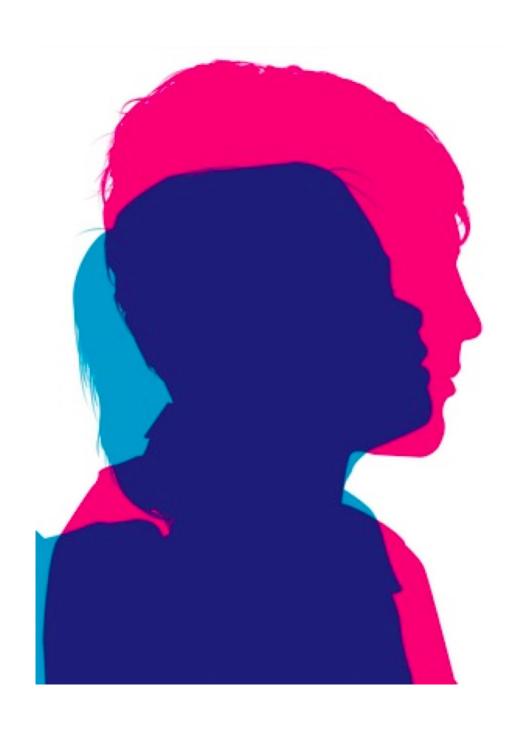# Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97)

**Qualification handbook for centres**
501/1930/8
Group B and C units (Optional)

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# Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97)

## Qualification handbook for centres

| Version and date | Change detail | Section |
|---|---|---|
| Version 2.0  December 2012 | Additional units added to Optional Group B.<br><br>**Group B:** 4227-637; 4227-650; 4227-651; 4227-681 | Units. |
| Version 2.1 March 2013 | Change unit number 681 to 668. | Units. |
| Version 2.2 November 2017 | Added TQT and GLH details<br><br><br>Deleted QCF | Qualification at a Glance, Structure<br><br>Appendix |

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# Contents

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

7

# 1 Optional units (mandatory units in main handbook)

## Availability of units

The Group B and Group C optional units for this qualification follow. The mandatory units are available in a separate document, entitled **Level 5 Diploma in Leadership for the Children's Care, Learning and Development (Wales and Northern Ireland) (4227-07/97), Qualification handbook for centres, Mandatory 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 Register of Regulated Qualifications at **http://register.ofqual.gov.uk/**

## Structure of units

The units in this qualification are written in a standard format and comprise the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Summary of optional units

**Optional Units Group B**

| City & Guilds unit number | SSC reference | Title | Unit number | Credits |
|---|---|---|---|---|
| 4227-082 | CCLD 410 | Promote creativity and creative learning in young children | A/601/0135 | 5 |
| 4227-147 | LMCS LM1c | Lead and manage a team within a health and social care or children and young people's setting | H/602/3171 | 7 |
| 4227-148 | CCLD 328 | Develop professional supervision practice in health and social care or children and young people's work settings | M/602/3187 | 5 |

| 4227-149 | MSC B1 | Develop and evaluate operational plans for own area of responsibility | Y/600/9588 | 6 |
|---|---|---|---|---|
| 4227-150 | MSC E8 | Manage physical resources | K/600/9711 | 3 |
| 4227-151 | LMCS E9 | Develop procedures and practice to respond to concerns and complaints | J/602/2336 | 6 |
| 4227-152 | LMCS A3 | Recruitment and selection within health and social care or children and young people's settings | R/602/2338 | 3 |
| 4227-153 | HSC 429 | Facilitate the development of effective group practice in health and social care or children and young people's settings | Y/602/2339 | 6 |
| 4227-154 | CCLD 429 | Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | L/602/2547 | 6 |
| 4227-155 | HSC 444 | Manage induction in health and social care or children and young people's settings | T/602/2574 | 3 |
| 4227-156 | LMC A2 | Facilitate change in health and social care or children and young people's settings | F/602/2612 | 6 |
| 4227-157 | LMC D3 | Manage an inter-professional team in a health and social care or children and young people's setting | L/602/2743 | 7 |
| 4227-158 | LMC E8 | Manage finance within own area of responsibility in health and social care or children and young people's setting | T/602/2753 | 4 |
| 4227-159 | LMC E3 | Manage quality in health and social care or children and young people's setting | R/602/2758 | 5 |
| 4227-160 | CCLD 403 | Leading provision for babies and young children | J/602/3065 | 6 |
| 4227-161 | CCLD 422 | Develop provision for family support | K/602/3074 | 5 |
| 4227-162 | CCLD 414 | Lead support for disabled children and young people and their carers | M/602/2380 | 8 |
| 4227-163 | CCLD 409 | Support others to promote children's communication in an early years setting | F/602/2383 | 8 |
| 4227-164 | CCLD 411 | Support others to promote children's mathematical development and problem solving skills in an early years setting | A/602/2138 | 7 |
| 4227-165 | CCLD 403 | Support others to promote children's knowledge and understanding of the world in an early years setting | A/602/2141 | 7 |

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

9

| 4227-166 | CCLD 403 | Support others to promote children's physical development in an early years settings | L/602/2435 | 7 |
|---|---|---|---|---|
| 4227-167 | CCLD 412 | Develop the environment for children and young people | A/602/2415 | 4 |
| 4227-168 | CCLD 420 | Undertake a research project within services for health and social care or children and young people | J/602/3499 | 10 |
| 4227-169 | Sensory Services 4 | Support the use of assistive technology | H/601/5250 | 4 |
| 4227-170 | Sensory Services 1 | Explore models of disability | K/601/5251 | 5 |
| 4227-637 | LM 502 | Develop, maintain and use records and reports | A/504/2198 | 3 |
| 4227-650 | LM 507 | Understand professional management and leadership in health and social care or children and young people's settings | F/504/2218 | 6 |
| 4227-651 | LM 508 | Appraise staff performance | J/504/2219 | 5 |
| 4227-668 | HSC 3073 | Provide information about health and social care or children and young people's services | Y/504/2239 | 3 |

**Optional Units Group C**

| City & Guilds unit number | SSC reference | Title | Unit number | Credits |
|---|---|---|---|---|
| 4227-035 | CCLD 337 | Understand the speech language and communication needs of children and young people with behavioural, social and emotional difficulties | M/601/2884 | 3 |
| 4227-097 | CCLD 302 | Support positive practice with children and young people with speech, language and communication needs | L/601/2861 | 4 |
| 4227-099 | SLC G1 | Work with parents, families and carers to support their children's speech, language and communication development | Y/601/2877 | 3 |
| 4227-124 | CCLD 347 | Promote children in early years settings acquiring a new language through immersion | K/601/3225 | 4 |

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
| --- | --- | --- |
| Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland | 502 | 800 |

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

**Level:** 3
**Credit value:** 3
**UAN number:** M/601/2884

## Unit aim

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

## Learning outcomes

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

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

## Guided learning hours

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

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

This unit has some links to competencies from CCLD NOS Unit 337.

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

- A portfolio of evidence.

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

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

**Assessment Criteria**

The learner can:

1.1    Explain why behaviour can be seen as a means of communication

1.2    Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people

1.3    Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people

1.4    Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development.

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

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

**Assessment Criteria**

The learner can:

2.1     Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs

2.2     Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties

2.3     Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development

2.4     Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties.

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

Outcome 3   Be able to develop the environment to support young children's creativity and creative learning

**Assessment Criteria**

The learner can:

3.1   Identify and explain current evidence based approaches to understanding children and young people's behaviour

3.2   Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs

3.3   Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.

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

Outcome 4     Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

**Assessment Criteria**

The learner can:

4.1     Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour

4.2     Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.

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

## Notes for guidance

Range of behaviour may include:
- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lacking concentration
- immature social skills
- challenging behaviours arising from other complex special needs
- emotional disorders
- conduct disorders/hyperkinetic disorders
- anxiety
- self-harm
- school phobia
- depression

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

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

**Level:**         4
**Credit value:**    5
**UAN number:**    A/601/0135

### Unit aim
The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development
2. Be able to provide opportunities for young children to develop their creativity and creative learning
3. Be able to develop the environment to support young children's creativity and creative learning
4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

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

### Details of the relationship between the unit and relevant national standards
There are links with CCLD 410 Evaluate, assess and support children's creativity.

### Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

### Assessment
This unit will be assessed by:
- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 **must** be assessed in a real work environment
Reflection on practice must form part of the assessment for this unit.

| Unit 082 | **Promote creativity and creative learning in young children** |
|---|---|
| Outcome 1 | Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development |

**Assessment Criteria**

The learner can:

1.1 Analyse the differences between creative learning and creativity

1.2 Explain current theoretical approaches to creativity and creative learning in early childhood.

1.3 Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development.

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

Outcome 2     Be able to provide opportunities for young children to develop their creativity and creative learning

**Assessment Criteria**

The learner can:

2.1     Demonstrate in own practice how to promote creativity and creative learning

2.2     Explain why young children require extended and unhurried periods of time to develop their creativity.

| Unit 082 | **Promote creativity and creative learning in young children** |
|---|---|
| Outcome 3 | Be able to develop the environment to support young children's creativity and creative learning |

**Assessment Criteria**

The learner can:

3.1     Explain the features of an environment that supports creativity and creative learning.

3.2     Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning.

| Unit 082 | **Promote creativity and creative learning in young children** |
| --- | --- |
| Outcome 4 | Be able to support the development of practice in promoting young children's creativity and creative learning within the setting |

**Assessment Criteria**

The learner can:

4.1     Evaluate and reflect on own practice in promoting creativity and creative thinking

4.2     Support others to develop their practice in promoting creativity and creative learning

4.3     Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change.

Notes for guidance

2.1. Promoting creativity and creative learning e.g.
- developing imagination and imaginative play
- traditional creative arts
- music, dance and movement
- areas of learning such as mathematics, problem solving and exploration
- ICT

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

**Level:** 3
**Credit value:** 4
**UAN number:** L/601/2861

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

There are links to some of the competencies from CCLD Units 302, 306, 308, 312.

### 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:

- A portfolio of evidence.

Learning Outcome 3 must be assessed in relation to a real work situation.

