

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

- CCLD 304
- GCU 6
- GEN 12 GEN 13
- HSC 33

Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not 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 052 Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

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

Assessment Criteria

The learner can:

1.1 Describe the duties and responsibilities of own work role

1.2 Explain expectations about own work role as expressed in relevant **standards**.

Additional Guidance

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Unit 052 **Engage in Personal Development in Health, Social Care or Children's and Young People's Settings**

Outcome 2 Be able to reflect on practice

Assessment Criteria

The learner can:

2.1 Explain the importance of reflective practice in continuously improving the quality of service provided

2.2 Demonstrate the ability to reflect on practice

2.3 Describe how own values, belief systems and experiences may affect working practice.

Unit 052 **Engage in Personal Development in Health, Social Care or Children's and Young People's Settings**

Outcome 3 Be able to evaluate own performance

Assessment Criteria

The learner can:

3.1 Evaluate own knowledge, performance and understanding against relevant standards

3.2 Demonstrate use of feedback to evaluate own performance and inform development.

Unit 052 **Engage in Personal Development in Health, Social Care or Children's and Young People's Settings**

Outcome 4 Be able to agree a personal development plan

Assessment Criteria

The learner can:

4.1 Identify **sources of support** for planning and reviewing own development

4.2 Demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities

4.3 Demonstrate how to work with others to agree own **personal development plan**.

Additional Guidance

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

Sources of support may include:
* Formal support
* Informal support
* Supervision
* Appraisal
* Within the organisation
* Beyond the organisation

Others may include:
* The individual
* Carers
* Advocates
* Supervisor, line manager or employer
* Other professionals

Unit 052   Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 5   Be able to use learning opportunities and reflective practice to contribute to personal development

Assessment Criteria

The learner can:

5.1 Evaluate how learning activities have affected practice

5.2 Demonstrate how reflective practice has led to improved ways of working

5.3 Show how to record progress in relation to personal development.

Unit 053   Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 2
UAN number: Y/601/1437

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion and how to promote these in the work setting.

Learning outcomes

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

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Guided learning hours

It is recommended that **8** 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 305
- GCU 5
- HSC 34, HSC 35, HSC 3116

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Simulation is not 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 053   Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Outcome 1   Understand the importance of diversity, equality and inclusion

Assessment Criteria

The learner can:

1.1 Explain what is meant by:
   a. Diversity
   b. Equality
   c. Inclusion
1.2 Describe the potential **effects** of discrimination

1.3 Explain how inclusive practice promotes equality and supports diversity.

Additional Guidance

Effects may include effects on:
- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society.

Unit 053 Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Outcome 2   Be able to work in an inclusive way

Assessment Criteria

The learner can:

2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role

2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences.

Unit 053 Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Outcome 3   Be able to promote diversity, equality and inclusion

Assessment Criteria

The learner can:

3.1 Demonstrate actions that model inclusive practice

3.2 Demonstrate how to support others to promote equality and rights

3.3 Describe how to challenge discrimination in a way that promotes change.

Unit 054 Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Level: 3

Credit value: 1
UAN number: R/601/1436

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

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

1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **5** 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 305
- GCU 2
- HSC 24, HSC 34, HSC 35

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

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 (054)
- an assignment covering Learning Outcomes and assessment criteria (055).

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 054 Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 1 Understand how duty of care contributes to safe practice

Assessment Criteria

The learner can:

1.1 Explain what it means to have a duty of care in own work role

1.2 Explain how duty of care contributes to the safeguarding or protection of individuals.

Unit 054 Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Assessment Criteria

The learner can:

2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights

2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care

2.3 Explain where to get additional support and advice about conflicts and dilemmas.

Unit 054 Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 3 Know how to respond to complaints

Assessment Criteria

The learner can:

3.1 Describe how to respond to complaints

3.2 Explain the main points of agreed procedures for handling complaints.

Unit 064 Context and Principles for Early Years Provision

Level: 3

Credit value: 4

UAN number: J/600/9781

Unit aim

This unit aims to familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.

Learning outcomes

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

1. Understand the purposes and principles of early years frameworks
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years
3. Understand how to work in partnership with carers

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:

- CCLD 301 Develop and promote positive relationships
- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 306 Plan and organise environments for children and families
- CCLD 308 Promote children's well-being and resilience
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 312 Plan and implement positive environments for babies and children under 3 years.

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 Outcome 2 must be assessed in real work environments. 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 064 Context and Principles for Early Years Provision

Outcome 1 Understand the purposes and principles of early years frameworks

Assessment Criteria

The learner can:

1.1 Explain the legal status and principles of the **relevant early years framework/s**, and how national and local guidance materials are used in settings

1.2 Explain how **different approaches** to work with children in the early years has influenced current provision in the UK

1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development.

Additional Guidance

Relevant early years framework/s

The early years framework/s relevant to the UK home nation

Different approaches may include:

* Reggio Emilia
* High/Scope
* Montessori
* Steiner
* Common core
* Country specific: statutory or guidance.

