

Level 3 Diploma for the Children & Young People's Workforce (4227-03/04/05/06)

England, Wales and Northern Ireland

Level 3 & Level 4 Assignment Guide for Candidates



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Level 3 Diploma for the Children & Young People's Workforce (4227-03/04/05/06)

Level 3 & 4 Assignment Guide for Candidates

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1 About this document

This document contains the guidance candidates will require to take assignments for the following qualification.

Level 2 Certificate and Level 3 Diploma for the Children & Young People's Workforce (4227-03/04/05)

This document includes:

- assignments for candidates undertaking the above qualification
- candidate assessment record documentation for each assignment.

There are also Level 2 assignments provided for the Level 2 Certificate for the Children and Young People's Workforce, which may be found in the Level 2 Assignment Guide.

This guide contains the Level 3 assignments as follows:

Assessments	Mandatory/ Optional	Title	Method
Assignment 023	Mandatory	Understand Child and Young Person Development	This assessment covers the knowledge requirements for Unit 022. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
Assignment 026	Mandatory	Understand How to Safeguard the Well-being of Children and Young People	This assessment covers the knowledge requirements for Unit 025. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
Assignment 031	Mandatory	Understand How to Support Positive Outcomes for Children and Young People	This assessment covers the knowledge requirements for Unit 030. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
Assignment 034	Optional	Understand the Needs of Young People who are Vulnerable and Experiencing Poverty and Disadvantage	This assessment covers the knowledge requirements for Unit 033. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
Assignment 036	Optional	Understand the Speech, Language, and Communication Development of Children and Young People	This assessment covers the knowledge requirements for Unit 035. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
Assignment 055	Mandatory	Principles for implementing duty of care in health, social care or children's and young people's settings	This assessment covers the knowledge requirements for Unit 054. Externally set assignment, locally marked, internally and externally verified. Graded as pass/refer only .

Assignment 080	Optional	Understand How to Set up a Home Based Childcare Service	This assessment covers the knowledge requirements for Unit 079. Externally set assignment, locally marked, internally and externally verified. Graded as PMDX.
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2 Introduction

2.1 Assignment evidence requirements

Proforma tables have been included for some of the tasks – please use for clarity wherever possible.

2.2 Presentation of work for the assignment

It is important that you present your work in a clear and logical sequence and that when you complete the work for a task you sign and date that evidence before submitting it to your assessor/tutor.

2.3 Timing, marking and grading of assignment work

It is best practice that you discuss and agree timing for submission of a task with your assessor/tutor at the start of the assignment. The timing requirements should be clearly recorded for you to refer to. You will receive feedback from your assessor/tutor on submission of evidence. Their guidance will clarify any additional work needed to fully meet the task and achieve a pass, merit or distinction.

It is important you are made aware of the marking and grading criteria so that you are able to aim for a grade and know the factors that influence the grade your work is given. If you fail a task you can repeat it, at the centre's discretion, but you cannot then achieve a higher grade than a pass for that task.

An overall assignment marking and grading sheet is included for each assignment with an assignment feedback form to record support and guidance given to you by your assessor/tutor. The unit will only be complete when you have achieved the assignment with a pass for all tasks. The final grade for the assignment will be based on a summary of grades given for the individual tasks.

2.4 Provision of assignments

The assignments are in Section 2 of this document.

What the results mean:

Pass

All assignment tasks have been achieved and you will have:

- demonstrated understanding of the requirements and produced the minimum evidence required
- provided evidence which demonstrates knowledge relevant to the task.

Merit

You need to have achieved everything at pass grade and will have:

- demonstrated sound understanding of the task and provided clear and relevant evidence
- shown the use of a range of relevant sources/resources
- presented the task well and in an organised and logical sequence
- demonstrated evidence of analysing research information
- completed the task with minimal assistance.

Distinction

You need to have achieved everything at pass and merit grade and will have:

- demonstrated excellent understanding of the task with evidence of analysis and evaluation

- critically evaluated a wide range of sources/resources which are clearly referenced
- provided evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
- presented the task to a high level
- provides evidence of creative and original thoughts
- work independently throughout

Refer

When some tasks in the assignment need to be reworked.

Fail

When, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

3 Unit assignments

The assignments for the Level 3 units for this qualification follow in this guide. The Level 2 assignments for the Level 2 Certificate for the Children and Young People's Workforce are available in a separate document, entitled Level 2 Certificate for the Children & Young People's Workforce (4227-01), Assignment Guide for Candidates.

