City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

Qualification handbook for centres
Management 600/8166/1
Advance Practiced 600/8165/X

Group A units (Mandatory)

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

www.cityandguilds.com
November 2022
Version 1.3

Qualification handbook for centres

Version and date	Change detail	Section
1.1 April 2013	Amended error in title of unit 147 in structure table	Error! Reference source not found.
1.2 November 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout
1.3 November 2022	Clarified TQT and GLH details	Qualification at a Glance

City & Guilds

Believe you can

www.cityandguilds.com

City & Guilds

Believe you can

Contents

1   Introduction to the qualification

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

Qualification title and level	**Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management) (4227-11)**
GLH	577
TQT	900
City & Guilds qualification number	4227-11
Qualification accreditation number	600/8166/1

Qualification title and level	**Level 5 Diploma in Leadership for the Children and Young people's Workforce – Early Years (Advanced Practice)**
GLH	502
TQT	800
City & Guilds qualification number	4227-12
Qualification accreditation number	600/8165/X

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

5

1.1 Qualification Structure

This qualification is intended for use by senior practitioners, managers, deputy managers and assistant managers who work within early year's settings including:

- Integrated Children's Centres
- Crèche
- Approved Home Care
- Out of school settings
- Day Nurseries
- Family Centres
- Playgroups

This handbook contains the mandatory Group A units only. Optional units can be found in a separate handbook, **Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Management/Advance Practiced)** Qualification handbook for centres Group B and C Optional units, which is available on the City & Guilds website.

Aim and purpose of the qualification

These qualifications are for use in England only. They are designed to guide and assess the development of knowledge and skills relating Children's care, learning and development including those associated with leading teams and managing resources within an early years setting. This qualification will confer occupational competence to work in a management role

This qualification has been designed to:

- extend and enrich learner understanding of the early years sector
- develop and enhance the practical leadership and management knowledge and skills required to manage change, lead service improvement and to embed best practice models
- develop higher level thinking skills including reflection and critical analysis
- encourage learners to value continued learning and remain in the learning process
- cultivate in-depth knowledge of developmental and learning theory
- establish good practice and knowledge in relation to needs based assessment and planning

The qualification is derived from and mapped to the CCLD and Health & Social Care National Occupational Standards.

Principles and values of the sector

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

Principles

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

Values

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

In order to be assessed as competent learners must demonstrate that they work within the context of the principles and values of the sector, relevant regulatory or inspection frameworks and Codes of Practice. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration

Guided Learning Hours (GLH)

Management
Minimum Guided Learning Hours (GLH) are 577
Maximum Guided Learning Hours (GLH) are 629.

Advance Practice
Minimum Guided Learning Hours (GLH) are 502.
Maximum Guided Learning Hours (GLH) are 570.

Management Pathway (4227-11)

The table below illustrates the unit titles and the credit value of each unit.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management) (4227-11)

Learners must achieve a minimum of **90** credits to achieve this qualification. These are made up of **64** credits from Mandatory Group A, a minimum of **12** credits from Optional Group B and the remaining **14** credits can be taken from Optional Groups B and C.

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Mandatory (Group A)				
K/602/3463	136	6	Support children's care, learning and development in the early years	8
F/601/9449	137	5	Understand children and young person's development	6
J/601/9369	139	5	Lead practice that support positive outcomes for child and young person development	6
A/601/9370	140	5	Develop and implement policies and procedures to support the safeguarding of children and young people	6
R/602/3456	141	5	Professional practice in children's care learning and development	6
K/602/3172	142	5	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5
A/602/3189	143	4	Work in partnership in health and social care or children and young people's settings	4
F/602/2335	144	5	Use and develop systems that promote communication	3
L/602/2578	145	4	Promote professional development	4
Y/602/3183	146	5	Champion equality, diversity and inclusion	4
H/602/3171	147	6	Lead and manage a team within a health and social care or children and young people's setting	7
M/602/3187	148	5	Develop professional supervision practice in health and social care or children and young people's work settings	5

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Optional (Group B)				
Y/600/9588	149	5	Develop and evaluate operational plans for own area of responsibility	6
K/600/9711	150	4	Manage Physical Resources	3
J/602/2336	151	5	Develop procedures and practice to respond to concerns and complaints	6
R/602/2338	152	4	Recruitment and selection within health and social care or children and young people's settings	3
Y/602/2339	153	5	Facilitate the development of effective group practice in health and social care or children and young people's work settings	6
L/602/2547	154	5	Facilitate coaching and mentoring in health and social care or children and young people's settings	6
T/602/2574	155	4	Manage induction in health and social care or children and young people's settings	3
F/602/2612	156	5	Facilitate change in health and social care or children and young people's settings	6
L/602/2743	157	6	Manage an inter-professional team in a health and social care or children and young people's setting	7
T/602/2753	158	4	Manage finance within own area of responsibility in health and social care or children and young people's settings	4
R/602/2758	159	5	Manage quality in health and social care or children and young people's settings	5
J/504/2219	651	5	Appraise staff performance	5
M/504/2232	654	5	Manage disciplinary processes in health and social care or children and young people's settings	6

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

9

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Optional (Group C)				
A/601/0135	082	4	Promote creativity and creative learning in young children	5
H/601/5250	169	5	Support the use of assistive technology	4
K/601/5251	170	5	Explore models of disability	5
J/602/3065	160	5	Leading provision for babies and young children	6
K/602/3074	161	5	Develop provision for family support	5
M/602/2380	162	6	Lead support for disabled children and young people and their carers	8
F/602/2383	163	6	Support others to promote children's communication in an early years setting	8
A/602/2138	164	5	Support others to promote children's mathematical development and problem solving skills in an early years setting	7
A/602/2141	165	5	Support others to promote children's knowledge and understanding of the world in an early years setting	7
L/602/2435	166	5	Support others to promote children's physical development in an early years setting	7
A/602/2415	167	4	Develop the environment for children and young people	4
J/602/3499	168	5	Undertake a research project within services for health and social care or children or young people	10
A/504/2198	637	4	Develop, maintain and use records and reports	3
A/504/2217	649	5	Lead practice in assessing and planning for the needs of families and carers	3
F/504/2218	650	5	Understand professional management and leadership in health and social care or children and young people's settings	6
J/504/2236	655	5	Manage business redesign in health and social care or children or young people's services	5

Advanced Practice

Level 5 Diploma in Leadership for the Children and Young people's Workforce – Early Years (Advanced Practice)

Learners must achieve a minimum of **80** credits to achieve this qualification. These are made up of achieve **52** credits from the mandatory Group A, a minimum of **28** credits from optional Group B and C with a maximum of **6** credits from Group C.