Unit 064   Context and Principles for Early Years Provision

Outcome 2   Be able to provide environments within the work setting that support and extend children's development and learning in their early years

Assessment Criteria

The learner can:

2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development

2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in:
    a. Extending children's learning and development
    b. Encouraging high expectations of their achievement

2.3 Explain how the environment meets the needs of individual children.

Unit 064   Context and Principles for Early Years Provision

Outcome 3   Understand how to work in partnership with carers

Assessment Criteria

The learner can:

3.1 Explain the partnership model of working with carers

3.2 Review barriers to participation for carers and explain ways in which they can be overcome

3.3 Explain strategies to support carers who may react positively or negatively to partnership opportunities

3.4 Explain how effective multi agency working operates within early years provision and benefits children and carers.

Unit 065   Promote Learning and Development in the Early Years

Level: **3**
Credit value: **5**
UAN number: **L/600/9782**

Unit aim

This unit aims to prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
2. Be able to plan work with children and support children's participation in planning
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development
5. Be able to review own practice in supporting the learning and development of children in their early years

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:
*   CCLD 303 Promote children's development
*   CCLD 304 Reflect on and develop practice
*   CCLD 309 Plan and implement curriculum frameworks for early education
*   CCLD 310 Assess children's progress according to curriculum frameworks for early education.

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 – 5 must be assessed in real work environments. 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 065 Promote Learning and Development in the Early Years

Outcome 1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework

Assessment Criteria

The learner can:

    1.1 Explain each of the areas of learning and development and how these are interdependent

    1.2 Describe the **documented outcomes** for children that form part of the relevant early years framework

    1.3 Explain how the documented outcomes are assessed and recorded.

Additional Guidance

Relevant early years framework

This refers to the frameworks for early years provision used within the relevant UK Home Nation.

Each of the areas of learning and development

As required by the frameworks within the relevant UK Home Nation

Documented outcomes

These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation.

Unit 065 Promote Learning and Development in the Early Years

Outcome 2 Be able to plan work with children and support children's participation in planning

Assessment Criteria

The learner can:

2.1 Use **different sources** to plan work for an individual child or group of children

2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities

2.3 Support the planning cycle for children's learning and development.

Additional Guidance

Different sources may include:

- Children's interest and preferences
- Observations and assessments
- Mothers, fathers and carers
- Colleagues in setting
- Professionals such as health visitors

Unit 065 Promote Learning and Development in the Early Years

Outcome 3 Be able to promote children's learning and development according to the requirements of the relevant early years framework

Assessment Criteria

The learner can:

3.1 Explain **how practitioners promote children's learning** within the relevant early years framework

3.2 Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.

Additional Guidance

How practitioners promote children's learning may include:

- Effective organisation and management
- Sensitive intervention
- Following child's interest and stage of development
- Supporting and facilitating
- Modelling
- Coaching
- Providing balance of child-initiated and adult-initiated play and activity

Unit 065 Promote Learning and Development in the Early Years

Outcome 4 Be able to engage with children in activities and experiences that support their learning and development

Assessment Criteria

The learner can:

4.1 Work alongside children engaging with them in order to support their learning and development

4.2 Explain the importance of engaging with a child to support sustained shared thinking

4.3 Use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities.

Additional Guidance

Language includes:

- Mathematical language that enhances learning of mathematical concepts
- Open questions designed to promote and extend children's:
  - o thinking and communication
  - o curiosity
  - o problem solving and investigation
- Modelling use of language that is accurate and grammatically correct
- Using language in ways that extend children's vocabulary

Unit 065 Promote Learning and Development in the Early Years

Outcome 5 Be able to review own practice in supporting the learning and development of children in their early years

Assessment Criteria

The learner can:

5.1 Reflect on own practice in supporting learning and development of children in their early years
5.2 Demonstrate how to use reflection to make changes in own practice.

Unit 066 Promote Children's Welfare and Well-being in the Early Years

Level: 3
Credit value: 6
UAN number: Y/600/9784

Unit aim

This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.

Learning outcomes

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

1. Understand the welfare requirements of the relevant early years framework
2. Be able to keep early years children safe in the work setting

3. Understand the importance of promoting positive health and well -being for early years children
4. Be able to support hygiene and prevention of cross infection in the early years setting
5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs
6. Be able to provide physical care for 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 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 306 Plan and organise environments for children and families
- CCLD 307 Promote the health and physical development of children
- HSC 32 Promote, monitor and maintain health, safety and security in the working environment
- CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.

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, 4 and 6 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 066 Promote Children's Welfare and Well-being in the Early Years

Outcome 1 Understand the welfare requirements of the relevant early years framework

Assessment Criteria
The learner can:
1.1 Explain the welfare requirements and guidance of the **relevant early years framework**
1.2 Explain the lines of reporting and responsibility within the work setting.

Additional Guidance
Relevant early years framework
The framework used within the relevant UK Home Country

Unit 066 Promote Children's Welfare and Well-being in the Early Years

Outcome 2   Be able to keep early years children safe in the work setting

Assessment Criteria

The learner can:

2.1 Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge

2.2 Explain systems for supporting children's safety when:
   a. Receiving children into the setting
   b. Ensuring their safety on departure
   c. During off -site visits

2.3 Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety

2.4 Explain, giving examples, why minimum requirements for:
   a. space
   b. staff ratios
   are necessary for children's safety.