Assignment 023 Understand Child and Young Person Development

Assignment overview

Introduction

This assignment asks you to demonstrate your knowledge and understanding of children and young people's development birth to 19 years. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 022, Understand Child and Young Person Development.

Tasks

There are **five** tasks to this assignment.

- A Complete tables; Questions
- B Complete table; Report
- C Report
- D Report
- E Complete table

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Complete tables; Questions	1. Understand the expected pattern of development for children and young people birth – 19 years
B	B Complete table; Report	2. Understand the factors that influence children and young people's development and how these affect practice
C	C Report	3. Understand how to monitor children and young people's development and interventions that should take place if this is not following expected pattern
D	D Report	4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
E	E Complete table	5. Understand the potential effects of transitions on children and young people's development

Assignment 023 Understand Child and Young Person Development

Task A Complete tables; Questions

A1

Complete the **five** tables on the following pages, showing the sequence and rate of development for children and young people from birth to 19 years.

1. Physical development
2. Intellectual and cognitive development
3. Communication development
4. Social, emotional and behavioural development
5. Moral development

(Ref 1.1)

A2

Answer the following questions.

1. What is the difference between 'sequence' of development and 'rate' of development?
2. Why is the difference important?

(Ref 1.2)

Assignment 023 Understand Child and Young Person Development

Table 1: Physical development

Age range	Explain the sequence and rate of development
0 – 3 months	
3 – 6 months	
6 – 9 months	
9 – 12 months	
1 – 2 years	
2 – 4 years	
4 – 7 years	
7 – 12 years	
12 – 16 years	
16 – 19 years	

Assignment 023 Understand Child and Young Person Development

Table 2: Intellectual and cognitive development

Age range	Explain the sequence and rate of development
0 – 3 months	
3 – 6 months	
6 – 9 months	
9 – 12 months	
1 – 2 years	
2 – 4 years	
4 – 7 years	
7 – 12 years	
12 – 16 years	
16 – 19 years	

Assignment 023 Understand Child and Young Person Development

Table 3: Communication development

Age range	Explain the sequence and rate of development
0 – 3 months	
3 – 6 months	
6 – 9 months	
9 – 12 months	
1 – 2 years	
2 – 4 years	
4 – 7 years	
7 – 12 years	
12 – 16 years	
16 – 19 years	

Assignment 023 Understand Child and Young Person Development

Table 4: Social, emotional and behavioural development

Age range	Explain the sequence and rate of development
0 – 3 months	
3 – 6 months	
6 – 9 months	
9 – 12 months	
1 – 2 years	
2 – 4 years	
4 – 7 years	
7 – 12 years	
12 – 16 years	
16 – 19 years	

Assignment 023 Understand Child and Young Person Development

Table 5: Moral development

Age range	Explain the sequence and rate of development
0 – 3 months	
3 – 6 months	
6 – 9 months	
9 – 12 months	
1 – 2 years	
2 – 4 years	
4 – 7 years	
7 – 12 years	
12 – 16 years	
16 – 19 years	

Assignment 023 Understand Child and Young Person Development

Task B Complete table; Research and report

B1

Complete a table as shown on the following page, identifying the different personal and external factors that influence children and young people's development.

(Ref: 2.1, 2.2)

B2

Produce a report to demonstrate your knowledge and understanding of differing theories of development. This report should identify how these theories have influenced current practice and include the following:

- Cognitive
- Psychoanalytical
- Humanist
- Social learning
- Operant conditioning
- Behaviourist
- Social pedagogy

(Ref: 2.3)

Assignment 023 Understand Child and Young Person Development

Personal and external factors influencing development

B3

Personal factors:

Give ONE explanation of a possible influence on the development of children and young people

Health status

Disability

Sensory impairment

Learning difficulties

External Factors:

Poverty and deprivation

Family environment/background

Personal choices

Looked after/care status

Education

Assignment 023 Understand Child and Young Person Development

Task C Report

Produce a short report in the form of an induction pack for new staff at a setting, covering the following.

- a. Give **two** examples of assessment methods that could be used to monitor a child/young person's development. (Ref. 3.1)
- b. Give **three** examples of why sometimes child/young person's development does not follow the expected pattern. (Ref 3.2)
- c. Give **one** explanation of how disability can impact and affect development. (Ref. 3.3)
- d. Give **three** examples of different types of intervention that could promote positive outcomes for the child/young person, where development is not following the expected pattern. (Ref. 3.4)

Assignment 023 Understand Child and Young Person Development

Task D Report

Produce a report which explains the following.

