

# Qualification Specification

NCFE CACHE Level 2 Certificate for the Children  
and Young People's Workforce (England)

QRN: 601/3395/8

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NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England) 601/3395/8

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (version 4.0 September 2018).

Version	Publication Date	Summary of amendments
v4.1	April 2019	Safeguarding guidance added
v4.2	July 2019	Update to Qualification summary: <a href="#">Aim</a> and <a href="#">Progression</a> sections. Amend to Guidance for unit <a href="#">TDA 2.9</a>
v4.3	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v4.4	May 2020	M/601/2884 (CYPOP 22) replaced with <a href="#">K/617/9969</a> .  References to “children” have been replaced with “children and young people”.  In addition, following a review by CACHE and The Communication Trust, any reference to Behavioural, Social and Emotional Difficulties (BESD) has been updated to align with the updated SEND category: Social, Emotional and Mental Health Needs (SEMH). As BESD and SEMH are not interchangeable terms the wording has been carefully considered and adjusted to reflect this.

# **Section1: General introduction**

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.



## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a Real Work Environment. Other methods may be applied. Please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a Real Work Environment.

### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb it is a skills unit or contains a mix of knowledge and skills.

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- Other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area, please log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

## Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).



## **Section 2: About this qualification**

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### Qualification summary

<b>Title</b>	NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England)		
<b>Qualification number</b>	601/3395/8		
<b>Aim</b>	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children and young people in social care and learning and development support services from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children's environments.</p> <p>It is suitable for those who wish to work or are working in a supervised role in the Children and Young People's Workforce in England.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>D – Confirm occupational competence and/or 'licence to practise'</p> <p>D1 – Confirm competence in an occupational role to the standards required</p>		
<b>Total Qualification Time (hours)</b>	350		
<b>Guided learning hours</b>	261		
<b>Credit value</b>	35	<b>Minimum credits at/above Level</b>	35
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	Birth to 19 years		

<p><b>Real Work Environment (RWE) requirement/recommendation</b></p>	<p>Those learners who are employed in the Children and Young People’s Workforce will be able to use their ongoing experience in their work environment to achieve the skills and competence required to meet the assessment criteria of the qualification or units they are undertaking.</p> <p>For those learners who have no previous experience of working with children and young people, it is recommended that 200 hours be spent in a Real Work Environment.</p> <p>Learners could do this through regular placement opportunities, block weeks or a combination of both.</p>
<p><b>Rules of Combination</b></p>	<p>Learners must achieve a minimum of 35 credits for the Certificate.</p> <p>29 credits must be achieved from Mandatory Group A and a further 6 credits must be achieved from Optional Group B.</p>
<p><b>Progression</b></p>	<p>This qualification enables credits and learning to be transferred from this qualification to the Level 3 Diploma for the Children and Young People’s Workforce (England) providing a direct progression route.</p> <p>This qualification is suitable for progression to the Level 3 Diploma in Children and Young Peoples Workforce Social Care and Learning, Development and Support Services (LDSS) pathways.</p> <p>However this qualification is no longer full and relevant for the early years workforce from 1st September 2019, this is not applied retrospectively.</p>
<p><b>Recommended assessment methods</b></p>	<p>All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</p>

<b>Additional assessment requirements</b>	The learning outcomes for some of the units in this qualification must be assessed in a Real Work Environment.
<b>Grading system</b>	Achieved/Not Yet Achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year or less.
<b>Entry requirements/ recommendations</b>	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/3395/8.

### Qualification support

This qualification is supported by Skills for Care







## **Section 3: Units**



This section includes assessment tasks for Tutors' convenience. They are not mandatory.


## Unit Achievement Log

## Level 2 Certificate for the Children and Young People's Workforce (England)

## Mandatory units

The table below lists the mandatory units which must be taken.





Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Notes
F/601/5465	SHC 21	Introduction to communication in health, social care or children's and young people's settings	Knowledge/ Skills	2	3	23	
L/601/5470	SHC 22	Introduction to personal development in health, social care or children's and young people's settings	Knowledge/ Skills	2	3	23	
R/601/5471	SHC 23	Introduction to equality and inclusion in health, social care or children's and young people's settings	Knowledge/ Skills	2	2	20	
 H/601/3305	TDA 2.1	Child and young person development	Knowledge	2	2	15	
 K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	2	3	20	
D/601/7403	TDA 2.7	Maintain and support relationships with children and young people	Skills	2	3	15	


Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Notes
T/601/7407	TDA 2.9	Support children and young people's positive behaviour	Knowledge/ Skills	2	2	15	
Y/601/3236	CCLD MU 2.2	Contribute to the support of child and young person development	Knowledge/ Skills	2	3	25	
J/601/3491	MU 2.4	Contribute to children and young people's health and safety	Knowledge/ Skills	2	3	26	
H/601/3496	MU 2.8	Contribute to the support of positive environments for children and young people	Knowledge/ Skills	2	3	27	
 M/601/3498	MU 2.9	Understand partnership working in services for children and young people	Knowledge	2	2	18	

\* This table shows the estimated total hours for each unit.


## Optional units

Optional units need to be chosen to reach the minimum required qualification credit of 35.

Unit ref.	Unit no.	Unit title	Unit Type	Level	Credit	Hours*	Notes
 L/601/1693	CYP Core 3.1	Understand child and young person development	Knowledge	3	4	30	
R/601/1694	CYP Core 3.2	Promote child and young person development	Knowledge/ Skills	3	3	25	
 Y/601/1695	CYP Core 3.3	Understand how to safeguard the wellbeing of children and young people.	Knowledge	3	3	25	
D/601/1696	CYP Core 3.4	Support children and young people's health and safety	Knowledge/ Skills	3	2	15	
H/601/1697	CYP Core 3.5	Develop positive relationships with children, young people & others involved in their care	Skills	3	1	8	
K/601/1698	CYP Core 3.6	Working together for the benefit of children and young people	Knowledge/ Skills	3	2	15	
 M/601/1699	CYP Core 3.7	Understand how to support positive outcomes for children and young people	Knowledge	3	3	25	
 F/600/9777	CYPOP17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	



K/617/9969		Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	Knowledge	3	3	25	
M/600/9807	CYPOP30	Support the creativity of children and young people	Knowledge/ Skills	3	3	20	
A/601/6517	TDA 2.14	Support children and young people at meal or snack times	Knowledge/ Skills	2	3	18	
D/601/6526	TDA 2.15	Support children and young people with disabilities and special educational needs	Knowledge/ Skills	2	4	26	
T/601/6564	TDA 2.16	Support children and young people's play and leisure	Knowledge/ Skills	2	3	16	
M/601/3310	OP 2.15	Contribute to the support of children's communication, language and literacy	Knowledge/ Skills	2	2	14	
H/601/3336	OP 2.17	Contribute to the support of children's creative development	Knowledge/ Skills	2	2	14	
H/601/5474	SHC24	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	



\* This table shows the estimated total hours for each unit.





## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

**Explanation of terms used at Level 2:  
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

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Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

SHC 21: Introduction to communication in health, social care or children's and young people's settings

**Unit reference** F/601/5465      **Level** 2

**Credit value** 3                      **Guided Learning** 23

**Unit aim**                      This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Understand why communication is important in the work setting.	1.1. Identify different reasons why people communicate.		
	1.2. Explain how effective communication affects all aspects of own work.		
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Find out an individual's communication and language needs, wishes and <b>preferences</b> .		
	2.2. Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences.		
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day to day communication, in line with <b>agreed ways of working</b> .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4 Explain how and when to seek advice about confidentiality.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 21**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Communication methods</b> may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication                             <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication                             <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch</li> </ul> </li> <li>• technological aids.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</p>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a Real Work Environment.</p>
<p>Unit assessment guidance - provided by us</p>	<p>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

## **Assessment task – SHC 21 Introduction to communication in health, social care or children's and young people's settings**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Effective communication is vital when working with children and young people. As part of your induction, as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- identify the different reasons people communicate
- explain how effective communication affects all aspects of your work
- explain why it is important to observe an individual's reactions, when communicating with them.