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

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

**Assessment Criteria**

The learner can:

1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies

1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties

1.3 Provide examples of how current research evidence supports positive practice.

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

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

**Assessment Criteria**

The learner can:

2.1     Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs

2.2     Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs

2.3     Explain own role in the process of how targets are set, monitored and evaluated along with specialist

2.4     Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

| Unit 097 | **Support positive practice with children and young people with speech, language and communication needs** |
| --- | --- |
| Outcome 3 | Be able to place children and young people at the centre of professional practice when working with children and young  with speech, language and communication needs |

**Assessment Criteria**

The learner can:

3.1     Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication

3.2     Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication

3.3     Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

| Unit 097 | **Support positive practice with children and young people with speech, language and communication needs** |
|---|---|
| Outcome 4 | Understand how to work with others to support the social, emotional and cognitive needs of children and young people |

**Assessment Criteria**

The learner can:

4.1     Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people

4.2     Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication

4.3     Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

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

## Notes for guidance

Positive strategies may include:
- Adapting adult language
- Adapting the environment to support communication
- Modelling and expanding the child or young persons language
- Demonstrating specific communication behaviours
- Facilitating communication between children and young people
- Providing time and supported opportunities to communicate
- Supporting and developing confidence and self-esteem

Resources and tasks may include:
- Everyday activities within the work setting
- Specific resources or activities within, for example a curriculum
- Daily routines within the setting
- Published resources; written information

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

29

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

**Level:**          3
**Credit value:**   3
**UAN number:**     Y/601/2877

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to the Speech, Language and communication framework:
Universal: G1, G2
Enhanced: C2, E4, G1, G2, G3, G4.

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcome 3 and part of Learning Outcome 4 must be assessed in real work situations.

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

## Outcome 1 Understand the importance of parental support for the development of speech, language and communication

**Assessment Criteria**

The learner can:

1.1 Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication

1.2 Explain the influences of different parenting styles on speech, language and communication development

1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.

| Unit 099 | Work with parents, families and carers to support their children's speech, language and communication development |
|---|---|
| Outcome 2 | Be able to work in partnership with parents to support their child's speech, language and communication development |

**Assessment Criteria**

The learner can:

2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development

2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development

2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development

2.4 Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.

| Unit 099 | **Work with parents, families and carers to support their children's speech, language and communication development** |
|---|---|
| Outcome 3 | Be able to support parents to use activities and approaches to support their child's speech, language and communication development |

**Assessment Criteria**

The learner can:

3.1    Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development.

3.2    Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development

3.3    Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

33

| Unit 099 | **Work with parents, families and carers to support their children's speech, language and communication development** |
|---|---|
| Outcome 4 | Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies |

**Assessment Criteria**

The learner can:

4.1 Explain why it is important to be able to work in partnership with parents of children with SLCN

4.2 Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN

4.3 Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.

# Unit 124    Promote children in early years settings acquiring a new language through immersion

**Level:**         3
**Credit value:**  4
**UAN number:**    K/601/3225

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

**Learning outcomes**
There are **six** learning outcomes to this unit. The learner will:
1.   Understand the needs of children and families within a new language learning environment
2.   Be able to implement the immersion method within the child care setting
3.   Be able to plan the environment to promote children's immersion language acquisition
4.   Be able to support the acquisition of language skills that children need to speak a new language
5.   Be able to review and evaluate the effectiveness of immersion language development within the setting
6.   Be able to evaluate own contribution to children's language development

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

**Details of the relationship between the unit and relevant national standards**
This unit is linked to CCLD 347.

**Support of the unit by a sector or other appropriate body**
This unit is endorsed by Skills for Care and Development.

**Assessment**
This unit will be assessed by:
•   A portfolio of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in real work environment.

# Unit 124  Promote children in early years settings acquiring a new language through immersion

## Outcome 1  Understand the needs of children and families within a new language learning environment

**Assessment Criteria**

The learner can:

1.1 Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting

1.2 Explain the importance of sharing information with carers and involving them in the child's immersion language development

1.3 Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity

1.4 Explain why it is important to recognise and value a child's right to use their language of choice

1.5 Explain ways in which communication issues with families might be addressed.

## Unit 124 Promote children in early years settings acquiring a new language through immersion

## Outcome 2 Be able to implement the immersion method within the child care setting

**Assessment Criteria**

The learner can:

2.1 Explain the stages of language immersion

2.2 Pronounce the immersion language clearly and accurately

2.3 Respond appropriately to children according to the stage of their immersion language acquisition

2.4 Demonstrate methods for supporting children to acquire the immersion language through play and active learning

2.5 Use verbal and non-verbal communication to encourage and reassure children in a new language environment.

**Unit 124** **Promote children in early years settings acquiring a new language through immersion**

Outcome 3 Be able to plan the environment to promote children's immersion language acquisition

**Assessment Criteria**

The learner can:

3.1 Outline the factors that create an environment conducive to immersion language acquisition

3.2 Plan and provide activities where individual children have opportunities to use the immersion language with other children

3.3 Provide individual activities where children are able to experiment with sounds and language.

## Unit 124     Promote children in early years settings acquiring a new language through immersion

**Outcome 4**     Be able to support the acquisition of language skills that children need to speak a new language

**Assessment Criteria**

The learner can:

4.1     Explain how verbal interactions between adults in the setting might influence the children's acquisition of the language

4.2     Encourage children to use the immersion language including verbal interaction with practitioners and others

4.3     Demonstrate how literacy skills in the immersion language are supported and developed.

# Unit 124 Promote children in early years settings acquiring a new language through immersion

## Outcome 5 Be able to review and evaluate the effectiveness of immersion language development within the setting

**Assessment Criteria**

The learner can:

5.1 Work with others to define the baseline at which each child operates linguistically

5.2 Observe and record the child's language development during play activities including incidental use of the immersion language

5.3 Work with others to review a child's immersion language development to plan for progression

5.4 Share information of the child's immersion language development with carers following work setting processes

5.5 Work with others to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion.

**Unit 124** **Promote children in early years settings acquiring a new language through immersion**

Outcome 6        Be able to evaluate own contribution to children's language development

**Assessment Criteria**

The learner can:

6.1       Reflect on how own working practice has contributed to children's development within the immersion language

6.2       Adapt own practice to meet the needs of individual children.

# Unit 124    Promote children in early years settings acquiring a new language through immersion

## Notes for guidance

Factors including:
- Oral and visual

Others could include
- Parents,
- carers,
- guardians
- Professionals
- Multi-disciplinary teams
- Colleagues

Carers could include:
- Parents
- Family members
- Paid carers

## Unit 147     Lead and manage a team within a health and social care or children and young people's setting

**Level:** 6

**Credit value:** 7

**NDAQ number:** H/602/3171

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

### Learning outcomes

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

1. Understand the features of effective team performance within a health and social care or children and young people's setting
2. Be able to support a positive culture within the team for a health and social care or children and young people's setting
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting
4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting
5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting
6. Be able to manage team performance in a health and social care or children and young people's setting

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to the LMCS A1, B1 CCLD 413, 425.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

## Unit 147 Lead and manage a team within a health and social care or children and young people's setting

## Outcome 1 Understand the features of effective team performance within a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

1.1    Explain the features of effective team performance

1.2    Identify the challenges experienced by developing teams

1.3    Identify the challenges experienced by established teams

1.4    Explain how challenges to effective team performance can be overcome

1.5    Analyse how different management styles may influence outcomes of team performance

1.6    Analyse methods of developing and maintaining:
   • trust
   • accountability

1.7    Compare methods of addressing conflict within a team

**Unit 147**        **Lead and manage a team within a health and social care or children and young people's setting**

Outcome 2        Be able to support a positive culture within the team for a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

2.1    Identify the components of a positive culture within own team

2.2    Demonstrate how own practice supports a positive culture in the team

2.3    Use systems and processes to support a positive culture in the team

2.4    Encourage creative and innovative ways of working within the team

**Unit 147** **Lead and manage a team within a health and social care or children and young people's setting**

Outcome 3 Be able to support a shared vision within the team for a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

3.1 Identify the factors that influence the vision and strategic direction of the team

3.2 Communicate the vision and strategic direction to team members

3.3 Work with others to promote a shared vision within the team

3.4 Evaluate how the vision and strategic direction of the team influences team practice

# Unit 147 Lead and manage a team within a health and social care or children and young people's setting

Outcome 4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

4.1 Identify team objectives

4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives

4.3 Facilitate team members to actively participate in the planning process

4.4 Encourage sharing of skills and knowledge between team members

4.5 Agree roles and responsibilities with team members

**Unit 147** **Lead and manage a team within a health and social care or children and young people's setting**

Outcome 5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

5.1 Set personal work objectives with team members based on agreed objectives

5.2 Work with team members to identify opportunities for development and growth

5.3 Provide advice and support to team members to make the most of identified development opportunities.

5.4 Use a solution focused approach to support team members to address identified challenges

**Unit 147**        **Lead and manage a team within a health and social care or children and young people's setting**

Outcome 6        Be able to manage team performance in a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

6.1     Monitor and evaluate progress towards agreed objectives

6.2     Provide feedback on performance to:
   • the individual
   • the team

6.3     Provide recognition when individual and team objectives have been achieved

6.4     Explain how team members are managed when performance does not meet requirements

Notes for guidance

Others may include:
- Workers / Practitioners
- Carers
- Significant others
- Other professionals
- People who use services

## Unit 148    Develop professional supervision practice in health and social care or children and young people's work settings

**Level:** 5
**Credit value:** 5
**UAN number:** M/602/3187

**Unit aim**
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

**Learning outcomes**
There are **six** learning outcomes to this unit. The learner will:
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings
4. Be able to provide professional supervision in health and social care or children and young people's work settings
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

**Guided learning hours**
It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**
This unit is linked to LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427.

**Support of the unit by a sector or other appropriate body**
This unit is endorsed by Skills for Care and Development.

**Assessment**
This unit will be assessed by:
• A portfolio of evidence.

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.

# Unit 148 Develop professional supervision practice in health and social care or children and young people's work settings

## Outcome 1 Understand the purpose of professional supervision in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

1.1 Analyse the principles, scope and purpose of professional supervision

1.2 Outline theories and models of professional supervision

1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision

1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision

1.5 Explain how professional supervision can protect the:
- Individual
- Supervisor
- Supervisee

**Unit 148** **Develop professional supervision practice in health and social care or children and young people's work settings**

Outcome 2 Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

2.1 Explain the performance management cycle

2.2 Analyse how professional supervision supports performance

2.3 Analyse how performance indicators can be used to measure practice.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

53

**Unit 148**     **Develop professional supervision practice in health and social care or children and young people's work settings**

Outcome 3     Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

3.1     Explain factors which result in a power imbalance in professional supervision

3.2     Explain how to address power imbalance in own supervision practice

3.3     Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process

3.4     Agree with supervisee the frequency and location of professional supervision

3.5     Agree with supervisee sources of evidence that can be used to inform professional supervision

3.6     Agree with supervisee actions to be taken in preparation for professional supervision.

**Unit 148**    **Develop professional supervision practice in health and social care or children and young people's work settings**

Outcome 4    Be able to provide professional supervision in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

4.1    Support supervisees to reflect on their practice

4.2    Provide positive feedback about the achievements of the supervisee

4.3    Provide constructive feedback that can be used to improve performance

4.4    Support supervisees to identify their own development needs

4.5    Review and revise professional supervision targets to meet the identified objectives of the work setting

4.6    Support supervisees to explore different methods of addressing challenging situations

4.7    Record agreed supervision decisions.

**Unit 148**　　**Develop professional supervision practice in health and social care or children and young people's work settings**

Outcome 5　　Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

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

5.2　Reflect on own practice in managing conflict situations experienced during professional supervision process.

| Unit 148 | Develop professional supervision practice in health and social care or children and young people's work settings |
|---|---|
| Outcome 6 | Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings |

**Assessment Criteria**

The learner can:

6.1     Gather feedback from supervisee/s on own approach to supervision process

6.2     Adapt approaches to own professional supervision in light of feedback from supervisees and others.

## Unit 148    Develop professional supervision practice in health and social care or children and young people's work settings

## Notes for guidance

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

An Individual is someone accessing care or support.