- a. Why is early identification of speech, language or communication delay important for a child/young person's well-being? (Ref. 4.1)
- b. What are the potential risks for the child/young person's well-being if any speech, language or communication delay is not identified early? (Ref. 4.1)
- c. Analyse the importance of early identification of the potential risks of late recognition to speech, language and communication delays and disorders (Ref. 4.1)
- d. Who might be involved in a multi-agency team to support a child/young person's speech, language and communication development? (Ref. 4.2)
- e. How, when and why would a multi-agency approach be applied? (Ref. 4.3)
- f. Give **four** different examples of play opportunities and describe how you would put them into practice to support the development of a child/young person's speech, language and communication. (Ref. 4.3)

Assignment 023 Understand Child and Young Person Development

Task E Complete table

Complete the following table, showing how the different types of transitions can affect children and young people’s development and evaluate how having positive relationships during this period of transition would be of benefit.

(Ref: 5.1, 5.2)

Give ONE specific example of a transition	Give ONE possible effect on children and young people’s development	Evaluate the benefit of a positive relationship during this period of transition – provide ONE example
Emotional:		
Physical:		
Physiological:		
Intellectual:		

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 023 Development	Understand Child and Young Person
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome	Outcome	
	Pass/Merit/Distinction/Refer	Pass	

A

B

C

D

E

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Assignment overview

Introduction

The assignment for Unit 025 asks you to demonstrate your knowledge and understanding of how to safeguard the wellbeing of children and young people and the assignment is designed to ensure that by completing **all** tasks, you will meet the Learning Outcomes and assessment criteria for Unit 25, Understand How to Safeguard the Well-being of Children and Young People.

Tasks

There are **seven** tasks to this assignment.

- A Briefing notes/Report/Presentation for new workers
- B Questions
- C Report
- D Table; Action plan; Questions
- E Report
- F Questions
- G Tables

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Briefing notes/Report/Presentation for new workers	1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
B	B Questions	2 Understand the importance of working in partnership with other organisations to safeguard children and young people
C	C Report	3 Understand the importance of ensuring children and young people's safety and protection in the work setting
D	D Table; Action plan; Questions	4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
E	E Report	5 Understand how to respond to evidence or concerns that a child or young person has been bullied
F	F Questions	6 Understand how to work with children and young people to support their safety and well-being
G	G Tables	7 Understand the importance of e-safety for children and young people

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task A Briefing notes/Report/Presentation for new workers

Produce briefing notes or a report for an induction presentation aimed at new workers. The purpose of the presentation is to explain the importance of safeguarding children and young people. The presentation needs to cover the following sections.

Section 1

The main current legislation, guidelines, policies and procedures within own UK Home Nation for safeguarding children and young people. (Ref. 1.1)

Section 2

An explanation of child protection within the wider concept of safeguarding children and young people. (Ref. 1.2)

Section 3

A clear analysis of how national and local guidelines, policies and procedures for safeguarding affect the **day-to-day** work, both with children and young people and within the new worker's work role. (Ref. 1.3)

Section 4

An explanation of when and why the inquiries and serious case reviews processes are required, issues of how to share findings and implications for the worker's practice. (Ref. 1.4)

Section 5

An explanation of the processes used by own work setting or service that must comply with legislation that covers data protection, information handling and sharing. (Ref. 1.5)

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task B Questions

Answer the following questions.

1. Why is it important to safeguard children and young people? (Ref 2.1)
2. Explain why a person-centred approach is important in safeguarding the well-being of children or young people. (Ref 2.2)
3. Explain what is meant by partnership working in the context of safeguarding. (Ref 2.3)
4. Complete the following table describing the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed. (Ref 2.4)

Name of organisation	Role of organisation	Responsibility
Social Services		
NSPCC		
Health Visitor		
GP		
Probation		
Police		
School		
Psychology Service		
(Give a further example)		
(Give a further example)		

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task C Report

Write a report explaining the importance of ensuring children and young people's safety and protection in the work setting. The report needs to cover the following sections.