NB: You may choose to use work products to support your work.



SHC 22: Introduction to personal development in health, social care or children's and young people's settings

**Unit reference** L/601/5470      **Level** 2

**Credit value** 3      **Guided Learning** 23

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role.		
	1.2. Identify <b>standards</b> that influence the way the role is carried out.		
	1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.		
2. Be able to reflect on own work activities.	2.1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Assess how well own knowledge, skills and understanding meet standards.		
	2.3. Demonstrate the ability to reflect on work activities.		
3. Be able to agree a <b>personal development plan</b> .	3.1. Identify <b>sources of support</b> for own learning and development.		
	3.2. Describe the process for agreeing a personal development plan and <b>who should be involved</b> .		
	3.3. Contribute to drawing up own personal development plan.		
4. Be able to develop own knowledge, skills and understanding.	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		
	4.2. Show how reflecting on a situation has improved own knowledge, skills and understanding.		
	4.3. Show how feedback from others has developed own knowledge, skills and understanding.		
	4.4. Show how to record progress in relation to personal development.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 22**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p><b>A personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a Real Work Environment.</p>
<p>Unit assessment guidance - provided by us</p>	<p>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

## **Assessment task – SHC 22 Introduction to personal development in health, social care or children's and young people's settings**

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

On-going personal development is necessary when working with children and young people as it is important to keep your own practice up to date. As part of your induction to your new work role you have been asked to show your line manager that you can:

- describe the duties and responsibilities of your role
- identify standards that influence the way your role is carried out
- describe ways to ensure that your personal attitudes or beliefs do not obstruct the quality of your work.

NB: You may choose to use work products to support your work.



SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings

**Unit reference** R/601/5471      **Level** 2

**Credit value** 2      **Guided Learning** 20

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<b>Learning outcome 2 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Understand the importance of equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination.</li> </ul>		
	1.2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.		
	1.3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to work in an inclusive way.	2.1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.		
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.		
	2.3. Describe how to challenge discrimination in a way that encourages change.		
3. Know how to access information, advice and support about diversity, equality and inclusion.	3.1. Identify a range of sources of information, advice and support about diversity, equality and inclusion.		
	3.2. Describe how and when to access information, advice and support about diversity, equality and inclusion.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 23**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.  Learning outcome 2 must be assessed in a Real Work Environment.
Unit assessment guidance - provided by us	Learning outcome 2 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.

## **Assessment task – SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Understanding the importance of diversity, equality and inclusion is necessary as it underpins every aspect of work with children and young people. During your induction you will be asked to show that you can:

- explain what is meant by:
  - diversity
  - equality
  - inclusion
  - discrimination
- describe ways in which discrimination may deliberately or inadvertently occur in the work setting
- explain how promoting equality and inclusion reduces the likelihood of discrimination.

**Task 2** links to learning outcome 3, assessment criteria 3.1 and 3.2.

In addition for use in your work place you will be asked to:

- identify a range of sources of information, advice and support about diversity, equality and inclusion
- describe how and when to access information, advice and support about diversity, equality and inclusion.

NB: You may choose to use work products to support your work.

## TDA 2.1: Child and young person development



**Unit reference** H/601/3305      **Level** 2

**Credit value** 2      **Guided Learning** 15

**Unit aim** This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main stages of child and young person development.	1.1. Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication and intellectual development</li> <li>• social, emotional and behavioural development.</li> </ul>		
	1.2. Describe with examples how different aspects of development can affect one another.		
2. Understand the kinds of influences that affect children and young people's development.	2.1. Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>• environment.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe with examples the importance of recognising and responding to concerns about children and young people's development.		
3. Understand the potential effects of transitions on children and young people's development.	3.1. Identify the <b>transitions</b> experienced by most children and young people.		
	3.2. Identify transitions that only some children and young people may experience e.g. bereavement.		
	3.3. Describe with examples how transitions may affect children and young people's behaviour and development.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 2.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.