# Unit 149  Develop and evaluate operational plans for own area of responsibility

**Level:**        5
**Credit value:**   6
**UAN number:**   Y/600/9588

## Unit aim

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

## Learning outcomes

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

1. Be able to align objectives of own area of responsibility with those of own organisation
2. Be able to implement operational plans in own area of responsibility
3. Be able to monitor and evaluate operational plans in own area of responsibility

## 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 MSC B1: Develop and implement operational plans for your area of responsibility.

## Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Care and Development and Management Standards Centre.

## Assessment

This unit will be assessed by:

• A portfolio of evidence.

**Unit 149**    **Develop and evaluate operational plans for own area of responsibility**

Outcome 1    Be able to align objectives of own area of responsibility with those of own organisation

**Assessment Criteria**

The learner can:

1.1    Identify operational objectives within own area of responsibility

1.2    Analyse objectives of own area of responsibility in relation to those of own organisation

# Unit 149 Develop and evaluate operational plans for own area of responsibility

Outcome 3 Be able to implement operational plans in own area of responsibility

**Assessment Criteria**

The learner can:

2.1 Assess risks associated with operational plans and include contingency arrangements

2.2 Identify support from relevant stakeholders

2.3 Implement operational plan within own area of responsibility

## Unit 149    Develop and evaluate operational plans for own area of responsibility

## Outcome 3    Be able to monitor and evaluate operational plans in own area of responsibility

**Assessment Criteria**

The learner can:

3.1    Monitor procedures within the operational plan

3.2    Evaluate operational plans and implement any necessary actions

# Unit 150    Manage physical resources

**Level:**        4
**Credit value:**    3
**UAN number:**    K/600/9711

## Unit aim

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

## Learning outcomes

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

1.  Understand the importance of sustainability when using physical resources
2.  Be able to identify resource requirements for own area of responsibility
3.  Be able to obtain required resources for own area of responsibility
4.  Be able to monitor and review the quality and usage of resources in own area of responsibility

## 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
MSC E8 Manage physical resources.

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

This unit is endorsed by Skill for Care and Development.

## Assessment

This unit will be assessed by:

•   A portfolio of evidence.

# Unit 150　Manage physical resources

Outcome 1　Understand the importance of sustainability when using physical resources

**Assessment Criteria**

The learner can:

1.1　Explain the importance of using sustainable resources

1.2　Explain the potential impact of resource use on the environment

1.3　Explain how to use resources effectively and efficiently

1.4　Describe actions one can take to minimise any adverse environmental impact of using physical resources.

# Unit 150      Manage physical resources

Outcome 2      Be able to identify resource requirements for own
area of responsibility

**Assessment Criteria**

The learner can:

2.1    Consult with colleagues to identify their planned activities and corresponding resource needs

2.2    Evaluate past resource use to inform expected future demand

2.3    Identify resource requirements for own area of responsibility.

## Unit 150    Manage physical resources

Outcome 3    Be able to obtain required resources for own area of responsibility

**Assessment Criteria**

The learner can:

3.1    Submit a business case to procure required resources

3.2    Review and agree required resources with relevant individuals

3.3    Explain an organisation's processes for procuring agreed resources

## Unit 150    Manage physical resources

Outcome 4    Be able to monitor and review the quality and usage of resources in own area of responsibility

**Assessment Criteria**

The learner can:

4.1    Monitor the quality of resources against required specifications

4.2    Identify differences between actual and planned use of resources and take corrective action

4.3    Analyse the effectiveness and efficiency of resource use in own area of responsibility

4.4    Make recommendations to improve the effectiveness and efficiency of resource use.

# Unit 151  Develop procedures and practice to respond to concerns and complaints

**Level:**      5
**Credit value:**   6
**UAN number:**   J/602/2336

## Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to developing, implementing and reviewing procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

## Learning outcomes

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

1.  Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints
2.  Be able to develop procedures to address concerns and complaints
3.  Be able to lead the implementation of procedures and practice for addressing concerns and complaints
4.  Be able to review the procedures and practices for addressing concerns and complaints

## 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 LMCS E9.

## 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:

*   A portfolio of evidence.

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

# Unit 151     Develop procedures and practice to respond to concerns and complaints

## Outcome 1     Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints

**Assessment Criteria**

The learner can:

1.1     Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work

1.2     Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.

## Unit 151      Develop procedures and practice to respond to concerns and complaints

**Outcome 2**      Be able to develop procedures to address concerns and complaints

**Assessment Criteria**

The learner can:

2.1    Explain why individuals might be reluctant to raise concerns and make complaints

2.2    Outline steps that can be taken to encourage individuals to raise concerns or complaints

2.3    Work with others in the development of procedures to address concerns and complaints

2.4    Ensure information on how to raise concerns and make complaints is available in accessible formats

2.5    Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.

## Unit 151    Develop procedures and practice to respond to concerns and complaints

Outcome 3    Be able to lead the implementation of procedures and practice for addressing concerns and complaints

**Assessment Criteria**

The learner can:

3.1    Promote a person centred approach to addressing concerns and complaints

3.2    ensure that others are informed about the procedure for raising concerns or making complaints

3.3    Use supervision to support workers to recognise and address concerns and complaints.

3.4    Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.

## Unit 151    Develop procedures and practice to respond to concerns and complaints

## Outcome 4    Be able to review the procedures and practices for addressing concerns and complaints

**Assessment Criteria**

The learner can:

4.1    Monitor the use of systems for addressing concerns and complaints

4.2    Evaluate the effectiveness of systems for addressing concerns and complaints

4.3    Involve others in the review of procedures and practices for addressing concerns and complaints.

4.4    Show how own management practice has provided a culture where the organisation can learn from concerns and complaints

4.5    Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.

## Unit 151     Develop procedures and practice to respond to concerns and complaints

## Notes for guidance

Others may include:
- Workers / Practitioners
- Carers
- Significant others
- Other professionals
- People who use services

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

73

## Unit 152 Recruitment and selection within health and social care or children and young people's settings

**Level:** 4
**Credit value:** 3
**UAN number:** R/602/2338

**Unit aim**

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

**Learning outcomes**

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

1. Understand the recruitment and selection processes in health and social care or children and young people's settings
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings
3. Be able to participate in the selection process in health and social care or children's and young people's settings
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

**Guided learning hours**

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

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

This unit is linked to LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5.

**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:

- A portfolio of evidence.

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

# Unit 152 Recruitment and selection within health and social care or children and young people's settings

## Outcome 1 Understand the recruitment and selection processes in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1 Explain the impact on selection and recruitment processes, in own setting, of:
- Legislative requirements
- Regulatory requirements
- Professional codes
- Agreed ways of working

1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection

1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

75

## Unit 152 Recruitment and selection within health and social care or children and young people's settings

## Outcome 2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings

**Assessment Criteria**

The learner can:

2.1 Review job descriptions and person specifications to meet work setting objectives

2.2 Work with others to establish the criteria that will be used in the recruitment and selection process

2.3 Work with others to establish the methods that will be used in the recruitment and selection process

2.4 Involve individuals in the recruitment process.

## Unit 152    Recruitment and selection within health and social care or children and young people's settings

Outcome 3    Be able to participate in the selection process in health and social care or children's and young people's settings

**Assessment Criteria**

The learner can:

3.1    Use agreed methods to assess candidates

3.2    Use agreed criteria to select candidates

3.3    Communicate the outcome of the selection process according to the policies and procedures of own setting.

**Unit 152**     **Recruitment and selection within health and social care or children and young people's settings**

Outcome 4     Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

**Assessment Criteria**

The learner can:

4.1     Evaluate the recruitment and selection methods and criteria used in own setting

4.2     Recommend changes for improvement to recruitment and selection processes in own setting.

## Unit 152　　Recruitment and selection within health and social care or children and young people's settings

## Notes for guidance

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

Others may include:
- Human resource personnel
- Workers / Practitioners
- Carers
- Significant others

Individual is someone accessing care or support.

Recruitment process can include consultation or practical involvement in the process.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

79

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

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

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

## Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1. Understand how groups develop and function in health and social care or children and young people's work settings
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings
3. Be able to facilitate a group in health and social care or children and young people's work settings
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings

## Guided learning hours
It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## Details of the relationship between the unit and relevant national standards
This unit is linked to AG27 HSC 429 LDSS 418.

## Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

## Assessment
This unit will be assessed by:
- A portfolio of evidence.

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

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

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

**Assessment Criteria**

The learner can:

1.1    Analyse the impact of theories and models on group work practice

1.2    Explain how to form and maintain a cohesive and effective group

1.3    Explain how different facilitation styles may influence
- Group dynamics
- Lifecycle of the group
- Group outcomes
- Development of roles within the group

1.4    Explain why it is important to be clear about the purpose and desired outcomes for the group

1.5    Analyse the importance of participant engagement in achieving group outcomes.

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

**Outcome 2** Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

2.1 Evaluate methods that may be utilised in facilitating groups

2.2 Prepare an environment that is conducive to the functioning of the group

2.3 Work with a group/s to agree acceptable group and individual behaviour

2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working.