Section 1

Introduction – Explain why it is important to ensure children and young people are protected from harm in the work setting. (Ref. 3.1)

Section 2

Describe the policies and procedures that are in place to protect children and young people and the adults who work with them. (Ref. 3.2)

Section 3

Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting during both on-site and off-site visits. (Ref. 3.3)

Section 4

Research, evaluate and explain ways in which concerns about poor practice can be reported, including protective measures for whistleblowers and those whose practice or behaviour is being questioned. (Ref. 3.4)

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task D Table; Action plan Questions

D1

In the context of safeguarding, write a report to describe the possible signs symptoms, indicators and behaviours that may cause concern. (Ref. 4.1)

D2

Produce a **10**-point action plan describing the actions for workers to take if a child or young person alleges harm or abuse. The action plan should be in line with policies and procedures in children and young people settings. You must provide a short description to accompany each action given. (Ref. 4.2)

Action	Description
1.	
2.	
3.	
4.	
5.	

Table continues on next page

6.

7.

8.

9.

10.

D3

Give **three** examples of the rights children, young people and their carers have in situations where harm or abuse is suspected or alleged. (Ref. 4.3)

Example 1:

Example 2:

Example 3:

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task E Report

Produce a report explaining how to respond to evidence or concerns that a child or young person has been bullied. The report needs to cover the following sections.

Section 1

Explain different types of bullying and the effect that bullying can have on children or young people; giving examples of specific types. (Ref. 5.1)

Section 2

- a. Outline the relevant policies and procedures and state the reasons why they are in place.
- b. Explain how the relevant policies and procedures are implemented.

(Ref. 5.2)

Section 3

Use an example (either real or fictitious) of a child or young person who has suffered bullying. Describe how to support the child/young person and/or their family.

(Ref 5.3)

(Nb. Scenario may be accessed through SmartScreen.co.uk)

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task F Questions

Answer the following questions.

1. Give **two** examples of how to support:
 - children and young people's self confidence
 - children and young people's self esteem.(Ref 6.1)
2. Explain why it is important to support resilience in children and young people. (Ref 6.2)
3. Give **one** example of how you could support resilience when working with children and young people. (Ref 6.2)
4. Explain why it is important to work with a child or young person to ensure they develop strategies to protect themselves and to make decisions about safety. (Ref 6.3)
5. Give **three** examples of ways of empowering children and young people to make positive and informed choices that support their well-being and safety. (Ref 6.4)

Assignment 026 Understand How to Safeguard the Well-being of Children and Young People

Task G Tables

1. Complete the following table outlining the importance of e-safety for children and young people. You will need to give examples of **three** risks and possible consequences for each issue. (Ref. 7.1)

Issues	Risks	Possible consequences
Being online	1	1
	2	2
	3	3
Mobile phone	1	1
	2	2
	3	3

2. Complete the following table to describe ways of reducing risk. You must give **two** examples of ways to reduce risk for each area. (Ref 7.2)

Area	Ways of reducing risk
Social networking	1
	2
Internet use	1
	2
Buying online	1
	2
Using a mobile phone	1
	2

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 026	Understand How to Safeguard the Well-being of Children and Young People
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Merit/Distinction/Refer	Outcome Pass/Fail	
A			
B			
C			
D			
E			
F			
G			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 031 Understand How to Support Positive Outcomes for Children and Young People

Assignment overview

Introduction

The assignment for Unit 030 asks you to demonstrate your knowledge and understanding of how to support positive outcomes for children and young people. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 030, Understand How to Support Positive Outcomes for Children and Young People.

Tasks

There are **four** tasks to this assignment.

- A Written report
- B i) Complete table and ii) Presentation/Report
- C i) Written questions; ii) Complete table
- D Written policy

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Written report	1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
B	B i) Complete table and ii) Presentation/Report	2. Understand how practitioners can make a positive difference in outcomes for children and young people
C	C i) Written questions; ii) Complete table	3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
D	D Written policy	4. Understand equality, diversity and inclusion in promoting children and young people

Assignment 031 Understand How to Support Positive Outcomes for Children and Young People

Task A Written report

Write a report that gives an overview of how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people. You must ensure the following is covered.

- a. A description of the social, economic and cultural factors – giving at least one example of each category. (Ref. 1.1)
- b. An explanation of the importance and impact of poverty on outcomes and life chances for children and young people. (Ref. 1.2)
- c. A description of the impact of children and young people’s experiences on their outcomes and life chances. (Ref. 1.3)

Assignment 031

Understand How to Support Positive Outcomes for Children and Young People

Task B

i) Complete table and ii) Presentation/Report

B)

Complete the table below, listing **five** positive outcomes for children and young people that practitioners should be striving to achieve, giving a brief description of each one. (Ref. 2.1)

Positive outcome

Description

1.

2.

3.

4.

5.