**Transitions** refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

## Assessment task – TDA 2.1 Child and young person development

Understanding how children and young people develop is crucial to your role in the Real Work Environment in order for you to give effective support.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Produce a display to include a timeline that will:

- describe the expected pattern of children and young people's development from birth to 19 years, to include:
  - physical development
  - communication and intellectual development
  - social, emotional and behavioural development
- describe with examples how different aspects of development can affect one another.

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

Your display will also need to:

- describe, with examples, the kinds of influences that affect children and young people's development, including:
  - background
  - health
  - environment
- describe with examples the importance of recognising and responding to concerns about children and young people's development.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Include in your display a poster that will:

- identify the transitions experienced by most children and young people
- identify transitions that only some children and young people may experience e.g. bereavement
- describe with examples how transitions may affect children and young people's behaviour and development.

## TDA 2.2: Safeguarding the welfare of children and young people



**Unit reference** K/601/3323      **Level** 2

**Credit value** 3      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	1.1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.		
	1.2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people.		
2. Know what to do when children or young people are ill or injured, including emergency procedures.	2.1. Identify the signs and symptoms of common childhood illnesses.		
	2.2. Describe the actions to take when children or young people are ill or injured.		
	2.3. Identify circumstances when children and young people might require urgent medical attention.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people.</li> </ul>		
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1. Identify the characteristics of different types of child abuse.		
	3.2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.		
	3.3. Describe actions to take in response to <b>evidence or concerns</b> that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying.		
	3.4. Describe the actions to take in response to <b>concerns that a colleague</b> may be: <ul style="list-style-type: none"> <li>• failing to comply with safeguarding procedures</li> <li>• harming, abusing or bullying a child or young person.</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Describe the principles and boundaries of confidentiality and when to share information.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 2.2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.

**Evidence or concerns** that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

**Concerns that a colleague** should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection

## Assessment task – TDA 2.2 Safeguarding the welfare of children and young people

Safeguarding the welfare of children and young people is high priority in the workplace. As part of your work role you must develop an awareness of this important area.

**Task 1** links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, and 3.5.

Collect information that shows you can:

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse
- describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
- describe the actions to take in response to **concerns that a colleague** may be:
  - failing to comply with safeguarding procedures
  - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality, and when to share information.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

As part of safeguarding the welfare of children and young people, gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations, including:
  - fires
  - security incidents
  - missing children or young people.

## TDA 2.7: Maintain and support relationships with children and young people

**Unit reference** D/601/7403      **Level** 2

**Credit value** 3      **Guided Learning** 15

**Unit aim** This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2 and 3 must be assessed in Real Work Environments by a vocationally competent assessor. Simulation is not permitted.</b>			
1. Be able to communicate with children and young people.	1.1. <b>Communicate</b> with children and young people in a way that is appropriate to the individual, using both conventional language and body language.		
	1.2. Actively listen to children and young people and value what they say, experience and feel.		
	1.3. Check that children and young people understand what is communicated.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to develop and maintain relationships with children and young people.	2.1. Demonstrate how to establish rapport and respectful, trusting relationships with children and young people.		
	2.2. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		
	2.3. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns.		
	2.4. Provide children and young people with reasons for actions when appropriate.		
	2.5. Encourage children and young people to make choices for themselves.		
3. Be able to support relationships between children and young people and others in the setting.	3.1. Support children and young people to communicate effectively with others.		
	3.2. Encourage children and young people to understand other people's individuality, diversity and differences.		
	3.3. Help children and young people to understand and respect other people's feelings and points of view.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Support children and young people to develop group agreements about the way they interact with others.		
	3.5. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 2.7**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.</p> <p>All of the assessment criteria must be assessed in the workplace.</p> <p><b>Communicate:</b></p> <ul style="list-style-type: none"><li>• verbally</li><li>• non-verbally</li><li>• informally</li><li>• formally.</li></ul>
Unit assessment guidance - provided by us	<p>Learning outcomes 1, 2 and 3 must be assessed in Real Work Environments by a vocationally competent assessor. Simulation is not permitted.</p>

## **Assessment task – TDA 2.7 Maintain and support relationships with children and young people**

This is a skills/competency unit only; therefore, assessment by a task is not applicable.