Unit 066   Promote Children's Welfare and Well-being in the Early Years

Outcome 3   Understand the importance of promoting positive health and well -being for early years children

Assessment Criteria

The learner can:

3.1 Explain how to promote children's health and well-being in an early years work setting

3.2 Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.

Unit 066   Promote Children's Welfare and Well-being in the Early Years

Outcome 4   Be able to support hygiene and prevention of cross infection in the early years setting

Assessment Criteria

The learner can:

4.1 Demonstrate how equipment and each area of the setting is kept clean and hygienic

4.2 Demonstrate and evaluate measures taken in the setting to prevent cross infection

4.3 Explain how to prepare and store food, formula and breast milk safely according to health and
      safety guidelines.

Unit 066   Promote Children's Welfare and Well-being in the Early Years

Outcome 5   Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs

Assessment Criteria

The learner can:

5.1 Plan balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
5.2 Recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances
5.3 Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
5.4 Describe methods of educating children and adults in effective **food management**.

Additional Guidance

Food management to include:

• portion control
• tackling under- and over-weight children
• food phobias.

Unit 066   Promote Children's Welfare and Well-being in the Early Years

Outcome 6   Be able to provide physical care for children

Assessment Criteria

The learner can:

6.1 Demonstrate how to **support children's personal care routines**, showing respect to the child and using opportunities to encourage learning and development
6.2 Explain the regulations concerning management of medicines and how these are interpreted in the work setting
6.3 Explain how to protect themselves when lifting and handling children and equipment in the work setting.

Additional Guidance

Support children's personal care routines may include:

• Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture.
• Sun awareness
• Care of nappy area

- Dressing and undressing
- Toileting
- Supporting independence and self care
- Encouraging and modelling good personal hygiene with children
- Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting.

Unit 067   Professional Practice in Early Years Settings

Level: 3
Credit value: 3
UAN number: H/600/9786

Unit aim
This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the scope and purposes of the early years sector
2. Understand current policies and influences on the early years sector
3. Understand how to support diversity, inclusion and participation in early years settings
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings

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:
- CCLD 305 Protect and promote children's rights
- UN Convention on Rights of the Child.

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 Outcome 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 067 — Professional Practice in Early Years Settings

Outcome 1 — Understand the scope and purposes of the early years sector

Assessment Criteria

The learner can:

1.1 Explain how the range of early years settings reflects the scope and purpose of the sector.

Unit 067 — Professional Practice in Early Years Settings

Outcome 2 — Understand current policies and influences on the early years sector

Assessment Criteria

The learner can:

2.1 Identify current policies, frameworks and influences on the early years

2.2 Explain the impact of current policies, frameworks and influences on the early years sector

2.3 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.

Additional Guidance

Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation may include:

- United Nations Convention on the Rights of the Child (UNCRC)
- Current Equalities legislation
- Current research
- Social and economic influences such as work patterns and financial constraints

Unit 067 — Professional Practice in Early Years Settings

Outcome 3 — Understand how to support diversity, inclusion and participation in early years settings

Assessment Criteria

The learner can:

3.1 Explain what is meant by:
   a. Diversity
   b. Inclusion

    c. Participation

3.2 Explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers

3.3 Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes

Unit 067   Professional Practice in Early Years Settings

Outcome 4   Be able to review own practice in promoting diversity, inclusion and participation in early years settings

Assessment Criteria

The learner can:

4.1 Explain the importance of reviewing own practice as part of being an effective practitioner

4.2 Undertake a reflective analysis of own practice

4.3 Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings.

Unit 068   Support Children's Speech, Language and Communication

Level: **3**
Credit value: **4**
UAN number: **T/600/9789**

Unit aim

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes

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

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Be able to provide support for the speech, language and communication development of the children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.

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 links to:

- The Speech, language and communication framework
- CCLD 301 Develop and promote positive relationships
- CCLD 312 Plan and implement positive environments for babies and children under 3 years
- This unit covers, or links to competences from the SLCF:
- Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2
- Enhanced: A4, B7, C1, C2, C3, C4, C15

Support of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 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 068 Support Children's Speech, Language and Communication

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 each of the following areas in children'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, both currently and in the longer term.

Additional Guidance

Explain

Taken from a leaflet produced by the Communications Consortium, 'Explaining Speech, Language and Communication Needs (SLCN)':

Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.

Unit 068 Support Children's Speech, Language and Communication

Outcome 2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

Assessment Criteria

The learner can:

2.1 Explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years

2.2 Explain the relevant **positive effects** of adult support for the children and their carers

2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.

Additional Guidance

Ways may include:

- The words and levels of language adults use with children (including the use of questions)
- Their conversations / interactions with children
- Information and activities used
- Work with parents / carers

Positive effects may include improvements in:

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

Unit 068 Support Children's Speech, Language and Communication

Outcome 3 Be able to provide support for the speech, language and communication development of the children in own setting

Assessment Criteria

The learner can:

3.1 Demonstrate **methods** of providing support taking into account the:

    a. age

    b. specific needs

    c. abilities

    d. home language where this is different from that of setting

    e. interests

   of the children in own setting

3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children

3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in:

    a. 1:1 basis

    b. groups

3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting.