Assignment 031 Understand How to Support Positive Outcomes for Children and Young People

Task B i) Complete table and ii) Presentation/Report

B ii)

Prepare a presentation or a report to demonstrate the following.

- a. The importance of designing a service that responds to the needs of the children and young people
- b. Why it is important that children and young people participate in the decisions that affect their lives
- c. How to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives. (Give a minimum of **three** examples.)

(Refs. 2.2, 2.3, 2.4)

Assignment 031

Understand How to Support Positive Outcomes for Children and Young People

Task C

i) Written questions; ii) Complete table and iii) Case studies

C i)

Complete answers to the following.

- a. Give a minimum of **three** examples of the potential impact of disability on the outcomes and life chances of children and young people. (Ref. 3.1)
- b. Why are positive attitudes towards disability and specific requirements important? (Ref. 3.2)

Assignment 031

Understand How to Support Positive Outcomes for Children and Young People

Task C

i) Written questions; ii) Complete table

C ii)

From the list below, identify which statements represent the social model of disability and which represent the medical model of disability. Give reasons in the final column. (Ref. 3.3)

Statement	Social/medical model	Why?
'If he's in a wheelchair, I'm sorry we will not be able to take him to the farm visit, we are going in staff cars and we just can't do it!'		
'All staff have learnt 'makaton' so we will be able to find the best way of communicating with Jane, don't worry!'		
'I'm sorry but our staff don't have the training to administer the medication so we will be unable to give your child a place at the nursery.'		

Assignment 031 Understand How to Support Positive Outcomes for Children and Young People

Task C i) Written questions; ii) Complete table

C iii)

Using the three examples of specific requirements listed below, give an example of at least **two** different types of support available in the children and young people setting, explaining what assistance they can be. (Ref. 3.4)

Specific requirements	Support 1	Support 2
1 A child with autism		
2 A young person with a hearing impairment		
3 A child or young person who is visually impaired		

Assignment 031 Understand How to Support Positive Outcomes for Children and Young People

Task D Written policy

1. Write an ideal policy promoting equality, diversity and inclusion in a children or young person's setting. Research at least **two** different policies, acknowledging your sources. The policy must start by providing a definition of the following three words, in terms of positive outcomes

- Equality
- Diversity
- Inclusion

(Ref. 4.1)

2. Write a brief report explaining why you have chosen the content of your ideal policy by comparing the two policies. (Ref. 4.2)

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 031	Understand How to Support Positive Outcomes for Children and Young People
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Distinction/Merit/Pass/Refer	Outcome Pass/Fail	
A			
B			
C			
D			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 034 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Assignment overview

Introduction

The assignment for Unit 034 asks you to demonstrate your knowledge and understanding of the needs of children and young people who are vulnerable and experiencing poverty and disadvantage. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 034, Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage.

Tasks

There is **one** task for this assignment to cover **all** Learning Outcomes.

A Evidence of analytical research; Written report or presentation

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Evidence of analytical research; Written report or presentation	<ol style="list-style-type: none">1. Understand the factors that may impact on the outcomes and life changes of children and young people2. Understand how poverty and disadvantage affect children and young people's development3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Assignment 034 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Task A Evidence of analytical research; Written report or presentation

For this task, you will research key national and local policies and guidance documents that seek to address poverty, disadvantage and vulnerability of children and young people. Utilising this research, you will then write a report or produce a PowerPoint presentation that discusses the following.

1. The rationale and history for the existence of such policies and guidance documents (Ref. 1.3, 1.4)
2. The effectiveness of these in addressing poverty, disadvantage and vulnerability of children and young people (Ref. 4.1)
3. What is meant by the term disadvantage? (Ref. 3.1)
4. What is meant by the term vulnerability? (Ref. 3.1)
5. How the implementation of these policies at a local level affect children's development, resilience and self confidence (Ref. 2.1, 4.1, 4.3, 5.1)
6. Why it is important for practitioners to have high expectations and ambitions for children and young people? (Ref. 2.1, 5.1, 5.2)
7. The importance of the practitioner as an agent of change and their role as facilitators of positive practice including the development of carers as active participants in children and young peoples' lives (Ref. 5.3, 4.1, 4.3)
8. The role of early intervention models in improving children and young people's outcomes and life chances (Ref. 1.2, 3.2, 3.3)
9. The importance of multi-disciplinary working in relation to key strategic activities including the acquisition and maintenance of support services, strategic planning and interfacing with adult services. (Ref. 4.1, 4.2, 4.4)

This task covers **all** of the Learning Objectives and assessment criteria of Unit 033.