TDA 2.9: Support children and young people's positive behaviour

**Unit reference** T/601/7407    **Level** 2

**Credit value** 2                      **Guided Learning** 15

**Unit aim** This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

**Equivalent units** This unit is equivalent to T/601/4541 Contribute to the support of children's positive behaviour in early years settings

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a vocationally competent assessor. Simulation is not permitted.</b>			
1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour.	1.1. Describe the <b>policies and procedures</b> of the setting relevant to promoting children and young people's positive behaviour.		
	1.2. Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support positive behaviour.	2.1. Describe the benefits of encouraging and rewarding positive behaviour.		
	2.2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour.		
	2.3. Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.		
	2.4. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.		
3. Be able to respond to inappropriate behaviour.	3.1. Select and apply agreed strategies for dealing with <b>inappropriate behaviour</b> .		
	3.2. Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 2.9**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.</p> <p>Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.</p> <p><b>Policies and procedures</b> of the setting relevant to promoting positive behaviour e.g.:</p> <ul style="list-style-type: none"> <li>• behaviour policy</li> <li>• code of conduct</li> <li>• rewards and sanctions</li> <li>• dealing with conflict and inappropriate behaviour</li> <li>• anti-bullying</li> <li>• attendance.</li> </ul> <p><b>Inappropriate behaviour</b> is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical violence.</p>
<p>Unit assessment guidance - provided by us</p>	<p>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

## **Assessment task – TDA 2.9 Support children and young people's positive behaviour**

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Implementing the setting's policies and procedures which promote children and young people's positive behaviour is an important part of your job role. As a worker who has just moved into a new setting you have been asked to:

- describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.

## CCLD MU 2.2: Contribute to the support of child and young person development

**Unit reference** Y/601/3236      **Level** 2

**Credit value** 3      **Guided Learning** 25

**Unit aim** The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Be able to contribute to assessments of the development needs of children and young people.	1.1. <b>Observe and record aspects of the development</b> of a child or young person.		
	1.2. Identify <b>different observation methods</b> and know why they are used.		
	1.3. <b>Support assessments</b> of the development needs of a child or young person.		
	1.4. Suggest ways the <b>identified development needs</b> of a child or young person can be met in the work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support the development of children and young people.	2.1. Carry out activities with a child or young person to support their holistic development.		
	2.2. Record observations of the child or young person's participation in the activities.		
	2.3. Contribute to the evaluation of the activities meeting the child or young person's identified development needs.		
3. Know how to support children and young people experiencing <b>transitions</b> .	3.1. Describe the different transitions children and young people may experience.		
	3.2. Explain how to give adult support for each of these transitions.		
4. Be able to support children and young people's positive behaviour.	4.1. Explain how a work setting can <b>encourage children and young people's positive behaviour</b> .		
	4.2. Demonstrate how children and young people are encouraged to engage in positive behaviour.		
	4.3. Reflect on own role in promoting positive behaviour in children or young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to use reflective practice to improve own contribution to child and young person development.	5.1. Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person.		
	5.2. Review effectiveness of own role in supporting the child or young person's development.		
	5.3. Identify changes that can be made to own practice in supporting child and young person development.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CCLDMU 2.2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Observe and record aspects of the development</b> e.g.:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural.</li> </ul> <p><b>Different observation methods</b> e.g.:</p> <ul style="list-style-type: none"> <li>• running records</li> <li>• diary</li> <li>• anecdotal</li> <li>• time sampling</li> <li>• event recording</li> <li>• checklist</li> <li>• narrative</li> <li>• group, solo and 1-2-1 interaction</li> <li>• observation with or without adults.</li> </ul> <p><b>Support assessments</b> e.g.:</p> <ul style="list-style-type: none"> <li>• take into account the work setting's assessment framework/s</li> <li>• confidentiality</li> <li>• avoiding bias</li> <li>• children's wishes, views and feelings</li> <li>• information from parents, carers, children and young people, other professionals and colleagues.</li> </ul> <p>Ways the <b>identified development needs</b> of a child or young person can be met in the work setting:</p> <ul style="list-style-type: none"> <li>• meet individual needs (personalised)</li> <li>• reflect children's interests and views</li> <li>• through play for children in early years</li> <li>• provide challenge</li> <li>• flexible plans.</li> </ul>