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Mandatory (Group A)				
K/602/3463	136	6	Support children's care, learning and development in the early years	8
F/601/9449	137	5	Understand children and young person's development	6
J/601/9369	139	5	Lead practice that supports positive outcomes for child and young person development	6
A/601/9370	140	5	Develop and implement policies and procedures to support the safeguarding of children and young people	6
R/602/3456	141	5	Professional practice in children's care, learning and development	6
K/602/3172	142	5	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5
A/602/3189	143	4	Work in partnership in health and social care or children and young people's settings	4
F/602/2335	144	5	Use and develop systems that promote communication	3
L/602/2578	145	4	Promote professional development	4
Y/602/3183	146	5	Champion equality, diversity and inclusion	4

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Optional (Group B)				
J/602/3065	160	5	Leading provision for babies and young children	6
K/602/3074	161	5	Develop provision for family support	5
A/602/2138	164	5	Support others to promote children's mathematical development and problem solving skills in an early years setting	7

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

11

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
A/602/2141	165	5	Support others to promote children's knowledge and understanding of the world in an early years setting	7
L/602/2435	166	5	Support others to promote children's physical development in an early years setting	7
A/602/2415	167	4	Develop the environment for children and young people	4
J/602/3499	168	5	Undertake a research project within services for health and social care or children and young people	10
A/601/0135	082	4	Promote creativity and creative learning in young children	5
H/601/5250	169	5	Support the use of assistive technology	4
K/601/5251	170	5	Explore models of disability	5
H/602/3171	147	6	Lead and manage a team within a health and social care or children and young people's setting	7
M/602/3187	148	5	Develop professional supervision practice in health and social care or children and young people's work settings	5
Y/600/9588	149	5	Develop and evaluate operational plans for own area of responsibility	6
K/600/9711	150	4	Manage physical resources	3
J/602/2336	151	5	Developing procedures and practice to respond to concerns and complaints	6
R/602/2338	152	4	Recruitment and selection within health and social care or children and young people's settings	3
Y/602/2339	153	5	Facilitate the development of effective group practice in health and social care or children and young people's settings	6
L/602/2547	154	5	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6
T/602/2574	155	4	Manage induction in health and social care or children and young people's settings	3
F/602/2612	156	5	Facilitate change in health and social care or children and young people's settings	6
L/602/2743	157	6	Manage an inter-professional team in a health and social care or children and young people's setting	7
T/602/2753	158	4	Manage finance within own area of responsibility in health and social care or children and young people's settings	4
R/602/2758	159	5	Manage quality in health and social care or children and young people's settings	5

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
M/602/2380	162	6	Lead support for disabled children and young people and their carers	8
F/602/2383	163	6	Support others to promote children's communication in an early years setting	8
A/504/2198	637	4	Develop, maintain and use records and reports	3
F/504/2218	650	5	Understand professional management and leadership in health and social care or children and young people's settings	6
J/504/2219	651	5	Appraise staff performance	5
Y/504/2239	668	3	Provide information about health and social care or children and young people's services	3

Unit accreditation number	City & Guilds unit number	Level	Unit title	Credit value
Optional (Group C)				
M/601/2884	035	3	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3
L/601/2861	097	3	Support positive practice with children and young people with speech, language and communication needs	4
Y/601/2877	099	3	Work with parents, families and carers to support their children's speech, language and communication development	3
K/601/3225	124	3	Promote children in early years settings acquiring a new language through immersion	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 the Children and Young People's Workforce - Early Years (Management)	900	577
Level 5 Diploma In Leadership for the Children and Young People's Workforce - Early Years (Advanced Practice)	800	502

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

13

1.2   Opportunities for progression

4227-11

This qualification will support progression to a Management function within the Early Years sector

4227-12

This qualification will enable progression to the Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Management) or other similar Management and Leadership qualifications.

1.3   Qualification support materials

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

Description	How to access
Fast track approval forms	**www.cityandguilds.com**

2 Centre requirements

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

2.1 Centre approval

Centres new to City & Guilds

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualifications, CCLD Level 4 NVQ 3171 or the HPD in Early Years 4460 will receive automatic approval for the new Level 5 Diploma in Leadership for the Children and Young People's Workforce (4227-11/12/90/99). Centres will retain any outstanding sanctions. Direct claims status cannot be awarded until the External Verifier/Qualification Consultant/Qualification Consultant has sampled across a full qualification.

Existing City & Guilds centres not currently approved to offer qualifications in this area

Those City & Guilds centres already approved to deliver City & Guilds qualifications but do not have experience of delivery in this subject area will need to go through the qualification approval process. Please refer to **Appendix 2** for further information.

2.2 Human Resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:
- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

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

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, but must never internally quality assure their own assessments.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current. This includes currency within the occupational area and of best practice in delivery, mentoring, training, assessment and verification. It should also take account of any national or legislative developments.

2.3   Role requirements

Assessor requirements

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

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

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

For more information please see 'Qualified to Assess'
http://cdn.cityandguilds.com/ProductDocuments/Children/Children_and_Young_People/42 27/Centre_documents/4227_Assessor_requirements_v1.pdf

Internal verifiers/Internal Quality Assurer

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Expert witness

An expert witness must:
1.   have a working knowledge of the units on which their expertise is based
2.   be occupationally competent in their area of expertise
3.   have EITHER any qualification in assessment of workplace performance OR
4.   a professional work role which involves evaluating the every day practice of staff.