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

**Outcome 3** Be able to facilitate a group in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

3.1 Use a range of methods to accommodate different learning styles within the group

3.2 Provide a group experience where participants are engaged and stimulated

3.3 Intervene effectively in a group session to improve the learning process.

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

Outcome 4     Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

4.1     Demonstrate inclusive practice when facilitating groups

4.2     Support consensus and manage conflict within a group

4.3     Explain how to challenge excluding or discriminatory behaviour

4.4     Demonstrate how to manage diverse group behaviours

4.5     Explain when to refer issues and areas of concern.

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

Outcome 5  Be able to monitor and review the work of a group in health and social care or children and young people's work settings

**Assessment Criteria**

The learner can:

5.1  Work with a group to agree monitoring and review processes

5.2  Implement systems and processes to monitor and review the progress of a group

5.3  Assess the effectiveness of a group in relation to identified outcomes

5.4  Reflect on strengths and areas for development in own practice of facilitating groups.

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

## Notes for guidance

Conflict may include:
- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non compliance

# Unit 154    Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

**Level:**       5
**Credit value:**   6
**UAN number:**   L/602/2547

## Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan implement and evaluate the impact of coaching and mentoring in the work setting.

## Learning outcomes

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

1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings
4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings p
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

## Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to ENTO CM20, CCLD 429.

## 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:

- A portfolio of evidence.

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

# Unit 154 Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Outcome 1 Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1 Analyse the differences between coaching and mentoring

1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work

1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work

1.4 Explain how coaching and mentoring complement other methods of supporting learning

1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting

1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting

1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture

1.8 Explain the importance of meeting the learning needs of coaches and mentors.

# Unit 154    Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

## Outcome 2    Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

2.1    Promote the benefits of coaching and mentoring in the work setting

2.2    Support practitioners to identify learning needs where it would be appropriate to use coaching.

2.3    Support practitioners to identify learning needs where it would be appropriate to use mentoring

2.4    Explain the different types of information, advice and guidance that can support learning in the work setting

2.5    Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.

# Unit 154 — Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

**Unit 154**    **Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings**

Outcome 3    Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

3.1    Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting

3.2    Plan coaching and mentoring activities.

## Unit 154 — Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

**Unit 154**     **Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings**

Outcome 4     Be able to implement coaching and mentoring activities in health and social care or children and young people's settings p

**Assessment Criteria**

The learner can:

4.1     Support the implementation of coaching and mentoring activities

4.2     Select the most appropriate person to act as coach or mentor

4.3     Explain the support needs of those who are working with peers as coaches or mentors

4.4     Provide coaching in a work setting according to the agreed plan

4.5     Provide mentoring in a work setting according to the agreed plan.

# Unit 154 Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

## Outcome 5 Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives

5.2 Evaluate the impact of coaching and mentoring on practice

5.3 Develop plans to support the future development of coaching and mentoring in the work setting.

## Unit 154 Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

## Notes for guidance

Different information sources may include:
- Strategic/business plans
- New legislation/regulation
- Supervision agreements/professional development plans
- Availability and expertise of coaches and mentors in the work setting
- Service users who have different needs

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

Level:      4

Credit value:      3

UAN number:      T/602/2574

## Unit aim

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

## Learning outcomes

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

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

## Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to HSC 444 LMC A3.

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

- A portfolio of evidence.

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

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

## Outcome 1    Understand the purpose of induction for health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1    Explain why induction is important for practitioners, individuals and organisations

1.2    Identify information and support materials that are available to promote effective induction

1.3    Explain the link between induction processes, qualifications and progression routes in the sector

1.4    Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting

1.5    Analyse the role of induction in safeguarding individuals and others within a work setting.

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

Outcome 2     Be able to manage the induction process in health, social care and children and young people's work settings

**Assessment Criteria**

The learner can:

2.1     Explain the factors that influence induction processes for practitioners

2.2     Develop an induction programme in agreement with others

2.3     Manage the induction process for practitioners.

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

Outcome 3    Be able to support the implementation of induction processes in health, social care and children and young people's work settings

**Assessment Criteria**

The learner can:

3.1    Identify different methods that can be used to support the induction process for practitioners

3.2    Support others involved in the induction of practitioners

3.3    Obtain feedback from others on practitioners' achievement of identified induction requirements

3.4    Support practitioners to reflect on their learning and achievement of induction requirements

3.5    Provide feedback to practitioners on achievement of induction requirements

3.6    Support personal development planning for a practitioner on completion of induction.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

97

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

## Outcome 4    Be able to evaluate the induction process in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

4.1    Explain the importance of continuous organisational improvement in the provision of induction

4.2    Obtain feedback on the induction process from practitioners

4.3    Obtain feedback on the induction process from others in the work setting

4.4    Use feedback to identify areas for improvement within the induction process.

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

Outcome 5   Be able to implement improvements to the induction process in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

5.1   Work with others to identify improvements within the induction process

5.2   Work with others to implement changes required to address areas for improvement within the induction process.

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

## Notes for guidance

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

Individuals are those accessing care or services

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

Factors that influence could include:
- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs

Others may include:
- Workers / Practitioners
- Carers
- Significant others
- Individuals who access services
- Line managers
- Other professionals

## Unit 156   Facilitate change in health and social care or children and young people's settings

**Level:** 5
**Credit value:** 6
**UAN number:** F/602/2612

### Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

### Learning outcomes
There are **six** learning outcomes to this unit. The learner will:
1. Understand the principles of change management in health and social care or children and young people's settings
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings
3. Be able to develop an approved change management plan in health and social care or children and young people's settings
4. Be able to gain support for a proposed change in health and social care or children and young people's settings
5. Be able to implement approved change management plans in health and social care or children and young people's settings
6. Be able to evaluate the change management process in health and social care or children and young people's settings

### Guided learning hours
It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards
This unit is linked to LMC A2, MSC C5.

### 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:
- A portfolio of evidence.

Learning outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.

# Unit 156  Facilitate change in health and social care or children and young people's settings

Outcome 1  Understand the principles of change management in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1  Analyse factors that drive change

1.2  Describe underpinning theories of change management

1.3  Describe approaches, tools and techniques that support the change process

1.4  Explain the importance of effective change management for service provision.

## Unit 156    Facilitate change in health and social care or children and young people's settings

## Outcome 2    Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

2.1    Promote the benefits of change

2.2    Analyse challenges that may arise during the process of change

2.3    Enable others to express views about proposed change

2.4    Agree with others the changes that need to be made.

## Unit 156 Facilitate change in health and social care or children and young people's settings

## Outcome 3 Be able to develop an approved change management plan in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

3.1   Analyse the impact of a proposed change to the service provision

3.2   Produce a change management plan that takes account of the identified impact

3.3   Establish criteria against which the plan can be evaluated

3.4   Secure any approvals required for the change management plan.

# Unit 156 Facilitate change in health and social care or children and young people's settings

Outcome 4 Be able to gain support for a proposed change in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

4.1 Ensure own actions serve as a positive role model when introducing change

4.2 Identify others who can promote the vision for change

4.3 Use strategies that address resistance to change

4.4 Implement a communication strategy to support others to understand a proposed change.

**Unit 156**          **Facilitate change in health and social care or children and young people's settings**

Outcome 5          Be able to implement approved change management plans in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

5.1     Agree roles and responsibilities for implementing change management plan

5.2     Support others to carry out their agreed roles in a change management plan

5.3     Adapt a change management plan to address issues as they arise

5.4     Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change.

# Unit 156 Facilitate change in health and social care or children and young people's settings

Outcome 6 Be able to evaluate the change management process in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

6.1 Agree systems to monitor the effectiveness of the change management plan

6.2 Work with others to review the change management plan against identified criteria

6.3 Evaluate outcomes of the change for individuals.

# Unit 156 Facilitate change in health and social care or children and young people's settings

## Notes for guidance

Factors may include:
- Internal
- External

Challenges may include:
- anxiety
- stress
- resistance
- fear
- resources
- competence

Others may include:
- individuals
- practitioners
- families and friends of individuals
- advocates
- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service

Impact may include:
- risks
- costs
- benefits

Service provision may include:
- individuals
- team members
- practitioners
- stakeholders
- service delivery

Change Management plan may include:
- a workforce development plan
- a resources plan
- a support plan for individuals and others affected by the change
- a communication plan
- contingency plans

The communication strategy will reflect the needs and preferences of its audiences and may incorporate:

- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary

Individuals are those accessing care or services

# Unit 157    Manage an inter-professional team in a health and social care or children and young people's setting

Level:          6
Credit value:   7
UAN number:     L/602/2743

## Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage inter-professional team in health and social care or children and young people's settings.

## Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1. Understand the principles of inter-professional working within health and social care or children and young people's settings
2. Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting
3. Be able to promote inter-professional team working in health and social care or children and young people's settings
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting

## Guided learning hours
It is recommended that **48** 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 LMC D3, CCLD 423.

## 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:
- A portfolio of evidence.

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

# Unit 157 Manage an inter-professional team in a health and social care or children and young people's setting

## Outcome 1 Understand the principles of inter-professional working within health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1 Analyse how inter-professional working promotes positive outcomes for individuals

1.2 Analyse the complexities of working in inter-professional teams

1.3 Explain how inter-professional teamwork is influenced by:
- legislative frameworks,
- regulation
- government initiatives
- professional codes of practice or professional standards
- service objectives.

**Unit 157**　　**Manage an inter-professional team in a health and social care or children and young people's setting**

Outcome 2　　Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

2.1　Work with others to identify how team objectives contribute to service objectives

2.2　Establish plans to meet service objectives

2.3　Allocate roles and responsibilities to meet service objectives.

## Unit 157    Manage an inter-professional team in a health and social care or children and young people's setting

## Outcome 3    Be able to promote inter-professional team working in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

3.1    Establish governance arrangements within inter-professional working arrangements to include:
- Accountability
- Lines of communication
- Professional supervision
- Continuing professional development

3.2    Establish protocols within inter-professional working arrangements to include:
- Confidentiality and information sharing
- Record keeping
- Resources
- Concerns and complaints

3.3    Identify supports available to enhance inter-professional working

3.4    Support others to understand distinctive roles within the team

3.5    Facilitate communication within the inter-professional team

3.6    Work with the team to resolve dilemmas that may arise.

## Unit 157    Manage an inter-professional team in a health and social care or children and young people's setting

**Outcome 4**    Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

4.1   Ensure that plans for individuals are based on a formal assessment

4.2   Work with the team to identify the lead practitioners for the implementation of individuals' plans

4.3   Agree roles and responsibilities of all those involved in implementing plans

4.4   Ensure that information pertinent to the implementation of plans is exchanged between those involved

4.5   Develop processes for the review of individuals' plans.

**Unit 157**     **Manage an inter-professional team in a health and social care or children and young people's setting**

Outcome 5      Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

5.1    Work with others to monitor the effectiveness of the inter-professional team against service objectives

5.2    Work with others to identify:
• areas of best practice
• areas for improvement

5.3    Work with others to develop an action plan to improve inter-professional team work.

# Unit 157     Manage an inter-professional team in a health and social care or children and young people's setting

## Notes for guidance

An individual is someone accessing care or support.