<b>Guidance for developing assessment arrangements for the unit:</b>	
	<p>Different types of <b>transitions</b> e.g.</p> <ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering/leaving care</li> <li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual e.g. moving from pre-school to primary to post-primary</li> <li>• smaller daily transitions</li> <li>• between carers.</li> </ul> <p>How a work setting <b>can encourage children and young people's positive behaviour</b> e.g.:</p> <ul style="list-style-type: none"> <li>• developing positive relationships</li> <li>• listening to children and valuing their opinions</li> <li>• providing a stimulating and challenging environment</li> <li>• well planned experiences</li> <li>• giving children choices</li> <li>• meeting individual needs</li> <li>• inclusive practice</li> <li>• adult role model</li> <li>• clear boundaries</li> <li>• positive behaviour reinforced (praise/rewards)</li> <li>• encouraging children to resolve conflict</li> <li>• looking for reasons for inappropriate behaviour (through observations)</li> <li>• following behaviour policy</li> <li>• following plans for individual behaviour.</li> </ul>
Additional unit assessment requirements provided with the unit	Learning outcomes 1, 2, 4 and 5 must be assessed in a Real Work Environment. Please note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance— provided by the sector	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 1, 2, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.

## **Assessment task – CCLD MU 2.2 Contribute to the support of child and young person development**

**Task** links to learning outcome 3, assessment criteria 3.1 and 3.2.

Children and young people may experience different transitions during their lives and may need adult support at these times. As part of your induction you are asked to prepare information to share with your colleagues which includes:

- a description of the different transitions children and young people may experience
- an explanation of how to give adult support for each of these transitions.

NB: You may choose to use work products to support your work.



MU 2.4: Contribute to children and young people's health and safety

**Unit reference** J/601/3491      **Level** 2

**Credit value** 3      **Guided Learning** 26

**Unit aim** To provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 5 and 6 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Know the health and safety policies and procedures of the work setting.	1.1. Outline the health and safety policies and procedures of the work setting.		
	1.2. Identify the lines of responsibility and reporting for health and safety in the work setting.		
	1.3. Explain what risk assessment is and how this is managed in the work setting.		
2. Be able to recognise risks and hazards in the work setting and during off site visits.	2.1. Explain why a safe but challenging environment is important for children and young people.		
	2.2. Identify the differences between risk and hazard.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Identify potential hazards to the health, safety and security of children or young people in the work setting.		
	2.4. Contribute to health and safety risk assessment in areas of the work setting and for off site visits.		
3. Know what to do in the event of a non-medical incident or emergency.	3.1. Identify non-medical incidents and emergencies that may occur in the work setting.		
	3.2. Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• emergency incidents.</li> </ul>		
4. Know what to do in the event of a child or young person becoming ill or injured.	4.1. Identify the signs and symptoms which may indicate that a child or young person is injured or unwell.		
	4.2. Identify circumstances when children or young people may need urgent medical attention.		
	4.3. Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to follow the work setting procedures for reporting and recording <b>accidents, incidents, emergencies and illnesses.</b>	5.1. Describe the reporting procedures for accidents, incidents, emergencies and illnesses.		
	5.2. Complete work place documentation for recording accidents, incidents, emergencies and illnesses.		
6. Be able to follow infection control procedures.	6.1. Outline procedures for infection control in own work setting.		
	6.2. Describe personal protective clothing that is used to prevent spread of infection.		
	6.3. Demonstrate use of personal protective clothing to avoid spread of infection.		
	6.4. Demonstrate how to wash and dry hands to avoid the spread of infection.		
	6.5. Demonstrate safe disposal of waste to avoid the spread of infection.		
7. Know the work setting's procedures for receiving, storing and administering medicines.	7.1. Identify the procedures of the work setting governing the receipt, storage and administration of medicines.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.2. Explain how the procedures of the work setting protect both children and young people and practitioners.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: MU 2.4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	<p>Learning outcome 6 must be assessed in a Real Work Environment.</p> <p>Units should be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
Unit assessment guidance—provided by the sector	<p><b>Accidents, incidents, emergencies and illnesses</b> e.g.:</p> <ul style="list-style-type: none"> <li>• accidents involving children, young people and adults</li> <li>• incidents of all types</li> <li>• emergencies such as missing children or young people, evacuation</li> <li>• recognising signs of illness such as fever, rashes, diarrhoea, sickness</li> <li>• recognising signs of injury, such as fractures and unconsciousness.</li> </ul>
Unit assessment guidance - provided by us	<p>Learning outcomes 2, 5 and 6 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