2.4   Candidate entry requirements

There are no formal entry requirements for learners undertaking this Diploma. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Some units require learners to be working within a particular context or with a particular age range for example:

- Unit 160 requires learners to be leading teams that are working with babies and young children

- Unit 162 requires learners to be leading support for disabled children and their carers.

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

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

Age restrictions

This Level 5 Diploma is not approved for the use by those who are under 18 years of age. City & Guilds cannot accept any registrations for learners who are have not reached this age. There may also be age restrictions placed on individuals when undertaking certain work activities within the child and young people's sector. Where there is uncertainty about such restrictions these should be clarified with the appropriate regulator.

Other legal considerations

Learners entering the children and young people's sector are legally required to undergo formal record check prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

2.5   Guidance for the assessment and verification for imported units

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

Links to other qualifications and frameworks can be found in Appendix 1.

2.6   Assessment decisions

Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) are identified in each unit assessment requirements. Assessment decisions must be made by an assessor and or an expert witness with appropriate occupational competence. Observations must occur in a real work environment. In these units direct observation will be the main source of evidence. Other forms of performance evidence must be generated from a real work environment

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

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

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

3 Course design and delivery

3.1 Initial assessment and induction

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

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.
- Any other formal or informal training or experience for which the learner could receive recognition for prior learning (RPL).

The City & Guilds policy on RPL can be found at: **http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents**

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. This information should be recorded in a learning contract or a personalised learning plan or a similar document.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards (NOS). The relationships to the relevant NOS can be found in each unit.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

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

3.3   Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Where appropriate, learners should seek consent from individual children and young people.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents have provided and where the evidence is located.

External Verifiers/Qualification Consultants may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the External Verifier/Qualification Consultant should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the learners have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the following:
1. The need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
2. The importance of seeking consent from the children and young people concerned and their right to refuse to consent
3. The purpose of the use of photographs or video recordings
4. The period of time for which the photographs or video recordings are to be kept
5. Their obligation to keep photographs or video recordings secure from unauthorised access
6. Their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
7. Associated child protection legislation

4 Assessment

4.1 Summary of assessment methods

This competence-based qualification is designed to be assessed in the candidate's workplace as they undertake their normal work role.

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Guidance on providing evidence for the extended age ranges

This diploma applies to learners who are working with children and young people from 0-19 years. It is important to note that the requirement for the extended age range focuses on knowledge not competence. Learners need to have knowledge and understanding of children's development 0-19 years.

Centre staff are not expected to have experience of working across this entire age range but are expected to up date their knowledge through continuing and demonstrable professional development.

Competence-based units

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

4.2 Observation requirements

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

Additional assessment methods or evidence sources

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

- **Expert witnesses** may observe candidate practice and provide testimony for competence based units. This will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidate's work based performance.

- **Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice. Please refer to section 3.3 of this document for further guidance in relation to Data Protection policy and legal requirements.

- **Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the candidate's ability to evaluate their knowledge and practice across the qualification.

- **Candidate/ reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.

- **Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- **Witness testimonies** should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

- **Projects/Assignments** Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used. Refer to section 4.6 of this document for guidance on RPL.

- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

4.3   Evidence requirements

Competence evidence requirements

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

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

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

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

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

4.4   Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed recording forms, for new and existing centres to use as appropriate. They can be copied as many times as needed. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms. These must be approved for use by the External Verifier/Qualification Consultant, before they are used by learners and assessors at the centre.

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

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

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

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

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

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

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

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

Professional discussion evidence record (Form 8)
Form used to record the scope and outcome of professional discussion if it is used

Evidence location sheet (Form 9)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online). This form is available in portrait (9A) and landscape (9B) format.

Unit assessment and verification declaration (Form 10)*

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

Summary of unit and qualification achievement (Form 11)*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification. This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.

Form 1 Candidate and centre details

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

City & Guilds qualification title:	
Qualification number:	Level:

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

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

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

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

Form 2   Candidate profile

**City&
Guilds**

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

Name:_____

Place of work: _____

Assessor: _____

Outline of current job role:

Previous relevant work roles and responsibilities, including voluntary work:

Previous relevant qualifications and training:

Form 3　　　　　Candidate skill scan

City&
Guilds

Candidate name: _____

Unit	Duties	Examples Experience/qualification	Training required

Form 4   Expert / witness status list

City&
Guilds

Qualification title:_____

Unit title: _____

Candidate name: _____

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

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

*Witness status categories

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

**Professional relationship to candidate

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

Assessor signature:_____Date: _____

Form 5   Assessment plan, review and feedback

City&Guilds

Candidate name: _____

Assessor name: _____

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

_____

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

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

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

The above is an accurate record of the discussion.

Candidate signature:_____ Date:_____

Assessor signature:_____ Date:_____

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

Form 6   Performance evidence record

City&
Guilds

Qualification/unit: _____

Candidate name: _____

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

	Evidence ref(s):

☐   **observed by your assessor**

☐   **seen by expert witness**

☐   **seen by witness**

☐   **self / reflective account**

Evidence ref(s):

Unit number(s):

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

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

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

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

Candidate signature: _____ Date:_____

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

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

City&
Guilds

Unit: _____

Candidate name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature:_____ Date:_____

Assessor signature:_____ Date:_____

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

Form 8   Professional discussion evidence record

City&
Guilds

Candidate name: _____

Assessor name: _____

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

Outline record of discussion content

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)

Assessment decision and feedback to candidate

The above is an accurate record of the discussion.