Inter-professional: where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions.

Supports may include training, team building, team meetings, professional supervisions, case discussions, dissemination of best practice.

Others may include:
- individuals
- team members
- external professionals
- carers

Dilemmas: Issues where there is a divided opinion or ethical concerns about a course of action.

# Unit 158    Manage finance within own area of responsibility in health and social care or children and young people's setting

**Level:**          4
**Credit value:**    4
**UAN number:**    T/602/2753

## Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.

## Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand financial management in own work setting
2. Be able to plan budget requirement for own area of responsibility
3. Be able to manage a budget
4. Be able to evaluate financial expenditure within own area of responsibility

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

## Details of the relationship between the unit and relevant national standards
This unit is linked to LMC E8, CCLD 4424, MSC E1, MSC E2d.

## 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:
* A portfolio of evidence.

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

## Unit 158    Manage finance within own area of responsibility in health and social care or children and young people's setting

Outcome 1    Understand financial management in own work setting

**Assessment Criteria**

The learner can:

1.1    Explain the importance of effective financial management systems within own work setting

1.2    Outline sources of funding that are used to construct the budget for own work setting

1.3    Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.

**Unit 158**    **Manage finance within own area of responsibility in health and social care or children and young people's setting**

Outcome 2    Be able to plan budget requirement for own area of responsibility

**Assessment Criteria**

The learner can:

2.1    Work with others to calculate the financial resources required to meet objectives within own area of responsibility

2.2    Communicate budget requirements within remit of role and responsibility to inform overall budget build

2.3    Analyse the impact of an insufficient budget on service delivery

2.4    Work with others to prioritise budget allocation in own area of responsibility.

## Unit 158 Manage finance within own area of responsibility in health and social care or children and young people's setting

## Outcome 3 Be able to manage a budget

**Assessment Criteria**

The learner can:

3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility

3.2 Agree roles and responsibilities of others in recording financial expenditure

3.3 Calculate planned expenditure over the financial period

3.4 Monitor actual spend against planned expenditure

3.5 Analyse variances between planned and actual expenditure

3.6 Implement corrective action to address any variances

3.7 Make revisions to the budget to take account of variances and new developments.

| Unit 158 | Manage finance within own area of responsibility in health and social care or children and young people's setting |
| --- | --- |
| Outcome 4 | Be able to evaluate financial expenditure within own area of responsibility |

**Assessment Criteria**

The learner can:

4.1   Review actual expenditure against planned expenditure within financial period

4.2   Report findings from budget reviews

4.3   Make recommendations for adjustments for budget planning and management.

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (4227-07/97) Optional units

121

# Unit 158    Manage finance within own area of responsibility in health and social care or children and young people's setting

## Notes for guidance

Others may include:
- Individuals and those important to them
- Team members
- Trustees, owners or other senior decision-makers
- Regulators or commissioners

Financial period may include:
- Monthly
- Quarterly
- Half year
- Full year

New developments may include:
- Change to service provision
- External economic factors
- Government initiatives
- Human Resource requirements

# Unit 159     Manage quality in health and social care or children and young people's setting

**Level:**          5
**Credit value:**   5
**UAN number:**     R/602/2758

## Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

## Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Understand the context of quality assurance in a health and social care or children and young people's setting
2. Be able to implement quality standards in a health and social care or children and young people's setting
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

## Guided learning hours
It is recommended that **36** 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 LMC E3, LMC A5, CCLD 427, MSC F13, HSC436.

## 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:
- A portfolio of evidence.

Learning outcomes 2 and 3 must be assessed in a real work environment.

## Unit 159    Manage quality in health and social care or children and young people's setting

## Outcome 1    Understand the context of quality assurance in a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

1.1    Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting

1.2    Analyse how quality standards influence positive outcomes for individuals

1.3    Evaluate a range of methods that can be used to measure the achievement of quality standards.

## Unit 159 Manage quality in health and social care or children and young people's setting

Outcome 2    Be able to implement quality standards in a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

2.1    Work with team members and others to:
  • agree quality standards for the service
  • select indicators to measure agreed standards
  • identify controls to support the achievement of agreed standards

2.1    Develop systems and processes to measure achievement of quality standards

2.2    Support team members to carry out their roles in implementing quality controls

2.3    Explain how quality assurance standards relate to performance management.

**Unit 159**      **Manage quality in health and social care or children and young people's setting**

Outcome 3      Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

**Assessment Criteria**

The learner can:

3.1     Support team members to carry out their roles in monitoring quality indicators

3.2     Use selected indicators to evaluate the achievement of quality standards

3.3     Work with others to identify:
- areas of best practice
- areas for improvement

3.4     Work with others to develop an action plan to improve quality of service.

## Notes for guidance

Individuals are those accessing care or support

Others may include:
- Individuals
- Advocates
- Family members
- Others important to the individual's well-being

# Unit 160    Leading provision for babies and young children

**Level:**          5
**Credit value:**   6
**UAN number:**     J/602/3065

## Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills to be able to lead the provision for babies and young children.

## Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the legal requirements governing the provision for babies and young children in UK home nation
2. Be able to lead provision for babies and young children
3. Be able to manage all aspects of physical care for babies and young children
4. Be able to identify how attachment needs of babies and young children inform provision

## Guided learning hours
It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

## Details of the relationship between the unit and relevant national standards
This unit is linked to
CCLD 403 Support programmes for the promotion of children's development
CCLD 405 Co-ordinate provision for babies and children under 3 years in partnership with their families.

## Support of the unit by a sector or other appropriate body (if required)
This unit is endorsed by Skills for Care and Development.

## Assessment
This unit will be assessed by:
- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment

## Unit 160 Leading provision for babies and young children

Outcome 1 Understand the legal requirements governing the provision for babies and young children in UK home nation

**Assessment Criteria**

The learner can:

1.1 Outline the current legal requirements governing the provision for babies and young children in UK home nation

1.2 Analyse the impact of current legal requirements on the range of provision for babies and young children.

# Unit 160    Leading provision for babies and young children

Outcome 2    Be able to lead provision for babies and young children

**Assessment Criteria**

The learner can:

2.1    Facilitate the involvement of carers, babies and young children in the planning of provision according to their age, needs and abilities

2.2    Provide detailed, factual and accessible information to carers about the provision

2.3    Ensure that diversity is valued and respected and is reflected in the provision

2.4    Ensure that information that will be shared with others is clarified with carers

2.5    Provide balanced and flexible provision to meet babies and young children's individual developmental needs

2.6    Review the provision with carers and others in meeting the individual needs of babies and young children

2.7    Make recommendations for changes to the provision to meet the needs of babies, young children and carers.

# Unit 160 Leading provision for babies and young children

Outcome 3 Be able to manage all aspects of physical care for babies and young children

**Assessment Criteria**

The learner can:

3.1 Promote the use of policies and procedures that govern the practice and provision of all aspects of physical care of babies and young children

3.2 Monitor workers practice in the provision of all aspects of physical care for babies and young children

3.3 Provide constructive feedback to workers on the provision of physical care to babies and young children

3.4 Involve workers in the review of policies, procedures and practice in the light of current and emerging thinking.

## Unit 160 Leading provision for babies and young children

Outcome 4    Be able to identify how attachment needs of babies and young children inform provision

**Assessment Criteria**

The learner can:

4.1    Explain the theoretical basis for meeting the attachment needs of babies and young children

4.2    Evaluate the ways in which provision meets the attachment needs of babies and young children

4.3    Use the evaluation of provision to inform future practice.

# Unit 160       Leading provision for babies and young children

## Notes for guidance

Others may include:
- Other professionals
- Workers
- Colleagues

# Unit 161    Develop provision for family support

**Level:**          5
**Credit value:**   5
**UAN number:**     K/602/3074

## Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

## Learning outcomes

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

1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation
2. Be able to develop provision for family support
3. Be able to implement provision for family support
4. Be able to support others to establish positive relationships with families

## Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to
CCLD 422 Co-ordinate work with families
CCLD 412 Evaluate and co-ordinate the environment for children and families.

## 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:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment

# Unit 161    Develop provision for family support

Outcome 1    Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation

**Assessment Criteria**

The learner can:

1.1    Outline the current key policies and legislative frameworks that govern the provision for family support

1.2    Analyse the impact of key policies and legislative frameworks on the range of provision for family support.

# Unit 161 Develop provision for family support

## Outcome 2 Be able to develop provision for family support

**Assessment Criteria**

The learner can:

2.1 Develop the aims and purpose of the provision to meet identified needs

2.2 Plan how the aims and purpose of the provision will be achieved

2.3 Provide detailed, factual and accessible information to others about the provision.

## Unit 161    Develop provision for family support

Outcome 3    Be able to implement provision for family support

**Assessment Criteria**

The learner can:

3.1    Work with families and others to identify the specific provision required to meet their needs

3.2    Support workers to identify a range of interventions, tools and resources available to meet the needs of families

3.3    Monitor workers practice in the provision of family support

3.4    Provide constructive feedback to workers on practice in provision of family support

3.5    Work with families and others to evaluate how their needs have been met by provision

3.6    Ensure that information that will be shared with others is clarified with families.

## Unit 161 Develop provision for family support

Outcome 4 Be able to support others to establish positive relationships with families

**Assessment Criteria**

The learner can:

4.1 Explain the principles of establishing positive relationships with families

4.2 Support workers to use a solution focussed approach to address difficulties in establishing relationships with families

4.3 Support workers to share best practice in relation to establishing positive relationships with families.

## Unit 162     Lead support for disabled children and young people and their carers

**Level:**       6
**Credit value:**    8
**UAN number:**   M/602/2380

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

### Learning outcomes

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

1. Understand how legislation and policy influences provision for disabled children and young people and their carers
2. Understand the potential impact of disability on children and young people and their carers
3. Be able to lead child and young person centred provision
4. Be able to work in partnership with others to promote services for children and young people and their carers

### Guided learning hours

It is recommended that **57** 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

CCLD414 Co-ordinate and support provision for disabled children and those with special educational needs.

### 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:

- A portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in the work setting.

## Unit 162 Lead support for disabled children and young people and their carers

**Outcome 1** Understand how legislation and policy influences provision for disabled children and young people and their carers

**Assessment Criteria**

The learner can:

1.1    Evaluate how emergent thinking and research have influenced legislation and policy over time

1.2    Evaluate how the development of legislation and policies has influenced current provision.

# Unit 162     Lead support for disabled children and young people and their carers

## Outcome 2     Understand the potential impact of disability on children and young people and their carers

**Assessment Criteria**

The learner can:

2.1    Research the prevalence and cause of disabilities in children and young people

2.2    Explain how disabilities may impact on children and young people

2.3    Explain how disabilities experienced by children and young people may impact on carers

2.4    Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers.