Additional Guidance

Methods may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

Unit 068 Support Children's Speech, Language and Communication

Outcome 4 Be able to contribute to maintaining a positive environment that supports speech, language and communication.

Assessment Criteria

The learner can:

4.1 Explain the importance of the environment in supporting speech, language and communication development

4.2 Review evidence about the **key factors** that provide a supportive speech, language and communication environment

4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.

Additional Guidance

Key Factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

Unit 068   Support Children's Speech, Language and Communication

Notes for guidance

General guidance for all learning outcomes in this unit

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

Unit 069   Assessment and Planning with Children and Young People

Level: 3
Credit value: 5
UAN number: M/600/9760

Unit aim

This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.

Learning outcomes

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

1. Understand how to place children and young people at the centre of assessment and planning

2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

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:

- Professional Practice in residential child care
- Standard: 4.1
- Training Support and Development Standards for Foster Care: 1.3
- Health and Social Care NOS Unit 36.

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 069   Assessment and Planning with Children and Young People

Outcome 1   Understand how to place children and young people at the centre of assessment and planning

Assessment Criteria

The learner can:

1.1 Explain the value of a child-centred model of assessment and planning
1.2 Explain how to identify the needs of children and young people
1.3 Explain the importance of working with **others** to assess the needs of children and young people to inform planning
1.4 Analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
1.5 Explain the importance of **permanency planning** for children and young people.

Additional Guidance

Others may include:

- Children and young people

- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Effective methods/Ways to engage may include:
- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

Unit 069 Assessment and Planning with Children and Young People

Outcome 1 Understand how to place children and young people at the centre of assessment and planning

Additional Guidance (continued)

Permanency planning

Permanency planning is necessary for looked-after children and young people who need plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.

Unit 069 Assessment and Planning with Children and Young People

Outcome 2 Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes

Assessment Criteria

The learner can:

2.1 Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning

2.2 Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals

2.3 Explain how the goals and targets identified will support the achievement of positive outcomes

2.4 Develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes

2.5 Explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.

Additional Guidance

Others may include:

- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Unit 069   Assessment and Planning with Children and Young People

Outcome 3   Be able to work with children and young people to implement the plan for the achievement of positive outcomes

Assessment Criteria

The learner can:

3.1 Demonstrate how a child, young person and **others** are provided with clear information about the roles and responsibilities of all those involved in the plan

3.2 Agree with a child, young person and others how goals and targets will be achieved

3.3 Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets

3.4 Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person.

Additional Guidance

Others may include:

- Children and young people

- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Unit 069   Assessment and Planning with Children and Young People

Outcome 4   Be able to work with children and young people to review and update plans

Assessment Criteria

The learner can:

4.1 Demonstrate how to record relevant information to prepare for a review

4.2 Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets

4.3 Demonstrate how to contribute to reviews based on measurement of progress of the child or young person

4.4 Present information to reviews about aspects of the plan that are working well and those that need to be changed.

Unit 069   Assessment and Planning with Children and Young People

Notes for guidance

General guidance for all Learning Outcomes in this unit

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

Unit 070   Promote the Well-being and Resilience of Children and Young People

Level: 3
Credit value: 4
UAN number: F/600/9780

Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

Learning outcomes

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

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

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 Units 34 and 313
- CCLD NOS Units 307 and 308
- Professional Practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3
- Training Support and Development Standards for Foster Care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 3 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 070 Promote the Well-being and Resilience of Children and Young People

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

Assessment Criteria

The learner can:

1.1 Explain the **factors that influence the well-being** of children and young people

1.2 Explain the importance of resilience for children and young people

1.3 Analyse effective ways of promoting well being and resilience in the work setting

1.4 Describe ways of working with carers to promote well being and resilience in children and young people.

Additional Guidance

Factors that influence well-being may include:

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

Unit 070 Promote the Well-being and Resilience of Children and Young People

Outcome 2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding

Assessment Criteria

The learner can:

2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people

2.2 Explain how to support children and young people to identify with their own self image and identity

2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements

2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives

2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

Additional Guidance

How to support children and young people to identify with their own self image and identity may include:

- Positive role models
- Cultural/ethnic networks

- Life story work

Unit 070 Promote the Well-being and Resilience of Children and Young People

Outcome 3   Be able to provide children and young people with a positive outlook on their lives

Assessment Criteria

The learner can:

3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable

3.2 Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives

3.3 Support and encourage children and young people to respond positively to challenges and disappointments

3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes

3.5 Support children and young people to reflect on the impact of their own actions and behaviour.

Unit 070 Promote the Well-being and Resilience of Children and Young People

Outcome 4   Be able to respond to the health needs of children and young people

Assessment Criteria

The learner can:

4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding

4.2 Encourage children and young people to make positive choices about all of their **health needs**

4.3 Assess any risks or **concerns** to the health and well being of children and young people and take appropriate action