Candidate signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Form 9A   Evidence location sheet

**City&
Guilds**

Candidate name: _____

Unit number/title: _____

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

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

Form 9B   Evidence location sheet

Candidate name: _____

Unit number/title: _____

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

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

Form 10　　Unit assessment and verification declaration

City& Guilds

Qualification title:_____

Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.

Candidate name: _____

Signature:_____ Date:_____

City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

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

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

Assessor name: _____

Assessor signature:_____ Date:_____

Countersignature: (if relevant) _____ Date:_____

(For staff working towards the assessor qualification)

Internal verifier declaration

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

☐ **sampling candidate and assessment evidence**　　**Date:**　_____

☐ discussion with candidate　　Date:　_____

☐ observation of assessment practice　　Date:　_____

☐ other – please state: _____　　Date:　_____

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

☐ Not sampled

Internal verifier name: _____

Internal verifier signature:_____ Date:_____

Countersignature: (if relevant) _____ Date:_____

(For staff working towards the internal verifier qualification)

Form 11A   Summary of unit and qualification achievement

<div align="right">City&
Guilds</div>

Candidate name: _____Signature: _____

City & Guilds registration number: _____ Date:_____

Centre name: _____Centre number: _____

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

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

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

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

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

Internal verifier signature:_____ Date:_____

City & Guilds

Form 11B Summary of unit and qualification achievement

Candidate name: _____
City & Guilds registration number: _____
Centre name: _____

Signature: _____
Date: _____
Centre number: _____

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

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

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

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

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

Internal verifier signature: _____   Date: _____

5   Mandatory units (optional units in separate handbook)

Availability of units

The Group A mandatory units for this qualification follow. The optional units are available in a separate document, entitled **Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/97), Qualification handbook for centres, Optional units**.

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

The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications **http://register.ofqual.gov.uk/**.

Structure of units

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

Summary of mandatory units

City & Guilds unit number	SSC reference	Title	Unit number	Credits
136	MU 5.1	Support children's care, learning and development in the early years	K/602/3463	8
137	MU 5.2	Understand children and young person's development	F/601/9449	6
139	MU 5.3	Lead practice that support positive outcomes for child and young person development	J/601/9369	6
140	MU 5.4	Develop and implement policies and procedures to support the safeguarding of children and young people	A/601/9370	6
141	MU 5.6	Professional practice in children's care learning and development	R/602/3456	6

City & Guilds unit number	SSC reference	Title	Unit number	Credits
142	M1	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	K/602/3172	5
143	M2C	Work in partnership in health and social care or children and young people's settings	A/602/3189	4
144	SHC 51	Use and develop systems that promote communication	F/602/2335	3
145	SHC 52	Promote professional development	L/602/2578	4
146	SHC 53	Champion equality, diversity and inclusion	Y/602/3183	4
147	LM1c	Lead and manage a team within a health and social care or children and young people's setting team	H/602/3171	7
148	LM2c	Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5

Unit 136   Support Children's Care, Learning and Development in the Early Years

Level: **6**
Credit value: 8
UAN: **K/602/3463**

Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead provision that promotes the care, learning and development of children in the early years.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development
2. Be able to lead the implementation of the early years curriculum
3. Be able to promote provision that facilitates communication which supports children's learning and development

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 CCLD 406, 407, 408, 409, 410, 411, and 419.

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

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

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

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

Unit 136 Support Children's Care, Learning and Development in the Early Years

Outcome 1 Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development

Assessment Criteria

The learner can:

1.1 Outline **early years curriculum models** supporting children's care, learning and development

1.2 Evaluate the relationship between theoretical perspectives and early years curriculum models.

Additional Guidance

Early years curriculum models:

Current models, as relevant to UK home nation

Unit 136   Support Children's Care, Learning and Development in the Early Years

Outcome 2   Be able to lead the implementation of the early years curriculum

Assessment Criteria

The learner can:

2.1   Support the development of procedures and practices used to implement the early years curriculum

2.2   Support practitioners to assess children's capabilities and readiness to learn

2.3   Support practitioners to use assessments to plan the environment, activities and routines to meet children's individual needs

2.4   Organise resources to enable all children to take part in activities according to their capabilities and readiness

2.5   Support practitioners to be able to adapt provision to meet individual children's needs

2.6   Facilitate the provision of any identified additional support requirements

2.7   Explain how to achieve the balance of child initiated play and adult led activities

2.8   Facilitate the use of continuous, enhanced and focused activities in an environment that interests and motivates children's learning and development

2.9   Evaluate the procedures and practices used to implement the curriculum for children's learning and development.

Unit 136 Support Children's Care, Learning and Development in the Early Years

Outcome 3 Be able to promote provision that facilitates communication which supports children's learning and development

Assessment Criteria

The learner can:

3.1 Analyse the role of **responsive communication** in promoting children's care, learning and development

3.2 Support practitioners to develop respectful and supportive relationships with children

3.3 Support workers to communicate with children in ways that promote learning and development in the early years.

Additional Guidance

Responsive communication includes the use of:

- Active listening
- Reciprocal communication
- Non-verbal communication
- Augmentative communication
- Gestures, rhyme, songs, finger plays, drawings and representation
- Appropriate and accurate use of language

Unit 137   Understand Children and Young Person's Development

Level: 5
Credit value: 6
UAN: F/601/9449

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions that should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes

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

1. Understand the pattern of development that would normally be expected for children and young people from birth – 19 years
2. Understand the factors that impact on children and young people's development
3. Understand the benefits of early intervention to support the development of children and young people
4. Understand the potential effects of transitions on children and young people's development
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 403 and 408.

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:

- candidate portfolio of evidence.

Simulation is not allowed.

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

Unit 137 Understand Children and Young Person's Development

Outcome 1   Understand the pattern of development that would normally be expected for children and young people from birth – 19 years

Assessment Criteria

The learner can:

1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years

1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important

1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected.