# Unit 162 Lead support for disabled children and young people and their carers

## Outcome 3 Be able to lead child and young person centred provision

**Assessment Criteria**

The learner can:

3.1 Explain the features of child and young people centred provision

3.2 Promote an ethos that focuses on the child or young person rather than the disability

3.3 Lead work with children and young people to develop accessible information about service provision

3.4 Lead child and young person centred assessments that focus on strengths and abilities to identify the support required

3.5 Work with others to plan provision that meets the identified needs of children and young people

3.6 Implement provision that meets the identified needs of children and young people

3.7 Evaluate with children and young people and their carers how well the service provision meets their needs.

# Unit 162 Lead support for disabled children and young people and their carers

## Outcome 4 Be able to work in partnership with others to promote services for children and young people and their carers

**Assessment Criteria**

The learner can:

4.1 Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers

4.2 Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers

4.3 Work in partnership with others to obtain additional support for children, young people and their carers.

## Unit 162 Lead support for disabled children and young people and their carers

Notes for guidance

Others may include:
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students
- Other professionals
- Advocates

## Unit 163 Support others to promote children's communication in an early years setting

**Level:** 6
**Credit value:** 8
**UAN number:** F/602/2383

### Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's communication in an early years setting.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1. Understand the impact of research on the development of children's communication skills in early years settings
2. Be able to facilitate the assessment of children's communication, language and literacy in early years settings
3. Be able to manage an environment in early years settings that promotes children's communication, language and literacy development
4. Be able to lead others in engagement with children that promotes communication, language and literacy development
5. Be able to manage programmes to support children's communication, language and literacy development in early years settings

### Guided learning hours
It is recommended that **54** 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 409 Evaluate, assess and support children's communication.

### 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:
- A portfolio of evidence.

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

**Unit 163**    **Support others to promote children's communication in an early years setting**

Outcome 1    Understand the impact of research on the development of children's communication skills in early years settings

**Assessment Criteria**

The learner can:

1.1    Analyse how research has impacted on:

- provision for children's communication, language and literacy development
- workplace procedures and practices
- own professional practice.

## Unit 163 Support others to promote children's communication in an early years setting

Outcome 2 Be able to facilitate the assessment of children's communication, language and literacy in early years settings

**Assessment Criteria**

The learner can:

2.1 Identify the relevant curriculum and assessment frameworks against which children's communication, language and literacy development will be measured

2.2 Facilitate the assessment of children's communication, language and literacy skills

2.3 Involve others in the development and implementation of assessment processes

2.4 Support others to recognise and celebrate children's achievement

2.5 Support practitioners to recognise and refer issues and areas of concern.

**Unit 163**    **Support others to promote children's communication in an early years setting**

Outcome 3    Be able to manage an environment in early years settings that promotes children's communication, language and literacy development

**Assessment Criteria**

The learner can:

3.1    Evaluate the suitability of the environment and resources of early years settings to promote children's communication, language and literacy development

3.2    Make recommendations for improvements to the environment and resources of the early years setting to promote children's communication, language and literacy development

3.3    Support others to develop a stimulating learning environment to promote children's communication, language and literacy development.

**Unit 163**      **Support others to promote children's communication in an early years setting**

Outcome 4      Be able to lead others in engagement with children that promotes communication, language and literacy development

**Assessment Criteria**

The learner can:

4.1      Assess the quality of interactions with children

4.2      Support others to make improvements to practice.

## Unit 163 Support others to promote children's communication in an early years setting

### Outcome 5 Be able to manage programmes to support children's communication, language and literacy development in early years settings

**Assessment Criteria**

The learner can:

5.1 Ensure the planning and development of programmes maximises opportunities for children's communication, language and literacy development

5.2 Support others to implement programmes that develop children's communication, language and literacy

5.3 Support others to evaluate the effectiveness of programmes that develop children's communication, language and literacy

5.4 Support practitioners to involve children and their carers in evaluating programmes that develop children's communication, language and literacy

5.5 Make recommendations for changes to programmes to develop children's communication, language and literacy.

# Unit 163 Support others to promote children's communication in an early years setting

## Notes for guidance

Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for
- What information and resources are required
- What planning and implementation arrangements are required

Others may include:
- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

Practitioners could include:
- Workers
- Colleagues

Maximise opportunities
Consider
- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

# Unit 164      Support others to promote children's mathematical development and problem solving skills in an early years setting

**Level:**         5
**Credit value:**  7
**UAN number:**    A/602/2138

### Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's mathematical development and problem solving skills in an early years setting.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the impact of research on the development of children's mathematical and problem solving skills in early years settings
2. Be able to facilitate the assessment process of children's  mathematical and problem solving skills in early years settings
3. Be able to manage an environment in early years settings that promotes children's mathematical and problem solving skills
4. Be able to manage programmes to support children's mathematical and problem solving skills development in early years settings

### Guided learning hours
It is recommended that **46** 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 411 Evaluate, assess and support children's mathematical learning, exploration and problem solving.

### 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:
- A portfolio of evidence.

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

# Unit 164 Support others to promote children's mathematical development and problem solving skills in an early years setting

Outcome 1 Understand the impact of research on the development of children's mathematical and problem solving skills in early years settings

**Assessment Criteria**

The learner can:

1.1 Analyse how research has impacted on:

- Provision for children's mathematical and problem solving skills
- workplace procedures and practices
- own professional practice.

**Unit 164**        **Support others to promote children's mathematical development and problem solving skills in an early years setting**

Outcome 2        Be able to facilitate the assessment process of children's mathematical and problem solving skills in early years settings

**Assessment Criteria**

The learner can:

2.1    Identify the relevant curriculum and assessment frameworks against which children's mathematical and problem solving skills development will be measured

2.2    Facilitate the assessment of children's mathematical and problem solving skills development

2.3    Involve others in the development and implementation of assessment processes

2.4    Support others to recognise and celebrate children's achievement

2.5    Support practitioners to recognise and refer appropriately issues and areas of concern.

## Unit 164    Support others to promote children's mathematical development and problem solving skills in an early years setting

## Outcome 3    Be able to manage an environment in early years settings that promotes children's mathematical and problem solving skills

**Assessment Criteria**

The learner can:

3.1    Evaluate the suitability of the environment and resources of early years setting to promote children's mathematical and problem solving skills

3.2    Make recommendations for improvements to the environment and resources of the early years setting to promote children's mathematical and problem solving skills development

3.3    Support others to develop a stimulating learning environment to promote children's mathematical and problem solving skills.

# Unit 164 Support others to promote children's mathematical development and problem solving skills in an early years setting

## Outcome 4 Be able to manage programmes to support children's mathematical and problem solving skills development in early years settings

**Assessment Criteria**

The learner can:

4.1 Ensure the planning and development of programmes maximises opportunities for children's mathematical and problem solving skills development

4.2 Support others to implement programmes that develop children's mathematical and problem solving skills

4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's mathematical and problem solving skills

4.4 Support others to evaluate the effectiveness of programmes that develop children's mathematical and problem solving skills

4.5 Make recommendations for changes to programmes to develop mathematical and problem solving skills.

# Unit 164  Support others to promote children's mathematical development and problem solving skills in an early years setting

## Notes for guidance

Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for
- What information and resources are required
- What planning and implementation arrangements are required

Others may include:
- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

Practitioners could include:
- Workers
- Colleagues

Maximise opportunities

Consider
- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

## Unit 165 Support others to promote children's knowledge and understanding of the world in an early years setting

**Level:** 5

**Credit value:** 7

**UAN number:** A/602/2141

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's knowledge and understanding of the world in an early years setting.

### Learning outcomes

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

1. Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings
2. Be able to facilitate the assessment process of children's knowledge and understanding of the world in early years settings
3. Be able to manage indoor and outdoor environments in early years settings that promotes children's knowledge and understanding of the world
4. Be able to manage programmes to support children's knowledge and understanding of the world in early years settings

### Guided learning hours

It is recommended that **46** 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 403 Support programmes for the promotion of children's development

CCLD 407 Support and evaluate the curriculum for children's early learning

CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children

CCLD 417 Establish and sustain relationships with providers of services to children and families

CCLD 419 Contribute to the enhancement of early education for children.

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

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

# Unit 165 Support others to promote children's knowledge and understanding of the world in an early years setting

## Outcome 1 Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings

**Assessment Criteria**

The learner can:

1.1 Analyse how research has impacted on:
- provision for children's knowledge and understanding of the world
- use of outdoor spaces within local environment
- workplace procedures and practices
- own professional practice.

# Unit 165 Support others to promote children's knowledge and understanding of the world in an early years setting

## Outcome 2 Be able to facilitate the assessment process of children's knowledge and understanding of the world in early years settings

**Assessment Criteria**

The learner can:

2.1 Identify the relevant curriculum and assessment frameworks against which children's development of knowledge and understanding of the world will be measured

2.2 Facilitate the assessment of children's knowledge and understanding of the world

2.3 Involve others in the development and implementation of assessment processes

2.4 Support others to recognise and celebrate children's achievement

2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children's knowledge and understanding of the world.

# Unit 165    Support others to promote children's knowledge and understanding of the world in an early years setting

Outcome 3    Be able to manage indoor and outdoor environments in early years settings that promotes children's knowledge and understanding of the world

**Assessment Criteria**

The learner can:

3.1    Evaluate the suitability and safety of the indoor environment and resources of early years setting to promote children's knowledge and understanding of the world

3.2    Evaluate the suitability and safety of the outdoor environment and resources of early years setting to promote children's knowledge and understanding of the world

3.3    Support others to develop a stimulating learning environment to promote children's knowledge and understanding of the world

3.4    Support others to utilise outdoor spaces, different local landscapes and the natural environment in promoting children's knowledge and understanding of the world

3.5    Make recommendations for improvements to the environment and resources of the early years setting to promote children's knowledge and understanding of the world.

## Unit 165 Support others to promote children's knowledge and understanding of the world in an early years setting

## Outcome 4 Be able to manage programmes to support children's knowledge and understanding of the world in early years settings

**Assessment Criteria**

The learner can:

4.1 Ensure the planning and development of programmes maximises opportunities for children's development of knowledge and understanding of the world

4.2 Support others to implement programmes that develop children's knowledge and understanding of the world

4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's knowledge and understanding of the world.