4.4 Explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well being

4.5 Record concerns about a child or young person's health or well being following recognised procedures.

Additional Guidance

Health needs may include:

- Physical
- Mental
- Sexual

Concerns may include:

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

Relevant people may include:
- Carers
- Social worker
- Lead professional
- Residential workers

Unit 070 Promote the Well-being and Resilience of Children and Young People

Notes for guidance

General guidance and all Learning Outcomes in this unit

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

Unit 071 Professional Practice in Children and Young People's Social Care

Level: 3
Credit value: 4
UAN number: F/601/0315

Unit aim

This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Learning outcomes

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

1. Understand the legislation and policy framework for working with children and young people in social care work settings

2. Understand the professional responsibilities of working with children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice
4. Be able to develop effective working relationships with professional colleagues
5. Understand the implications of equalities legislation for working with children, young people and families
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice

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 305
*   Professional Practice in residential child care Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3
*   Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4

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 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 071 Professional Practice in Children and Young People's Social Care

Outcome 1 Understand the legislation and policy framework for working with children and young people in social care work settings

Assessment Criteria
The learner can:
1.1 Explain how current and relevant **legislation and policy** affects work with children and young people
1.2 Describe the impact of social care standards and codes of practice on work with children and young people
1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC).

Additional Guidance
Current and relevant **legislation and policies** as appropriate to UK Home Nation.

Unit 071   Professional Practice in Children and Young People's Social Care

Outcome 2   Understand the professional responsibilities of working with children and young people

Assessment Criteria

The learner can:

2.1 Explain the responsibilities of a
   a. corporate parent
   b. professional carer
2.2 Explain what is meant by a 'duty of care'
2.3 Analyse the **impact of professional relationships** on children and young people
2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
2.5 Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Additional Guidance

Impact of professional relationships may include:

* Power relationships
* Dealing with a employed professional
* Feelings of powerlessness
* Uncertainties about how to behave and relate

Unit 071   Professional Practice in Children and Young People's Social Care

Outcome 3   Be able to meet professional responsibilities by reflecting on own performance and practice

Assessment Criteria

The learner can:

3.1 Explain the professional responsibility to maintain current and competent practice
3.2 Engage with professional supervision in order to improve practice
3.3 Demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people
3.4 Explain the importance of understanding the limits of personal competence and when to seek advice.

Unit 071   Professional Practice in Children and Young People's Social Care

Outcome 4   Be able to develop effective working relationships with professional colleagues

Assessment Criteria

The learner can:

4.1 Demonstrate how to respect and value the professional competence and contribution of colleagues

4.2 Explain own rights and expectations as a professional and how to assert them.

Unit 071   Professional Practice in Children and Young People's Social Care

Outcome 5   Understand the implications of equalities legislation for working with children, young people and families

Assessment Criteria

The learner can:

5.1 Explain how current **equalities legislation** affects work with children young people and families

5.2 Identify examples of good practice in promoting equality and explain how and why they are effective.

Additional Guidance

Equalities legislation as appropriate to UK Home Nation

Unit 071   Professional Practice in Children and Young People's Social Care

Outcome 6   Understand the value of diversity and the importance of equality and anti-discriminatory practice

Assessment Criteria

The learner can:

6.1 Explain what is meant by diversity

6.2 Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families

6.3 Describe the effects of discrimination and explain the potential results for children and young people.

Unit 072   Support Children and Young People to Achieve their Education Potential

Level: 3
Credit value: 4
UAN number: D/600/9785

Unit aim

The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Learning outcomes

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

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Be able to support children and young people to work towards their educational goals
4. Be able to review educational achievements with children and young people

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:

*   LDSS Unit 322: Support children and young people to achieve their educational potential

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 072   Support Children and Young People to Achieve their Education Potential

Outcome 1   Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential

Assessment Criteria

The learner can:

1.1   Explain the **principles and values** that underpin work to support children and young people to achieve their educational potential

1.2   Explain **current legislation** and guidance relating to the provision of and access to educational opportunities for children and young people

1.3   Evaluate the factors that can contribute to low achievement by children and young people.

Additional Guidance

Principles and values as follows.

- Putting the needs and rights of the individual child at the centre of service provision
- Promoting integrated working practices
- Maintaining personal and professional integrity
- Promoting equality of opportunity and valuing diversity

Current legislation

As appropriate to the relevant UK Home Nation

Factors that can contribute to low achievement may include:

- Poor literacy or numeracy skills
- Poor speech and language skills
- Lack of parental support
- Peer pressure
- Low self esteem and aspirations
- Low expectations expressed by others

Unit 072   Support Children and Young People to Achieve their Education Potential

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

Assessment Criteria

The learner can:

2.1   Support children or young people to articulate their educational needs and aspirations

2.2   Support children or young people to develop a **plan of action** identifying realistic goals for their educational development.

Additional Guidance

Plan of action, which may:

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

Unit 072 Support Children and Young People to Achieve their Education Potential

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

Assessment Criteria

The learner can:

3.1 Identify and celebrate individual children or young people's **successes and achievements**

3.2 Identify **barriers** to achievement and support individual children or young people to work towards finding solutions

3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals.