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 034	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Merit/Distinction/Refer	Outcome Pass/Fail	

A

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 036 Understand the Speech, Language and Communication Needs of Children and Young People

Assignment overview

Introduction

The assignment for Unit 035 asks you to demonstrate your knowledge and understanding of the speech, language and communication needs of children and young people. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 035, Understand the Speech, Language and Communication Needs of Children and Young People.

Tasks

There are **four** tasks for this assignment.

- A Briefing notes/Presentation for new workers
- B Leaflet/Report
- C Table
- D Table

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Briefing notes/ Presentation for new workers	1. Understand the links between language, behaviour, emotional and social development difficulties 2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
B	B Leaflet/Report	3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
C	C Table	4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs
D	D Table	

Assignment 036 Understand the Speech, Language and Communication Needs of Children and Young People

Task A Briefing notes/Presentation for new workers

For this task you will produce briefing notes or a report for an induction presentation aimed at new workers in a children and young person's setting. The presentation needs to cover the following sections.

Section 1 –Introduction

To highlight why it is important for anyone working with children and young people to understand the links between behavioural, social and emotional development to speech, language and communication. To include an overview of the links between language, behaviour, emotional and social difficulties and how the worker can support positive speech, language and communication development. (Refs. 1.1, 1.2, 1.3)

Section 2

An explanation of why behaviour can be seen as a means of communication (Ref. 1.1)

- A description of the **range** of behavioural, emotional and social difficulties that children and young people may experience (Refs. 1.2, 1.4)
- how these difficulties can affect speech, language and communication development (Ref. 1.4)

Section 3

An explanation of how speech, language and communication needs may affect behavioural, emotional and social development in children and young people. Give **two** examples of different aspects of speech, language and communication needs and how they might impact on a child's:

- behaviour
- emotional development
- development and use of social skills.

(Ref. 1.2)

Section 4

A review and report on a piece of relevant research about the issues linked to incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people. (Ref. 1.3)

Section 5

An identification of a minimum of **three** key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs. (Ref. 2.1)

Section 6

An explanation of a range of strategies that could be used to overcome these barriers. Including explanations of:

- how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development (Ref. 2.2)
- how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties (Refs. 2.3, 2.4)

Assignment 036 Understand the Speech, Language and Communication Needs of Children and Young People

Task B Leaflet/Report

Write a leaflet/report for staff that explains how strategies and approaches to behavioural, emotional and social development can be adapted to meet speech, language and communication needs. The leaflet/report should include the following.

- An explanation of a minimum of **two** best practice strategies (evidence based) used to promote positive behaviour within a setting (Ref. 3.1)
- An explanation of how staff could adapt these strategies to support children and young people with speech, language and communication needs (Ref. 3.3)
- Give **one** example of how one of these strategies would work in practice (Ref. 3.3)
- A brief summary statement which gives indicators of how to recognise whether speech, language and communication needs have been met (Ref. 3.3)

Assignment 036 Understand the Speech, Language and Communication Needs of Children and Young People

Task C Table

Complete the following table, giving **three** examples and explanations of how to work with parents and families in supporting children and young people’s speech, language and communication needs. (Ref. 4.1)

Example	Area of support required	Explanations with examples of ways of working with parents/ families	How will this promote positive behaviour?
1			
2			
3			

Assignment 036 Understand the Speech, Language and Communication Needs of Children and Young People

Task D Table

Complete the following table identifying a minimum of **three** other professionals and describe their roles. They may be involved in joint or integrated working, to promote positive behaviour and emotional and social development needs of children and young people. (Ref. 4.2)

Other professionals involved in joint or integrated working	Their role in promoting positive behaviour and emotional and social development needs of children and young people.
<hr/>	
<hr/>	
<hr/>	
<hr/>	

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 036	Understand the Speech, Language and Communication Needs of Children and Young People
Candidate's name	Enrolment number	
Assessor's name	Centre number	
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Merit/Distinction/Refer	Outcome Pass/Fail	
A			
B			
C			
D			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 055 Principles for Implementing Duty of Care in Health, Social Care or Children and Young People's Settings

Assignment overview

Introduction

The assignment for Unit 054 asks you to demonstrate your knowledge and understanding of the principles for duty of care in health, social care or children and young people's settings. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 054, Principles for Implementing Duty of Care in Health, Social Care or Children and Young People's Settings.

Tasks

There are **three** tasks to this assignment.