4.4 Support others to evaluate the effectiveness of programmes that develop children's knowledge and understanding of the world

4.5 Make recommendations for changes to programmes to develop children's knowledge and understanding of the world

# Unit 165 Support others to promote children's knowledge and understanding of the world in an early years setting

## Notes for guidance

Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for
- What information and resources are required
- What planning and implementation arrangements are required

Others may include:
- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

Practitioners could include:
- Workers
- Colleagues

Maximise opportunities
Consider
- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

# Unit 166 Support others to promote children's physical development in an early years settings

**Level:** 5
**Credit value:** 7
**UAN number:** L/602/2435

## Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's physical development in an early years setting.

## Learning outcomes

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

1. Understand the impact of research on the physical development of children in early years settings
2. Be able to facilitate the assessment process of children's physical development in early years settings
3. Be able to manage indoor and outdoor environments that promote children's physical development in early years settings
4. Be able to manage programmes to support children's physical development in early years settings

## Guided learning hours

It is recommended that **46** 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 403 Support programmes for the promotion of children's development
CCLD 407 Support and evaluate the curriculum for children's early learning
CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children;
CCLD 419 Contribute to the enhancement of early education for children.

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 **must** be assessed in the work setting.

## Unit 166  Support others to promote children's physical development in an early years settings

## Outcome 1  Understand the impact of research on the physical development of children in early years settings

**Assessment Criteria**

The learner can:

1.1   Analyse how research has impacted on:
- provision for children's physical development
- use of outdoor spaces within local environments
- workplace procedures and practices
- own professional practice

## Unit 166 Support others to promote children's physical development in an early years settings

Outcome 2 Be able to facilitate the assessment process of children's physical development in early years settings

**Assessment Criteria**

The learner can:

2.1 Identify the relevant curriculum and assessment frameworks against which children's physical development will be measured

2.2 Facilitate the assessment of children's physical development

2.3 Involve others in the development and implementation of assessment processes

2.4 Support others to recognise and celebrate children's achievement

2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children's physical development.

# Unit 166　Support others to promote children's physical development in an early years settings

## Outcome 3　Be able to manage indoor and outdoor environments that promote children's physical development in early years settings

**Assessment Criteria**

The learner can:

3.1　Evaluate the suitability and safety of the indoor environment and resources of the early years setting to promote children's physical development

3.2　Evaluate the suitability and safety of the outdoor environment and resources of the early years setting to promote children's physical development

3.3　Make recommendations for improvements to the environment and resources of the early years setting to promote children's physical development

3.4　Support others to develop a stimulating learning environment to promote children's physical development

3.5　Support others to understand the importance of outdoor spaces and the natural environment in promoting physical development.

## Unit 166   Support others to promote children's physical development in an early years settings

Outcome 4   Be able to manage programmes to support children's physical development in early years settings

**Assessment Criteria**

The learner can:

4.1   Ensure the planning and development of programmes maximises opportunities for children's physical development

4.2   Support others to implement programmes that support children's physical development

4.3   Support practitioners to involve children and their carers in evaluating programmes that support children's physical development

4.4   Support others to evaluate the effectiveness of programmes that support children's physical development

4.5   Make recommendations for changes to programmes to develop children's physical development.

# Unit 166     Support others to promote children's physical development in an early years settings

## Notes for guidance

Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for
- What information and resources are required
- What planning and implementation arrangements are required

Others may include:
- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

Practitioners could include:
- Workers
- Colleagues

Maximise opportunities

Consider
- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

# Unit 167  Develop the environment for children and young people

**Level:** 4

**Credit value:** 4

**UAN number:** A/602/2415

## Unit aim

The purpose of this unit is to assess the learners' knowledge, understanding and skills required to develop the environment for children and young people.

## Learning outcomes

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

1. Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting
2. Be able to manage an environment which supports the needs of children and young people

## Guided learning hours

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

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

This unit is linked to

CCLD 412 Evaluate and co-ordinate the environment for children and families.

## 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:

- A portfolio of evidence.

Learning outcome 2 **must** be assessed in the work setting.

## Unit 167     Develop the environment for children and young people

Outcome 1     Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting

**Assessment Criteria**

The learner can:

1.1     Explain the legislation and regulatory requirements underpinning the environment for children and young people within own work setting

# Unit 167   Develop the environment for children and young people

Outcome 2   Be able to manage an environment which supports the needs of children and young people

**Assessment Criteria**

The learner can:

2.1   Explain the features of an effective environment for children and young people

2.2   Lead the process of planning the environment for children or young people

2.3   Facilitate participation of children or young people and carers in the planning of the environment

2.4   Support others to prepare the environment

2.5   Organise resources to meet regulatory and organisational requirements

2.6   Facilitate the development of an environment that promotes positive expectations of children or young people

2.7   Evaluate the features of own setting against current regulatory requirements and guidance for a safe, secure and inclusive environment

## Unit 167    Develop the environment for children and young people

## Notes for guidance

Others may include: ⬚
- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

## Unit 168     Undertake a research project within services for health and social care or children and young people

Level:         5
Credit value:     10
UAN number:    J/602/3499

### Unit aim

The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

### Learning outcomes

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

1. Be able to justify a topic for research within services for health and social care or children and young people
2. Understand how the components of research are used
3. Be able to conduct a research project within services for health and social care or children and young people
4. Be able to analyse research findings

### Guided learning hours

It is recommended that **80** 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 420 Undertake a research project.

### 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:

- A portfolio of evidence.

# Unit 168 Undertake a research project within services for health and social care or children and young people

## Outcome 1 Be able to justify a topic for research within services for health and social care or children and young people

**Assessment Criteria**

The learner can:

1.1 Identify the area for the research project

1.2 Develop the aims and objectives of the research project

1.3 Explain ethical considerations that apply to the area of the research project

1.4 Complete a literature review of chosen area of research.

# Unit 168 Undertake a research project within services for health and social care or children and young people

## Outcome 2 Understand how the components of research are used

**Assessment Criteria**

The learner can:

2.1 Critically compare different types of research

2.2 Evaluate a range of methods that can be used to collect data

2.3 Identify a range of tools that can be used to analyse data

2.4 Explain the importance of validity and reliability of data used within research.

# Unit 168    Undertake a research project within services for health and social care or children and young people

## Outcome 3    Be able to conduct a research project within services for health and social care or children and young people

**Assessment Criteria**

The learner can:

3.1    Identify sources of support whilst conducting a research project

3.2    Formulate a detailed plan for a research project

3.3    Select research methods for the project

3.4    Develop research questions to be used within project

3.5    Conduct the research using identified research methods

3.6    Record and collate data.

# Unit 168 Undertake a research project within services for health and social care or children and young people

## Outcome 4 Be able to analyse research findings

**Assessment Criteria**

The learner can:

4.1 Use data analysis methods to analyse the data

4.2 Draw conclusions from findings

4.3 Reflect how own research findings substantiate initial literature review

4.4 Make recommendations related to area of research

4.5 Identify potential uses for the research findings within practice.

# Unit 168      Undertake a research project within services for health and social care or children and young people

## Notes for guidance

Aims and objectives – the reasons, understanding and methods for conducting the research project

Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants

# Unit 169    Support the use of assistive technology

**Level:**            5
**Credit value:**     4
**UAN number:**       H/601/5250

## Unit aim

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

## Learning outcomes

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

1.  Understand the contribution that assistive technology can make to the lives of individuals
2.  Be able to facilitate the use of assistive technology
3.  Be able to develop others to facilitate the use of assistive technology
4.  Be able to review the provision of assistive technology

## Guided learning hours

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

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

This unit is linked to Sensory Services 4, 6, 7, 9, and 11.

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

*   A portfolio of evidence.

# Unit 169    Support the use of assistive technology

## Outcome 1    Understand the contribution that assistive technology can make to the lives of individuals

**Assessment Criteria**

The learner can:

1.1     Investigate and report on the range and availability of assistive technology

1.2     Research how the use of assistive technology can result in positive outcomes for individuals.

# Unit 169    Support the use of assistive technology

## Outcome 2    Be able to facilitate the use of assistive technology

**Assessment Criteria**

The learner can:

2.1    Research assistive technology solutions that meet identified needs

2.2    Explain how a range of assistive technology solutions can be adapted according to need and context

2.3    Assess the risks associated with the range of assistive technology solutions

2.4    Describe a range of assessment and referral processes which are used to secure assistive technology

2.5    Support the individual to secure the provision of appropriate assistive technology

2.6    Support the individual to use assistive technology.

# Unit 169    Support the use of assistive technology

Outcome 3    Be able to develop others to facilitate the use of assistive technology

**Assessment Criteria**

The learner can:

3.1    Provide information to others about assistive technology

3.2    Provide guidance to others to facilitate the use of assistive technology.

# Unit 169    Support the use of assistive technology

Outcome 4    Be able to review the provision of assistive technology

**Assessment Criteria**

The learner can:

4.1    Review the assessment and referral processes used to secure assistive technology

4.2    Review the outcomes of assistive technology support to individuals against identified needs.

# Unit 169          Support the use of assistive technology
## Notes for guidance

Assistive technology (AT) is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001).  For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:

- human aids
- assistance dogs
- electrical/electronic devices
- low vision aids
- environmental aids

Others could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

# Unit 170 Explore models of disability

**Level:** 5
**Credit value:** 5
**UAN number:** K/601/5251

## Unit aim

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

## Learning outcomes

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

1. Understand the complexities of models of disability
2. Be able to review how models of disability underpin organisational practice
3. Develop others' awareness of models of disability

## Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

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

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

- A portfolio of evidence.

# Unit 170      Explore models of disability

## Outcome 1      Understand the complexities of models of disability

**Assessment Criteria**

The learner can:

1.1    Explain different theoretical models of disability

1.2    Analyse how individuals experience different theoretical models of disability

1.3    Analyse how different theoretical models of disability shape organisational structures and outcomes.

# Unit 170    Explore models of disability

Outcome 2    Be able to review how models of disability underpin organisational practice

**Assessment Criteria**

The learner can:

2.1    Analyse how agreed ways of working can promote particular models of disability

2.2    Make recommendations for agreed ways of working that actively promote empowerment and participation

2.3    Implement agreed actions in the context of own role.

# Unit 170 Explore models of disability

Outcome 3 Develop others' awareness of models of disability

**Assessment Criteria**

The learner can:

3.1 Develop activities that increase others' understanding of

- models of disability
- how they are experienced by individuals
- how they shape organisational structure and agreed ways of working

3.2 Implement planned activities

3.3 Review the outcomes of planned activities.

# Unit 170 Explore models of disability
## Notes for guidance

Others could include:
- Other professionals
- Carers/family members
- Advocates
- Colleagues

# Unit 637    Develop, maintain and use records and reports

**Level:**            4
**Credit value:**     3
**UAN number:**       A/504/2198

## Unit aim

The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

## Learning outcomes

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

1. Understand the legal and organisational requirements for recording information and providing reports
2. Be able to prepare professional records and reports that meet legal requirements and agreed ways of working
3. Be able to use records and reports to inform judgments and decisions

## Guided learning hours

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

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

This unit is linked to SCDHSC 0041 – Maintain effective communication systems and practice and SCDHSC 0434 – Lead practice for managing disseminating records and reports

## 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:

- A portfolio of evidence.