## Assessment task – MU 2.4 Contribute to children and young people's health and safety

Understanding your role in contributing to children and young people's health and safety is a priority. As a new member of staff your line manager will need to know how you can apply this in your work setting. You have been asked to produce information that includes:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- an outline of the health and safety policies and procedures of the work setting
- an identification of the lines of responsibility and reporting for health and safety in the work setting
- an explanation of what risk assessment is and how this is managed in the work setting.

**Task 2** links to learning outcome 3, assessment criteria 3.1 and 3.2.

- an identification of non-medical incidents and emergencies that may occur in the work setting
- an outline of the actions to take in response to the following situations:
  - fires
  - security incidents
  - emergency incidents.

**Task 3** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- an identification of the signs and symptoms which may indicate that a child or young person is injured or unwell
- an identification of the circumstances when children or young people may need urgent medical attention
- an outline of your own role and responsibilities in the event of a child or young person requiring urgent medical attention.

**Task 4** links to learning outcome 7, assessment criteria 7.1 and 7.2.

- an identification of the procedures of the work setting governing the receipt, storage and administration of medicines
- an explanation of how the procedures of the work setting protect both children and young people and practitioners.

NB: You may choose to use work products to support your work.

MU 2.8: Contribute to the support of positive environments for children and young people

**Unit reference** H/601/3496      **Level** 2

**Credit value** 3      **Guided Learning** 27

**Unit aim** The purpose of this unit is to develop the learners' understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent assessor.</b>			
1. Know the <b>regulatory</b> requirements for a positive <b>environment</b> for children and young people.	1.1. Describe what is meant by a positive environment.		
	1.2. Identify regulatory requirements that underpin a positive environment for children and young people.		
2. Be able to support a positive environment that meets the individual needs of children and young people.	2.1. Meet and greet children and young people in a way that welcomes them into the work setting.		
	2.2. Provide opportunities for children and young people to engage in activities of choice.		
	2.3. Provide activities and resources to meet the <b>individual needs</b> of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Support the engagement of children or young people in activities that promote use of their <b>senses</b> .		
	2.5. Demonstrate how to give <b>praise and encouragement</b> to children or young people for individual achievements.		
3. Be able to support the personal care needs of children and young people within a positive environment.	3.1. Explain how to effectively care for children and young people's skin, hair and teeth.		
	3.2. Demonstrate how to support <b>personal care routines</b> that meet the individual needs of children or young people and promote their independence.		
	3.3. Explain how a positive environment and routine meet the emotional needs of children and their families.		
	3.4. Describe the importance for physical and mental well-being of balancing periods of physical activity with rest and quiet time.		
4. Understand how to support the nutritional and dietary needs of children and young people.	4.1. Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Explain how to establish the different <b>dietary requirements</b> of children and young people.		
	4.3. Describe basic food safety when providing food and drink to children and young people.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: MU 2.8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Additional unit assessment requirements provided with the unit</p>	<p>Unit should be assessed in line with the Skills for Care and Development Assessment Strategy.</p> <p>Learning outcomes 2 and 3 must be assessed in a Real Work Environment.</p>
<p>Unit assessment guidance—provided by the sector</p>	<p><b>Regulatory</b> Relevant to the frameworks within UK home nation.</p> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors.</li> </ul> <p><b>Individual needs</b> could include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social and emotional</li> <li>• intellectual</li> <li>• language and communication</li> <li>• cultural</li> <li>• religious</li> <li>• personal choice.</li> </ul> <p><b>Senses</b> could include:</p> <ul style="list-style-type: none"> <li>• smell</li> <li>• taste</li> <li>• touch</li> <li>• hearing</li> <li>• sight.</li> </ul> <p><b>Praise and encouragement</b> could include:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• displaying children’s work</li> <li>• sharing positive feedback.</li> <li>• non-verbal</li> <li>• highlighting positive aspects</li> <li>• sharing time.</li> </ul>