- A Short answer questions
- B Complete table
- C Short answer questions

Assignment coverage

Task	Task name	Learning outcomes covered
A	A Short answer questions	1. Understand how duty of care contributes to safe practice
B	B Complete table	2. Know how to address conflicts or dilemmas that may arise between an individual and the duty of care
C	C Short answer questions	3. Know how to respond to complaints

Assignment 055 Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Task A Short answer questions

For this task, explain the following.

- 1.What duty of care means in children and young people settings (Ref. 1.1)
- 2.How this contributes to the safeguarding or protection of individuals (Ref. 1.2)

Assignment 055 Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Task B Complete table

Complete the following table.

Example	Example of potential conflict or dilemma (Ref. 2.1)	How to manage the risk (Ref. 2.2)	Where to get additional support and advice (Ref. 2.3)
1			
2			
3			

Assignment 055 Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Task C Short answer questions

For this task, explain the following.

- 1.The main points of agreed procedures for handling complaints in children and young people’s settings
- 2.How they would respond to a complaint

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 055	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Refer	Outcome Pass/Fail	
A			
B			
C			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 080 Understand How to Set up a Home-based Childcare Service

Assignment overview

Introduction

The assignment for Unit 079 asks you to demonstrate your knowledge and understanding of setting up a home-based childcare setting. The assignment is designed to ensure that by completing **all** the tasks, you will meet the Learning Outcomes and assessment criteria for Unit 079, Understand How to Set up a Home-based Childcare Service.

Tasks

There are **six** tasks to this assignment.

- A i) Introductory pack; ii) Questions; iii) Presentation/Report; iv) Presentation/Report; v) Complete table
- B Presentation/Report
- C Role play
- D Written policy; Resource file
- E Presentation/Report
- F Written policy; Complete tables

Assignment coverage

Task	Task name	Learning outcomes covered
A	A i) Introductory pack; ii) Questions; iii) Presentation/Report; iv) Presentation/Report; v) Complete table	1. Understand how to set up a home-based childcare service 2. Understand how to establish a safe and healthy home-based environment for children 4. Understand the principles of development of routines for home-based childcare 5. Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion
B	B Presentation/Report	2. Understand how to establish a safe and healthy home-based environment for children
C	C Role play	3. Understand the importance of partnerships with parents for all aspects of the home-based childcare service
D	D Written policy; Resource file	5. Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion
E	E Presentation/report	6. Understand how home-based child carers can support the safeguarding of children in their care
F	F Written policy; Complete tables	7. Understand the principles of supporting positive behaviour in home-based childcare settings

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task A i) Introductory pack; ii) Questions; iii) Presentation/
Report; iv) Presentation/Report; v) Complete table

A i)

Design an introductory pack for parents providing an overview of their home-based childcare service, its mission and value base. The introductory pack should include the following.

1. Evidence of understanding of the legislative and inspection framework that underpins the work. This should include the policies and procedures candidates have developed, an explanation about how these inform and guide the practice and review procedure.
2. A minimum of **four** weekly plans detailing routines, activities and experiences designed to meet the needs of a diverse group of children. This should include explanations about the role of play in children's learning, how to make best use of domestic routines and household items, promoting independence, support children through the transitions in their lives and encouraging children to manage risk and the importance of seeking and acting on the feedback from children.
3. Evidence of understanding of the role of observation in the provision of a quality childcare service including the planning of routines and activities.
4. A minimum of **four** weekly menu plans that demonstrate an understanding of how to promote children's healthy lifestyle choices, promote independence and encourage their exploration of different tastes and experiences.

(Refs. 1.1, 1.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task A i) Introductory pack; ii) Questions; iii) Presentation/
Report; iv) Presentation/Report; v) Complete table

A ii)

Review their existing policy or develop a policy and procedure on confidentiality and data protection and add it to the Introductory pack (Task Ai). The policy and procedure should explain the following.

- The safeguards candidates will put into place to ensure the confidentiality and protection of information
- The legislative and regulatory framework relating to confidentiality and data protection
- In which circumstances it would be appropriate to share confidential information
- How you would review your policy

(Ref. 1.3)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task A i) Introductory pack; ii) Questions; iii) Presentation/
Report; iv) Presentation/Report; v) Complete table

A iii)

Produce a detailed business plan for your home-based setting that demonstrates your understanding of good financial planning. This should include the following.