## Unit 637 — Develop, maintain and use records and reports

Outcome 1    Understand the legal and organisational
requirements for recording information and
providing reports

**Assessment Criteria**

The learner can:

1.1    Specify own responsibilities and those of **others** when recording information and producing
reports

1.2    Explain the legal requirements and **agreed ways of working** for the security and confidentiality
of information

**Others** may include:
- Team members and colleagues
- Other professionals

**Agreed ways of working** – policies and procedures where they exist

# Unit 637      Develop, maintain and use records and reports

Outcome 2      Be able to prepare professional records and reports that meet legal requirements and agreed ways of working

**Assessment Criteria**

The learner can:

2.1      Support **individuals** to participate in the preparation of reports

2.2      Produce accurate and coherent records and reports that can be understood by those who have a right to see them

2.3      Maintain accurate, complete, retrievable and up to date records

2.4      Ensure that records and reports comply with legal and organisational requirements

2.5      Explain how to balance the tension between confidentiality and openness in records and reports

2.6      Use information communication technology (ICT) systems for the collection and storage of information

2.7      Use ICT that supports information exchange within and across disciplines and organisations

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

# Unit 637 Develop, maintain and use records and reports

Outcome 3 Be able to use records and reports to inform judgments and decisions

**Assessment Criteria**

The learner can:

3.1 Clarify the accuracy of records and reports with individuals and others

3.2 Respond to feedback from those who receive records and reports

3.3 Demonstrate the use of facts and evidence based opinions within records and reports

3.4 Evaluate how own records and reports provide evidence for the basis of judgments and decisions

# Unit 650    Understand professional management and leadership in health and social care or children and young people's settings

**Level:**        5
**Credit value:**    6
**UAN number:**    F/504/2218

## Unit aim

The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership in health and social care or children and young people's settings.

## Learning outcomes

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

1. Understand theories of management and leadership and their application to health and social care or children and young people's settings
2. Understand the relationship between professional management and leadership
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services

## Guided learning hours

It is recommended that **50** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is endorsed by Skills for Care and Development.

## Assessment

This unit will be assessed by:

- A portfolio of evidence.

## Unit 650     Understand professional management and leadership in health and social care or children and young people's settings

## Outcome 1     Understand theories of management and leadership and their application to health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

1.1     Research theories of management and leadership

1.2     Analyse how theoretical models of management and leadership can be applied to a **range of situations** in a **work setting**

1.3     Analyse how the **values and cultural context** of an **organisation** influence the application of management and leadership models

**Additional guidance**

**Range of situations** includes areas such as:
- managing performance of team members
- disciplinary of a team member
- forming new teams
- motivating teams
- partnership working
- managing or leading an established team
- managing or leading through change and transitions

**Work setting** includes
- community teams
- residential settings
- day services
- multi-disciplinary teams
- specialist teams

**Values and cultural context:** refers to the agreed ways of working, policies, procedures and approaches adopted by both the organisation and the individual team. These will be influenced by national and local requirements.

**Organisation** may be
- statutory
- private
- third sector

| Unit 650 | Understand professional management and leadership in health and social care or children and young people's settings |
|---|---|
| Outcome 2 | Understand the relationship between professional management and leadership |

**Assessment Criteria**

The learner can:

2.1     Evaluate the **interdependencies** between leadership and management

2.2     Analyse the conflicts between the application of **management and leadership models**

2.3     Describe how conflicts between management and leadership models can be addressed

**Additional guidance**

**Interdependencies** refers to the similarities and differences between the concept of leadership and that of management and how they are interlinked.

**Management and leadership models** refers to the difference between models of management and models of leadership

## Unit 650   Understand professional management and leadership in health and social care or children and young people's settings

**Outcome 3**   Understand the skills of professional management and leadership in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

3.1   Analyse the skills required to be an
- effective manager
- effective leader

3.2   Explain why managers in health and social care or children and young people's settings need both management and leadership skills

3.3   Analyse how leadership skills can influence the **values** of an organisation

3.4   Explain why leadership styles may need to be adapted to manage **different situations**

**Additional guidance**

**Values** refers to the way in which an organisation chooses to perform its role and function

**Different situations** includes aspects such as:
- tension within the team
- tension between the team and others
- practice issues of individual team members
- managing or leading through change
- managing or leading an established and functioning team
- managing or leading when the team is under stress

| Unit 650 | **Understand professional management and leadership in health and social care or children and young people's settings** |
|---|---|
| Outcome 4 | Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services |

**Assessment Criteria**

The learner can:

4.1     Identify factors that influence **policy drivers**

4.2     Analyse **emerging themes and trends** that impact on management and leadership of health and social care and children or young people's services

**Additional guidance**

**Policy drivers** refers to the national and local priorities which affect the strategic direction of health, adult social care and children's social care

**Emerging themes and trends** refers to the latest ideas or theories relating to effective practice in health, adult social care and children's social care

# Unit 651    Appraise staff performance

**Level:**              5
**Credit value:**       5
**UAN number:**    J/504/2219

## Unit aim

The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.

## Learning outcomes

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

1. Understand policies, theories and models which underpin appraisal of performance
2. Be able to support others to understand the purpose of appraisal
3. Be able to facilitate preparation for appraisals
4. Be able to support appraisee to participate in appraisal meetings
5. Be able to evaluate own practice during the appraisal process

## Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to SCD HSC0043 – Take responsibility for the continuing professional development of yourself and others and LMC A1 – Manage and develop yourself and your workforce within care services.

## 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:

* A portfolio of evidence.

# Unit 651 Appraise staff performance

Outcome 1 Understand policies, theories and models which underpin appraisal of performance

**Assessment Criteria**

The learner can:

1.1 Explain **policies and agreed ways of working** for appraisals in the work setting

1.2 Research models of appraisal to explore their applicability in the work setting

1.3 Evaluate how appraisals are used to inform
- achievement of objectives
- overall performance
- future objectives.

1.4 Explain how appraisals are used to develop practice

1.5 Differentiate between appraisals and disciplinary processes

1.6 Use research on the theories of power to explore the relationship between appraiser and appraisee

**Policies and agreed ways of working –** this will include organisational and national policies. These may be attached to standards or frameworks

# Unit 651　　Appraise staff performance

## Outcome 2　　Be able to support others to understand the purpose of appraisal

**Assessment Criteria**

The learner can:

2.1　　Support **others** to develop an understanding of the purpose of appraisals to include
- **mutual responsibilities**
- the achievement of objectives
- refection on overall performance
- professional development
- how outcomes of the appraisal will be used
- future objectives

**Others** will include those staff for whom you have responsibility

**Mutual responsibilities** – the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a "top-down" process. Therefore there is an element of joint responsibility and both parties should familiarise themselves with the competencies against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed

# Unit 651    Appraise staff performance

## Outcome 3    Be able to facilitate preparation for appraisals

### Assessment Criteria

The learner can:

3.1    Confirm with appraisee the objectives against which performance will be appraised

3.2    Identify with the appraisee the actions they need to take to prepare for their appraisal

3.3    Evaluate evidence gathered from a **range of sources** towards achievement of objectives

3.4    Prepare paperwork for appraisal in line with work setting requirements

**Range of sources** may include:

- Feedback from individuals, carers and families
- Feedback from other colleagues and/or other professionals
- Own observations
- Work products

# Unit 651      Appraise staff performance

## Outcome 4      Be able to support appraisee to participate in appraisal meetings

**Assessment Criteria**

The learner can:

4.1     Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee

4.2     Demonstrate how to prepare the environment for the appraisal meeting

4.3     Support the appraisee to engage in an evaluation of their performance over the past year to include
  • areas of practice which have met or exceeded standards
  • areas for development

4.4     Provide feedback to appraisee on their performance over the past year to include
  • areas of practice which have met or exceeded standards
  • areas for development

4.5     Identify with appraisee work objectives for forthcoming year

4.6     Identify with appraisee professional development plan for forthcoming year

4.7     Record the appraisal in line with work setting requirements

## Unit 651    Appraise staff performance

Outcome 5    Be able to evaluate own practice during the appraisal process

**Assessment Criteria**

The learner can:

5.1    Evaluate with appraisee their experience of how the appraisal was conducted

5.2    Reflect on own practice in managing the appraisal process

## Unit 668 Provide information about health and social care or children and young people's services

**Level:** 3
**Credit value:** 3
**UAN number:** Y/504/2239

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in providing information about health and social care and children and young people's services.

### Learning outcomes

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

1. Be able to develop a plan to provide information about own organisation and its services
2. Be able to provide information about own organisation and its services
3. Be able to evaluate information provided to stakeholders

### Guided learning hours

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

# Unit 668   Provide information about health and social care or children and young people's services

## Outcome 1   Be able to develop a plan to provide information about own organisation and its services

**Assessment Criteria**

The learner can:

1.1   Work with **others** to establish the information to be provided to include
- purpose
- target audience
- accessibility
- dissemination

1.2   Work with others to identify the resources required to provide information

1.3   Produce a plan to provide information about own organisation and services

**Others** may include:
- staff
- carers
- families
- friends
- local community
- other professional
- public bodies

## Unit 668   Provide information about health and social care or children and young people's services

## Outcome 2   Be able to provide information about own organisation and its services

**Assessment Criteria**

The learner can:

2.1    Provide information about own organisation and its services for different audiences

2.2.    Provide information about own organisation and its services in **accessible formats**

2.3.    Provide opportunities for stakeholders to seek clarification about the information

**Accessible format** may include:
- Language preference
- Braille / moon
- Technological aids
- Range of multi media
- Sign language
- Story boards
- Large print
- Pictures
- Objects of reference

## Unit 668 Provide information about health and social care or children and young people's services

## Outcome 3 Be able to evaluate information provided to stakeholders

**Assessment Criteria**

The learner can:

3.1 Clarify with stakeholders whether information
- has been received
- has been understood
- meets their information needs

3.2. Support stakeholders to identify improvements that can be made to information

3.3. Use feedback to make recommendations for changes to information

# Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

**Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- 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 learners 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 learners on line
- **Events**
  Contains dates and information on the latest Centre events
- **Online assessment**
  Contains information on how to register for GOLA assessments.

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# Useful contacts

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