Unit 137   Understand Children and Young Person's Development

Outcome 2   Understand the factors that impact on children and young people's development

Assessment Criteria

The learner can:

2.1 Analyse how children and young people's development is influenced by a range of personal factors

2.2 Analyse how children and young people's development is influenced by a range of external factors

2.3 Explain how theories of development and frameworks to support development influence current practice.

Unit 137   Understand Children and Young Person's Development

Outcome 3   Understand the benefits of early intervention to support the development of children and young people

Assessment Criteria

The learner can:

3.1 Analyse the importance of early identification of development delay

3.2 Explain the potential risks of late recognition of development delay

3.3 Evaluate how multi agency teams work together to support all aspects of development in children and young people

3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people.

Unit 137   Understand Children and Young Person's Development

Outcome 4   Understand the potential effects of transitions on children and young people's development

Assessment Criteria

The learner can:

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

4.2 Explain the importance of children and young people having positive relationships through periods of transition

4.3 Evaluate the effectiveness of positive relationships on children and young people's development.

Unit 137   Understand Children and Young Person's Development

Outcome 5   Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

Assessment Criteria

The learner can:

5.1 Explain different methods of assessing, recording and monitoring children and young people's development

5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting

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

5.4 Evaluate the importance of accurate documentation regarding the development of children and young people.

Unit 139　Lead practice that supports positive outcomes for child and young person development

Level: 5
Credit value: 6
UAN: J/601/9369

Unit aim
The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will:
1. Understand theoretical approaches to child and young person development
2. Be able to lead and support developmental assessment of children and young people
3. Be able to develop and implement programmes with children or young people requiring developmental support
4. Be able to evaluate programmes for children or young people requiring developmental support
5. Be able to lead and promote support for children experiencing transitions
6. Be able to lead positive behaviour support

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 CCLD 403.

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

Assessment
This unit will be assessed by:
*   candidate portfolio of evidence

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

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

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

53

Unit 139   Lead practice that supports positive outcomes for child and young person development

Outcome 1   Understand theoretical approaches to child and young person development

Assessment Criteria

The learner can:

1.1   Explain different theories and frameworks of child and young person development

1.2   Explain the potential impact on service provision of different theories and approaches

1.3   Critically analyse the move towards outcomes based services for children and young people.

Unit 139 **Lead practice that supports positive outcomes for child and young person development**

Outcome 2 Be able to lead and support developmental assessment of children and young people

Assessment Criteria

The learner can:

2.1 Support use of different methods of developmental assessment and recording for children and young people

2.2 Work in partnership with other professionals in assessing development of children and young people

2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment

2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

55

Unit 139 **Lead practice that supports positive outcomes for child and young person development**

Outcome 3 Be able to develop and implement programmes with children or young people requiring developmental support

Assessment Criteria

The learner can:

3.1 Support use of assessments to develop programmes of support

3.2 Explain circumstances where referrals to other agencies may be required

3.3 Explain how referrals to other agencies are managed

3.4 Support use of early interventions to promote positive outcomes for children and young people's development

3.5 Lead the implementation of a personalised programme of support for children or young people.

Unit 139   **Lead practice that supports positive outcomes for child and young person development**

Outcome 4   Be able to evaluate programmes for children or young people requiring developmental support

Assessment Criteria

The learner can:

4.1   Review programmes of developmental support

4.2   Implement strategies for improvement for programmes of development support.

Unit 139 **Lead practice that supports positive outcomes for child and young person development**

Outcome 5 Be able to lead and promote support for children experiencing transitions

Assessment Criteria

The learner can:

5.1 Explain how evidence based practice can be used to support children and young people experiencing transitions

5.2 Lead the implementation of evidence based practice to support children or young people experiencing transition

5.3 Evaluate the implementation of evidence-based practice to support children or young people experiencing transitions.

Unit 139   Lead practice that supports positive outcomes for child and young person development

Outcome 6   Be able to lead positive behaviour support

Assessment Criteria

The learner can:

6.1   Support use of evidence based practice with children and young people to encourage positive behaviour

6.2   Critically evaluate different approaches to supporting positive behaviour.

Unit 140 Develop and implement policies and procedures to support the safeguarding of children and young people

Level: 5
Credit value: 6
UAN: A/601/9370

Unit aim
This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the impact of current legislation that underpins the safeguarding of children and young people
2. Be able to support the review of policies and procedures for safeguarding children and young people
3. Be able to implement policies and procedures for safeguarding children and young people
4. Be able to lead practice in supporting children and young people's wellbeing and resilience

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 CCLD 402.

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

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

Simulation is not allowed.

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

Unit 140 **Develop and implement policies and procedures to support the safeguarding of children and young people**

Outcome 1 Understand the impact of current legislation that underpins the safeguarding of children and young people

Assessment Criteria

The learner can:

1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation

1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people

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

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

61

Unit 140   **Develop and implement policies and procedures to support the safeguarding of children and young people**

Outcome 2   Be able to support the review of policies and procedures for safeguarding children and young people

Assessment Criteria

The learner can:

2.1   Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice

2.2   Identify the policies and procedures required in the work setting for safeguarding children and young people

2.3   Develop the process for reviewing the process for safeguarding policies and procedures

2.4   Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures

2.5   Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.

Unit 140	**Develop and implement policies and procedures to support the safeguarding of children and young people**
Outcome 3	Be able to implement policies and procedures for safeguarding children and young people

Assessment Criteria

The learner can:

3.1 Support the implementation of policies and procedures for safeguarding children and young people

3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people.

Unit 140 **Develop and implement policies and procedures to support the safeguarding of children and young people**

Outcome 4 Be able to lead practice in supporting children and young people's wellbeing and resilience

Assessment Criteria

The learner can:

4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children and young people

4.2 Review how children or young people's resilience and well being are supported in own work setting

4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding.