- Consideration of anticipated income
- Expected regular and irregular outcomes and allowable expenses

(Ref. 1.5)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task A

i) Introductory pack; ii) Questions; iii) Presentation/Report; iv) Presentation/Report; v) Complete table

A iv)

Produce a marketing plan that promotes your home-based setting. (Ref. 1.4)

A v)

Complete the following table with **five** sources and types of support and information you require for your home-based setting. (Ref. 1.6)

Sources of support and information	Type of support and information provided
1	
2	
3	
4	
5	

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task B Research and Presentation/Report

Gather information on risk assessment and the safety requirements expected within a home-based setting. You will use this information to produce a presentation or report demonstrating the following.

- How to complete a risk assessment of the setting
- Understanding of the key components of health and safety and safe supervision within a home-based environment
- Awareness of the safe storage and administration of medicines
- Awareness of the safe storage and use of equipment

(Ref. 2.4)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task C Presentation

Produce a presentation that:

- a.** Explains the importance of working in partnership with parent (Ref. 3.1)
- b.** Describes how partnership with parents are set up and maintained (Ref. 3.2)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task D

Written policy; Resource file

D i)

Develop an Equal Opportunities and Inclusion policy and procedures and add it to your Introductory pack. This policy and procedure should:

- Outline relevant legislative and regulatory framework
- Explain how you will ensure that all children and adults are treated according to individual needs
- Explain why children and adults have the right to be treated as individuals
- Explain your process for reviewing the policy and for challenging discrimination

(Ref. 5.4)

D ii)

Create a resource file containing information about the local amenities and resources in their area. You should consider how you could access these on an ongoing basis, evaluate the potential of each to extend and enrich children's play in your home-based child care service.

(Ref. 5.5)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task E Presentation/report

Produce a presentation or report to evidence understanding of the regulatory requirements and your role and responsibilities in relation to safeguarding and duty of care. You should make particular reference to any special considerations associated with lone working.

In addition, you will include reference to the different types of abuse listing at least **four** characteristics associated with each and describe the process you would follow if you suspected abuse or if a child disclosed abuse whilst in your care.

You should include any proformas that you might use as part of the reporting/referral process.

(Refs. 6.1, 6.2, 6.3, 6.4)

Assignment 080 Understand How to Set up a Home-based Childcare Service

Task F Written policy; Complete tables

F i)

Review your existing or develop a new Positive Behaviour policy and procedure and add it to your Introductory pack (Task A i)). The policy and procedure should demonstrate understanding of the following.

- The regulatory framework(in home country) associated with the promotion of positive behaviour within a home based child care setting
- How children use behaviour to communicate
- The importance of a consistent approach that is informed and influenced by the ages and abilities of the children within the setting
- The importance of involving children in agreeing goals and expectations and managing own risk
- The role of encouragement, rewards systems and positive reinforcement
- How to discourage unwanted behaviour

(Refs. 7.1, 7.2)

F ii)

Complete the following two tables. (Refs. 7.1, 7.2)

Table 1

Key developmental or situational milestone	Behaviours that may displayed	How do you respond in a way that promotes positive behaviour?
Baby/new to setting		
Toddler		
Pre-school		
Child new to school		
Child with specific need		
Adolescent new to senior school		

Table continues on next page

Child experiencing bereavement

Child new to area

Child who has English as a second language

Table 2

Unwanted behaviour	Possible causes (other than developmental)	Potential causes within home-based setting	Potential causes within family home
---------------------------	---	---	--

Withdrawn

Aggressive

Biter or pincher

Swearing

Temper tantrum

Saboteur

Overtly possessive (toys)

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 080 Childcare Service	Understand How to Set up a Home-based
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Merit/Distinction/Refer	Outcome Pass/Fail	
A			
B			
C			
D			
E			
F			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

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Appendix 1 Candidate and centre details

Qualification title	_____
City & Guilds no.	_____ Level
Candidate contact details	_____ _____
City & Guilds enrolment number	_____
Date enrolled with centre	_____
Date registered with City & Guilds	_____
Centre name	_____
Centre number	_____
Centre address	_____ _____
Centre tel. number	_____
Fax number	_____
Centre contact/quality assurance coordinator (QAC) name	_____
Centre contact/quality assurance coordinator (QAC) contact details	_____ _____
Centre contact/quality assurance coordinator (QAC) contact details	_____ _____

Appendix 2 Assignment questions and response sheet

Candidate name:

Assessor's questions	Candidate's responses
Candidate's signature	Date
Tutor's/assessor's signature	Date

Appendix 3 Useful contacts

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