Additional Guidance

Successes and achievements

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

Barriers may include:

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

Unit 072 Support Children and Young People to Achieve their Education Potential

Outcome 4 Be able to review educational achievements with children and young people

Assessment Criteria

The learner can:

4.1 Evaluate with individual children or young people, their achievements against their action plans

4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.

Unit 073 Support Children and Young People to Make Positive Changes in their Lives

Level: 3
Credit value: 4
UAN number: M/600/9788

Unit aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand how to support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives

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:
- LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
- Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development.

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 and 3 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 073 Support Children and Young People to Make Positive Changes in their Lives

Outcome 1 Understand how to support children and young people to make positive changes in their lives

Assessment Criteria

The learner can:

1.1 Identify the **factors** that can impact on the lives of children and young people

1.2 Analyse the **impact** such factors can have on the lives of children and young people

1.3 Explain how **individuals and agencies** support children and young people to make positive changes in their lives.

Additional Guidance

Factors may include:

- Poor socio-economic background
- Poor parenting background
- Poor literacy/numeracy/speech and language skills

Impact may include:

- Inappropriate and/or aggressive behaviour
- Low educational achievement
- Low self esteem
- Self harm
- Inability to establish and maintain relationships
- Offending or at risk of offending behaviour
- Misuse of substances (drugs, alcohol, solvents)

Individuals and agencies may include:

- Youth workers
- Parent support workers
- Education professionals
- Drug and alcohol support agencies
- CAMHS
- Social services
- IAG professionals
- Speech and language therapists
- Behaviour and education support teams (BEST)

Unit 073 Support Children and Young People to Make Positive Changes in their Lives

Outcome 2 Be able to support children and young people to make positive changes in their lives

Assessment Criteria

The learner can:

2.1 Explain **interventions** that can be provided to support children and young people to make positive changes in their lives

2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change

2.3 Work with a child or young person to develop an **action plan** to support positive changes in their lives.

Additional Guidance

Interventions may include:

- Learning and development support
- Anger management
- Behaviour support classes
- Restorative justice
- Support to address substance misuse
- Support to address mental health issues

Action plan that may include:

- identify the positive changes the child/young person needs to achieve
- identify the barriers to achievement
- identify achievable and realistic goals for the child/young person to achieve
- identify the interventions required to support achievement
- agree a review process.

Unit 073 Support Children and Young People to Make Positive Changes in their Lives

Outcome 3 Be able to review support to children and young people to make positive changes in their lives

Assessment Criteria

The learner can:

3.1 Support children or young people to review and amend their action plan

3.2 Give examples from own practice of supporting children or young people to access further interventions

3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives.

Additional Guidance

Support children or young people to review and amend their action plan may include:

- Identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations)
- Identify where goals have not been met
- Agree reasons for non achievement
- Agree any additional interventions that might support children/young people to achieve positive changes in their lives
- Revise the action plan in the light of the review process

Unit 074 Professional Practice in Learning, Development and Support Services

Level: 3
Credit value: 5
UAN number: D/600/9799

Unit aim

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Learning outcomes

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

1. Understand the purposes of learning, development and support services
2. Understand current legislation, policies and influences on LDSS
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners
4. Understand how the views of children, young people and carers can be used to improve learning, development and support services
5. Be able to use supervision to support continuing professional development and personal effectiveness
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

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:

- HSC33: Reflect on and develop your practice
- CCLD NOS Unit 304: Reflect on and develop practice
- ENTO Counselling: CLG2: Reflect upon your work with clients through supervision and manage your CPD in counselling

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.
Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 3, 5 and 6 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 074 Professional Practice in Learning, Development and Support Services

Outcome 1 Understand the purposes of learning, development and support services

Assessment Criteria

The learner can:

1.1 Explain the purposes of learning, development and support services

1.2 Explain the roles and responsibilities of those working within learning, development and support services.

Unit 074 Professional Practice in Learning, Development and Support Services

Outcome 2 Understand current legislation, policies and influences on LDSS

Assessment Criteria

The learner can:

2.1 Explain the impact of current legislation, policies, and influences on LDSS

2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people.

Unit 074 Professional Practice in Learning, Development and Support Services

Outcome 3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners

Assessment Criteria

The learner can:

3.1 Explain the current **principles and values** that underpin and inform the work of LDSS practitioners and their impact on practice

3.2 Implement the principles and values in own practice

3.3 Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers.

Additional Guidance

Principles and values

This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

Unit 074 Professional Practice in Learning, Development and Support Services

Outcome 4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

Assessment Criteria

The learner can:

4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision

4.2 Explain how the views of children, young people and carers can be obtained

4.3 Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision.

Unit 074 Professional Practice in Learning, Development and Support Services

Outcome 5 Be able to use supervision to support continuing professional development and personal effectiveness

Assessment Criteria

The learner can:

5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance

5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development.

Unit 074 Professional Practice in Learning, Development and Support Services

Outcome 6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Assessment Criteria

The learner can:

6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives

6.2 Develop a personal development plan and reflective practice log

6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required.