Unit 141 Professional practice in children's care, learning and development

Level: 5
Credit value: 6
UAN: R/602/3456

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the development of professional practice in children's care, learning and development

Learning outcomes

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

1. Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development
2. Be able to implement values, principles and statutory frameworks that underpin service provision in children's care, learning and development
3. Be able to implement policies and procedures for sharing information
4. Be able to engage others in reflective practice
5. Be able to evaluate own professional practice in children's care, learning and development

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 141 Professional practice in children's care, learning and development

Outcome 1 Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development

Assessment Criteria

The learner can:

1.1 Analyse how values, principles and statutory frameworks underpin service provision in children's care, learning and development in UK home nation.

Unit 141 **Professional practice in children's care, learning and development**

Outcome 2 Be able to implement values, principles and statutory frameworks that underpin service provision in children's care, learning and development

Assessment Criteria

The learner can:

2.1 Implement in own setting, values and principles that underpin service provision

2.2 Implement in own setting, statutory frameworks that underpin service provision

2.3 Support **others** to implement values and principles that underpin service provision.

Additional Guidance

Others may include:

• Workers/Practitioners

• Colleagues

• Carers

• Volunteers

• Students

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

67

Unit 141   Professional practice in children's care, learning and development

Outcome 3   Be able to implement policies and procedures for sharing information

Assessment Criteria

The learner can:

3.1   Explain how policies and procedures for sharing information are developed

3.2   Evaluate the effectiveness of policies and procedures for sharing information

3.3   Make recommendations for changes to policies and procedures for sharing information.

Unit 141 Professional practice in children's care, learning and development

Outcome 4 others in reflective practice

Assessment Criteria

The learner can:

4.1 Analyse the use of models of **reflective practice** in own setting

4.2 Model the use of:

- Reflection on practice

- Reflection in practice

4.3 Contribute to a culture that nurtures reflective practice

4.4 Support others to engage in reflective practice.

Additional Guidance

Reflective practice:

- Reflection on practice

- Reflection in practice

Unit 141   Professional practice in children's care, learning and development

Outcome 5   Be able to evaluate own professional practice in children's care, learning and development

Assessment Criteria

The learner can:

5.1   Evaluate how own professional practice has influenced outcomes for children.

Unit 142 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Level: 5
Credit value: 5
UAN: K/602/3172

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices 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 current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Guided learning hours

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

Support of the unit by a sector or other appropriate body

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

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 142   **Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

Outcome 1   Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings

Assessment Criteria

The learner can:

1.1   Explain the legislative framework for health, safety and risk management in the work setting

1.2   Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.

Unit 142

Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Outcome 2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings

Assessment Criteria

The learner can:

2.1 Demonstrate compliance with health, safety and risk management procedures

2.2 Support **others** to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work

2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with

2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements.

Additional Guidance

Others may include:

- Self
- Workers/Practitioners
- Carers
- Significant others
- Visitors to the work setting
- Inspectors/Regulators

Unit 142 **Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

Outcome 3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings

Assessment Criteria

The learner can:

3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others

3.2 Work with **individuals** and **others** to assess potential risks and hazards

3.3 Work with **individuals** and **others** to manage potential risks and hazards.

Additional Guidance

Individuals are those accessing care or support.

Others may include:

• Self

• Workers/Practitioners

• Carers

• Significant others

• Visitors to the work setting

• Inspectors/Regulators

Unit 142 **Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

Outcome 4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings

Assessment Criteria

The learner can:

4.1 Work with individuals to balance the management of risk with individual rights and the views of others

4.2 Work with **individuals** and **others** to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking

4.3 Evaluate own practice in promoting a balanced approach to risk management

4.4 Analyse how helping others to understand the balance between risk and rights improves practice.

Additional Guidance

Individuals are those accessing care or support.

Others may include:

*   Self
*   Workers/Practitioners
*   Carers
*   Significant others
*   Visitors to the work setting
*   Inspectors/Regulators

Unit 142 **Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

Outcome 5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Assessment Criteria

The learner can:

5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from **individuals** and **others**

5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting

5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting

5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.

Additional Guidance

Individuals are those accessing care or support.

Others may include:

- Self
- Workers/Practitioners
- Carers
- Significant others
- Visitors to the work setting
- Inspectors/Regulators

Unit 143   Work in partnership in health and social care or children and young people's settings

Level: 4
Credit value: 4
UAN: A/602/3189

Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand partnership working
2. Be able to establish and maintain working relationships with colleagues
3. Be able to establish and maintain working relationships with other professionals
4. Be able to work in partnership with others

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 B1, HSC 41, CCLD 405 and 406.

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

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

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

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

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

77

Unit 143   Work in partnership in health and social care or children and young people's settings

Outcome 1   Understand partnership working

Assessment Criteria

The learner can:

1.1   Identify the features of effective partnership working

1.2   Explain the importance of partnership working with

- Colleagues
- **Other professionals**
- **Others**

1.3   Analyse how partnership working delivers better outcomes

1.4   Explain how to overcome barriers to partnership working.

Additional Guidance

Other professionals may include**:**

- Workers from other agencies or organisations

- Advocates

- Independent visitors

Others may include:

- Individuals

- Children and young people

- Families

- Carers

- Friends of the individual

- Advocates

Unit 143 **Work in partnership in health and social care or children and young people's settings**

Outcome 2 Be able to establish and maintain working relationships with colleagues

Assessment Criteria

The learner can:

2.1 Explain own role and responsibilities in working with colleagues
2.2 Develop and agree common objectives when working with colleagues
2.3 Evaluate own working relationship with colleagues
2.4 Deal constructively with any conflict that may arise with colleagues.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

79

Unit 143 Work in partnership in health and social care or children and young people's settings

Outcome 3 Be able to establish and maintain working relationships with other professionals

Assessment Criteria

The learner can:

3.1 Explain own role and responsibilities in working with other professionals

3.2 Develop procedures for effective working relationships with **other professionals**

3.3 Agree common objectives when working with **other professionals** within the boundaries of own role and responsibilities

3.4 Evaluate procedures for working with other professionals

3.5 Deal constructively with any conflict that may arise with other professionals.

Additional Guidance

Other professionals may include:

- Workers from other agencies or organisations
- Advocates
- Independent visitors

Unit 143   Work in partnership in health and social care or children and young people's settings

Outcome 4   Be able to work in partnership with others

Assessment Criteria

The learner can:

4.1   Analyse the importance of working in partnership with others

4.2   Develop procedures for effective working relationships with **others**

4.3   Agree common objectives when working with **others** within the boundaries of own role and responsibilities

4.4   Evaluate procedures for working with others

4.5   Deal constructively with any conflict that may arise with others.

Additional Guidance

Others may include:

- Individuals
- Children and young people
- Families
- Carers
- Friends of the individual
- Advocates

Unit 144   Use and develop systems that promote communication

Level: 5
Credit value: 3
UAN: F/602/2335

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to address the range of communication requirements in own role
2. Be able to improve communication systems and practices that support positive outcomes for individuals
3. Be able to improve communication systems to support partnership working
4. Be able to use systems for effective information management

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to LMCS E1, HSC 41.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

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

Unit 144 Use and develop systems that promote communication

Outcome 1 Be able to address the range of communication requirements in own role

Assessment Criteria

The learner can:

1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role
1.2 Explain how to support effective communication within own job role
1.3 Analyse the barriers and challenges to communication within own job role
1.4 Implement a strategy to overcome communication barriers
1.5 Use different **means of communication** to meet different needs.

Additional Guidance
Means of communication

- Verbal
- Non-verbal
- Sign
- Pictorial
- Written
- Electronic
- Assisted
- Personal
- Organisational
- Formal
- Informal
- Public (information/promotional)

Unit 144 **Use and develop systems that promote communication**

Outcome 2 Be able to improve communication systems and practices that support positive outcomes for individuals

Assessment Criteria

The learner can:

2.1 Monitor the effectiveness of communication systems and practices

2.2 Evaluate the effectiveness of existing communication systems and practices

2.3 Propose improvements to communication systems and practices to address any shortcomings

2.4 Lead the implementation of revised communication systems and practices.

Unit 144 Use and develop systems that promote communication

Outcome 3 Be able to improve communication systems to support partnership working

Assessment Criteria

The learner can:

3.1 Use communication systems to promote **partnership working**

3.2 Compare the effectiveness of different communications systems for partnership working

3.3 Propose improvements to communication systems for partnership working.

Additional Guidance

Partnership working:

Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

85

Unit 144   **Use and develop systems that promote communication**

Outcome 4   Be able to use systems for effective information management

Assessment Criteria

The learner can:

4.1   Explain legal and ethical tensions between maintaining confidentiality and sharing information

4.2   Analyse the essential features of information sharing agreements within and between organisations

4.3   Demonstrate use of information management systems that meet legal and ethical requirements.

Unit 145 Promote professional development

Level: 4
Credit value: 4
UAN: L/602/2578

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand principles of professional development
2. Be able to prioritise goals and targets for own professional development
3. Be able to prepare a professional development plan
4. Be able to improve performance through reflective practice

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 43, LMCS A1, D3, CCLD 429, LDSS/GCU6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

87

Unit 145 Promote professional development

Outcome 1 Understand principles of professional development

Assessment Criteria

The learner can:

1.1 Explain the importance of continually improving knowledge and practice
1.2 Analyse potential barriers to professional development
1.3 Compare the use of different **sources and systems of support** for professional development
1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.

Additional Guidance

Sources and systems of support

- Formal support
- Informal support
- Supervision
- Appraisal
- Mentoring
- Within the organisation
- Beyond the organisation

Unit 145   Promote professional development

Outcome 2   Be able to prioritise goals and targets for own professional development

Assessment Criteria

The learner can:

2.1   Evaluate own knowledge and performance against **standards and benchmarks**

2.2   Prioritise development goals and targets to meet expected standards.

Additional Guidance

Standards and benchmarks may include:

* Codes of practice
* Regulations
* Minimum/essential standards
* National occupational standards

Unit 145   Promote professional development

Outcome 3   Be able to prepare a professional development plan

Assessment Criteria

The learner can:

3.1   Select learning opportunities to meet development objectives and reflect personal learning style

3.2   Produce a plan for own professional development, using an appropriate source of support

3.3   Establish a process to evaluate the effectiveness of the plan.

Unit 145   Promote professional development

Outcome 4   Be able to improve performance through reflective practice

Assessment Criteria

The learner can:

4.1   Compare models of reflective practice

4.2   Explain the importance of reflective practice to improve performance

4.3   Use reflective practice and feedback from others to improve performance

4.4   Evaluate how practice has been improved through:

- reflection on best practice
- reflection on failures and mistakes.

Unit 146   Champion equality, diversity and inclusion

Level: **5**

Credit value: **4**

UAN: **Y/602/3183**

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Learning outcomes

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

1. Understand diversity, equality and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion
3. Understand how to develop systems and processes that promote diversity, equality and inclusion
4. Be able to manage the risks presented when balancing individual rights and professional duty of care

Guided learning hours

It is recommended that **34** 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, B1, HSC 45, LDSS/GCU 5, LDSS 408.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

* candidate portfolio of evidence.

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

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

Unit 146   Champion equality, diversity and inclusion

Outcome 1   Understand diversity, equality and inclusion in own area of responsibility

Assessment Criteria

The learner can:

1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility

1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility

1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.

Unit 146   Champion equality, diversity and inclusion

Outcome 2   Be able to champion diversity, equality and inclusion

Assessment Criteria

The learner can:

2.1   Promote equality, diversity and inclusion in policy and practice

2.2   Challenge discrimination and exclusion in policy and practice

2.3   Provide others with information about:

- the effects of discrimination
- the impact of inclusion
- the value of diversity

2.4   Support others to challenge discrimination and exclusion.

Unit 146   Champion equality, diversity and inclusion

Outcome 3   Understand how to develop systems and processes that promote diversity, equality and inclusion

Assessment Criteria

The learner can:

3.1   Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion

3.2   Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility

3.3   Propose improvements to address gaps or shortfalls in systems and processes.

Unit 146   Champion equality, diversity and inclusion

Outcome 4   Be able to manage the risks presented when balancing individual rights and professional duty of care

Assessment Criteria

The learner can:

4.1   Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care

4.2   Explain the principle of informed choice

4.3   Explain how issues of individual capacity may affect informed choice

4.4   Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.