Additional Guidance

Personal development plan and reflective practice log that identifies:

- Personal strengths and weaknesses
- SMART objectives
- Personal and professional development needs
- Proposals for meeting development needs, including additional training if required
- The review process
- Potential barriers to meeting the SMART objectives and how they can be overcome

- Remedial actions that can be implemented if objectives are not being achieved
- A reflective practice log to be completed on an agreed timescale, eg weekly

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

Level: 3
Credit value: 6
NDAQ number: A/601/0121

Unit aim

This unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their third birthday.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will 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 carers in order to promote the learning and development of babies and young children.

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Principles and values

This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

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.

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 2 Diploma for the Children and Young People's Workforce
- City & Guilds Level 3 Certificate in Working with Parents
- City & Guilds Level 2/3 Diploma for Children's Care, Learning and Development (Northern Ireland and Wales)
- City & Guilds in Level 2/3 Award/Certificate in Supporting Teaching and Learning in Schools

City & Guilds unit no.	Unit title	SSC ref no.	Unit linked to:
051	Promote Communication in Health, Social Care or Children's and Young People's Settings	SHC31	- CCLD 301 - GCU 1 - GEN 22 - HSC 31
052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	SHC32	- CCLD 304 - GCU 6 - GEN 12 GEN 13 - HSC 33

053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC53	• CCLD 305 • GCU 5 • HSC 34 • HSC 35 • HSC 3116
054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	SHC34	• CCLD 305 • GCU 2 • HSC 24 • HSC 34 • HSC 35
022	Understand Child and Young Person Development	CYP3.1	• CCLD 303 • HSC 36 • CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people
024	Promote Child and Young Person Development	CYP3.2	• CCLD 303 • LDSS 10 • HSC 36 • CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people • UK Codes of Practice for Social Care Workers
025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	• CLD 305 • LDSS NOS Unit 1 • HSC 34 • CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people • UK Codes of Practice for Social Care Workers

027	Support Children and Young People's Health and Safety	CYP3.4	• CCLD 302 • HSC 32 • LDSS Unit 2 • CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care • UK Codes of Practice for Social Care Workers.
028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	• CCLD 301 • HSC 31 • CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively • UK Codes of Practice for Social Care Workers
029	Working Together for the Benefit of Children and Young People	CYP3.6	• CCLD 301 • CCLD 431 • CCLD 323 • HSC 31 • CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively • UK Codes of Practice for Social Care Workers.
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	• CCLD 308 • HSC 38 • HSC 310 • UK Codes of Practice for Social Care Workers
064	Context and Principles for Early Years Provision	EYMP1	• CCLD 301 • CCLD 303 • CCLD 304 • CCLD 306 • CCLD 308 • CCLD 309 • CCLD 312
065	Promote Learning and Development in the Early Years	EYMP2	• CCLD 303 • CCLD 304 • CCLD 309 • CCLD 310

066	Promote Children's Welfare and Well-being in the Early Years	EYMP3	• CCLD 302 • CCLD 306 • CCLD 307 • HSC 32 • CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.
067	Professional Practice in Early Years Settings	EYMP4	• CCLD 305 • UN Convention on Rights of the Child.
068	Support Children's Speech, Language and Communication	EYMP5	• The Speech, language and communication framework • CCLD 301 • CCLD 312 This unit covers, or links to competences from the SLCF: • Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 • Enhanced: A4, B7, C1, C2, C3, C4, C15
069	Assessment and Planning with Children and Young People	SCMP1	• Professional Practice in residential child care Standard: 4.1 • Training Support and Development Standards for Foster Care: 1.3 • Health and Social Care NOS Unit 36.
070	Promote the Well-being and Resilience of Children and Young People	SCMP2	• HSC 34 • HSC 313 • CCLD 307 • CCLD 308 • Professional Practice in residential child care Standards: 1.5, 2.2, 2.3 and 4.3 • Training Support and Development Standards for Foster Care: 3.3 and 5.2
071	Professional Practice in Children and Young People's Social Care	SCMP3	• CCLD 305 • Professional Practice in residential child care Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3 • Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4

072	Support Children and Young People to Achieve their Education Potential	LDSSMP1	• LDSS 322
073	Support Children and Young People to Make Positive Changes in their Lives	LDSSMP2	0. LDSS 314 • Youth work 1.1.1
074	Professional Practice in Learning, Development and Support Services	LDSSMP3	0. HSC33 1. CCLD 304 • ENTO Counselling: CLG2
075	Work with Babies and Young Children to Promote their Development and Learning	CYPOP1	• CCLD 303 • HSC 37
076	Care for the Physical and Nutritional Needs of Babies and Young Children	CYPOP2	• CCLD 303 • HSC 37
077	Lead and Manage a Community Based Early Years Setting	CYPOP3	• CCLD311 • CCLD 317 • CCLD 324 • CCLD 329 • CCLD 338
078	Promote Young Children's Physical Activity and Movement Skills	CYPOP4	• CCLD 303 • CCLD 307
079	Understand How to Set Up a Home Based Childcare Service	CYPOP5	• CCLD 302 • CCLD 303 • CCLD 305 • CCLD 316
081	Support Disabled Children and Young People and those with Specific Requirements	CYPOP6	• CCLD 312 • CCLD 418 • NOS for Sensory Services-Standards 1 – 7
082	Promote Creativity and Creative Learning in Young Children	CYPOP7	• CCLD 410
083	Coordinate Special Educational Needs Provision	CYPOP16	CCLD 339
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	CYPOP17	DCSF Narrowing the Gap Guidance 2008
086	Support Children or Young People in their Own Home	CYPOP37	HSC 319

032	Support the Creativity of Children and Young People	CYPOP30	• HSC 38 c • Professional Practice in residential child care Standard: 4.5 • Training Support and Development Standards for Foster Care Standard 5.4
087	Work with Children and Young People in a Residential Care Setting	CYPOP35	• SC 323 • Professional Practice in residential child care: all Standards
088	Support Young People to Develop, Implement and Review a Plan of Action	CYPOP8	• Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action
089	Provide Information and Advice to Children and Young People	CYPOP9	• 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
090	Develop Interviewing Skills for Work with Children and Young People	CYPOP10	• Speech, language and communication framework • Enhanced: Strand D.
091	Caseload Management	CYPOP11	ENTO AG14
092	Support Young People to Move Towards Independence and Manage their Lives	CYPOP12	• HSC 38 • HSC310
093	Support Children and Young People to Achieve their Learning Potential	CYPOP13	• HSC 39 • LDSS 317 • Professional Practice in residential child care, Standard: 4.6 • Training Support and Development Standards for Foster Care, Standard 4.5
094	Support Children and Young People to Have Positive Relationships	CYPOP14	• HSC 311 • CCLD 301 • Professional Practice in residential child care, Standard: 4.7 • Training support and development standards for Foster Care, Standard 2.3

095	Improving the Attendance of Children and Young People in Statutory Education	CYPOP43	LDSS 307
096	Facilitate the Learning and Development of Children and Young People through Mentoring	CYPOP44	CCLD 311
097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	CYPOP15	• Some competencies from CCLD 302, 306, 308, 312 • Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C
098	Support Speech, Language and Communication Development	CYPOP20	• Some competencies from CCLD 301 and 303 • SLC Framework

099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	CYPOP21	• Speech, Language and communication framework:
			  Universal: G1, G2
			  Enhanced: C2, E4, G1, G2, G3, G4
			• Some links to competencies from CCLD 337

035	Understand the speech, language and communication needs of children and young people	CYPOP22	• Speech, language and communication framework • Enhanced: Strand D.
101	Support the Speech, Language and Communication Development of Children who are Learning More than One Language	CYPOP23	Some competencies in CCLD 334 and 347
102	Support Children and Young People's Speech, Language and Communication Skills	CYPOP24	• Some competencies from CCLD L3 301 • SLC Framework
103	Support Care within Fostering Services for Vulnerable Children and Young People	CYPOP42	None
104	Support the Referral Process for Children and Young People	CYPOP45	• LDSS 308 • ENTO AG 13
105	Support Young People who are Involved in Anti-Social and/or Criminal Activities	CYPOP18	• Skills for Justice YOJA301 • Skills for Justice YOJA411 • Lifelong Learning UK O30N2.3.3 • CWDC Common Core

106	Support Young People who are Looked After or are Leaving Care	CYPOP19	• Skills for Justice B301 • Skills for Justice B601 • Skills for Justice B606 • Skills for Justice GA7 • Skills for Justice A503 • Skills for Justice A204 • HSC313 • SfCD PQCCB • CWDC Common Core
107	Support Young People who are Socially Excluded or Excluded from School	CYPOP25	• Skills for Justice BA4 • Skills for Justice BA8 • Skills for Justice BA12 • Skills for Justice BA14 • CWDC Common Core
108	Support Young People in Relation to Sexual Health and Risk of Pregnancy	CYPOP26	• Skills for Justice B601 • Skills for Justice GD10 • Skills for Justice B602 • Lifelong Learning UK O30NYW2.2.1 • CWDC Common Core
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	CYPOP27	This unit is based on WWP NOS 308.
110	Work with Parents to Meet their Children's Needs	CYPOP28	The unit is developed from WWP 307
111	Support Young People with Mental Health Problems	CYPOP29	• Skills for Justice B601 • Skills for Justice B606 • HSC 313 • CWDC Common Core
112	Engage Young Parents in Supporting their Children's Development	CYPOP38	• WWP 310 • WWP 312 • CCLD 304 • CCLD 317 • CCLD 301
113	Engage Fathers in their Children's Early Learning	CYPOP39	• WWP 310 • WWP 312 • CCLD 304 • CCLD 317 CCLD 301

114	Engage Parents in their Children's Early Learning	CYPOP40	• WWP 310 • WWP 312 • CCLD 304 • CCLD 317 CCLD 301
115	Promote Positive Behaviour	CYPOP41	• HSC 326 • HSC 337 • HSC 398
116	Support Use of Medication in Social Care Settings	CYPOP46	• HSC375 • HSC221 • HSC236

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**.

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**.

Centre Guide – Delivering International Qualifications 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.

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.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business_unit@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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