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**
UAN: **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

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

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.

Additional Guidance

Others may include:

- Workers/Practitioners
- Carers
- Significant others
- Other professionals
- People who use services

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.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

101

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.

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

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

Unit aim

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

Learning outcomes

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

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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:

- candidate portfolio of evidence.

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

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

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

Additional Guidance

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

An **individual** is someone accessing care or support.

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

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

Assessment Criteria

The learner can:

2.1   Explain the performance management cycle

2.2   Analyse how professional supervision supports performance

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

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

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

Assessment Criteria

The learner can:

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

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

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

Assessment Criteria

The learner can:

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

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

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

Assessment Criteria

The learner can:

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

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

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

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

Assessment Criteria

The learner can:

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

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

Appendix 1   Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL/RPL.

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

City & Guilds unit no.	Unit title	SSC ref no.	Unit linked to:
K/602/3463	Support children's care, learning and development in the early years	MU 5.1	CCLD 201 GEN 22 HSC 21
F/601/9449	Understand children and young person's development	MU 5.2	CCLD 204 GEN 12 GEN 13 HSC 23
J/601/9369	Lead practice that support positive outcomes for child and young person development	MU 5.3	CCLD 203 GEN 12 GCU 5 HSC 24 and HSC 234
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	MU 5.4	STL2 Support children's development (CCLD 203) SWiS 2.1 Explore and respond to the needs of pupils Introductory training materials: Role and context Understanding how children learn
R/602/3456	Professional practice in children's care learning and development	MU 5.6	CCLD 203
K/602/3172	Develop health and safety and risk management policies, procedures and	M1	STL3 Help to keep children safe (CCLD202) SWiS 2.1 Explore and respond to the

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

111

	practices in health and social care or children and young people's settings		needs of pupils Introductory training materials: Role and context ICT
A/602/3189	Working in partnership in health and social care or children and young people's settings	M2C	CCLD202
F/602/2335	Use and develop systems that promote communication	SHC 51	STL3 Help to keep children safe (CCLD202) STL19 Promote positive behaviour Introductory training materials: Promoting positive behaviour
L/602/2578	Promote professional development	SHC 52	CCLD205
Y/602/3183	Champion equality, diversity and inclusion	SHC 53	None
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting team	LM1c	SkillsActive playwork unit 9 Support relationships in the play environment STL4 Contribute to positive relationships (CCLD 201) Introductory training materials: Promoting positive behaviour
M/602/3187	Develop professional supervision practice in health and social care or children and young people's settings	LM2c	Early Years Development Childcare
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	B1	Early Years Development Childcare
K/600/9711	Manage physical resources	E8	CCLD 209 CCLD 321
J/602/2336	Developing procedures and practice to respond to concerns and complaints	O1	None
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	O16	None
Y/602/2339	Facilitate the development of effective group practice in health and social care and children or young people's work settings	O20c	CCLD 201 CCLD 203 CCLD 205 CCLD 208
L/602/2547	Facilitate coaching and mentoring in health, social care and children and young people's settings	O30c	CCLD 203 CCLD 205 CCLD 208
T/602/2574	Manage induction in health, social care and children and young people's work settings	O35	CCLD 303 HSC 36 CWDC Training, Support and Development Standards for Foster

			Care. Standard 5: Understand the development of children and young people
F/602/2612	Facilitate change in health and social care or children and young people's settings	O40	CCLD 303 LDSS 10 HSC 36 CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people UK Codes of Practice for Social Care Workers
L/602/2743	Manage inter-professional teams in a health and social care of children and young people's settings	O41	CLD 305 LDSS NOS Unit 1 HSC 34 CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people UK Codes of Practice for Social Care Workers
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's settings	O42	CCLD 302 HSC 32 LDSS Unit 2 CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care UK Codes of Practice for Social Care Workers.
R/602/2758	Manage quality in health and social care or children and young people's settings	O43	CCLD 301 HSC 31 CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers
J/602/3065	Leading provision for babies and young children	OP 5.11	CCLD 301 CCLD 431 CCLD 323 HSC 31 CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers.
K/602/3074	Develop provision for family support	OP 5.12	CCLD 308 HSC 38 HSC 310 UK Codes of Practice for Social Care

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

113

Workers

M/602/2380	Lead support for disabled children and their carers	OP 5.13	HSC NOS Unit 38 c Professional Practice in residential child care Standard: 4.5 Training Support and Development Standards for Foster Care Standard 5.4
F/602/2383	Support others to promote children's communication in an early years setting	OP 5.15	DCSF Narrowing the Gap Guidance 2008
A/602/2138	Support others to promote children's mathematical development and problem solving skills in an early years setting	OP5.16	Speech, language and communication framework Enhanced: Strand D.
A/602/2141	Support others to promote children's knowledge and understanding of the world in an early years setting	OP5.17	CCLD 203 HSC 24 GCU 2.
L/602/2435	Support others to promote children's physical development in an early years setting	OP 5.18	
A/602/2415	Develop the environment for children and young people	OP 5.21	
J/602/3499	Undertake a research project within services for health and social care or children or young people	OP 5.25	
A/601/0135	Promote creativity and creative learning in young children	CYPOP 7	
H/601/5250	Support the use of assistive technology	SS 5.3	
K/601/5251	Explore models of disability	SS 5.4	

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**

Appendix 2 — Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99))

115

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.

www.cityandguilds.com

Useful contacts

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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).