<b>Guidance for developing assessment arrangements for the unit:</b>	
	<p><b>Personal care routines</b> could include:</p> <ul style="list-style-type: none"><li>• toileting</li><li>• care of skin</li><li>• care of teeth</li><li>• opportunity for rest, quiet, sleep.</li></ul> <p><b>Dietary requirements</b> could include:</p> <ul style="list-style-type: none"><li>• cultural</li><li>• religious</li><li>• allergies and health requirements</li><li>• food preferences.</li></ul>
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in a Real Work Environment by a qualified vocationally competent assessor. Simulation is not permitted.

## **Assessment task – MU 2.8 Contribute to the support of positive environments for children and young people**

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Positive environments for children and young people are underpinned by regulatory requirements. You have been asked to produce an information leaflet for children, young people and parent/carers which includes:

- a description of what is meant by a positive environment
- an identification of regulatory requirements that underpin a positive environment for children and young people.

**Task 2** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

You have been asked to produce the following work documents:

- a poster which defines the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
- a leaflet which explains how to establish the different **dietary requirements** of children and young people
- a poster which describes basic food safety when providing food and drink to children and young people.

NB: You may choose to use work products to support your work.



MU 2.9: Understand partnership working in services for children and young people



**Unit reference** M/601/3498      **Level** 2

**Credit value** 2                      **Guided Learning** 18

**Unit aim** This unit provides knowledge and understanding of the importance of partnership working and effective communication.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand partnership working within the context of services for children and young people.	1.1. Explain why working in partnership with <b>others</b> is important for children and young people.		
	1.2. Identify who relevant partners would be in own work setting.		
	1.3. Define the characteristics of effective partnership working.		
	1.4. Identify barriers to partnership working.		
2. Understand the importance of effective communication and information sharing in services for children and young people.	2.1. Describe why clear and effective communication between partners is required.		
	2.2. Identify policies and procedures in the work setting for information sharing.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality.		
	2.4. Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements.		
	2.5. Identify how communications and records are recorded and securely stored meeting data protection requirements.		
	2.6. Explain why and how referrals are made to different agencies.		
3. Understand the importance of partnerships with carers.	3.1. Identify the reasons for partnerships with carers.		
	3.2. Describe how partnerships with carers are developed and sustained in own work setting.		
	3.3. Describe circumstances where partnerships with carers may be difficult to develop and sustain.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: MU 2.9**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

Unit should be assessed in line with the Skills for Care and Development Assessment Strategy.

Unit assessment guidance– provided by the sector

**Others** could include:

- parents, carers, guardians
- professionals
- multi-disciplinary teams
- colleagues.

## Assessment task – MU 2.9 Understand partnership working in services for children and young people

Partnership working is very beneficial in providing support for children, young people and their carers. Produce the following information to show an understanding of what partnership working means in practice.

You may choose to keep your information in a portfolio or folder.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explain why working in partnership with **others** is important for children and young people
- identify who relevant partners would be in your own work setting
- define the characteristics of effective partnership working
- identify barriers to partnership working.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

Effective communication is an important part of partnership working with services for children and young people. In your portfolio or folder:

- describe why clear and effective communication between partners is required
- identify policies and procedures in the work setting for information sharing
- explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
- describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
- identify how communications and records are recorded and securely stored meeting data protection requirements
- explain why and how referrals are made to different agencies.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Partnership with carers is important in working with children and young people. In your portfolio or folder:

- identify the reasons for partnerships with carers
- describe how partnerships with carers are developed and sustained in own work setting
- describe circumstances where partnerships with carers may be difficult to develop and sustain.

NB: You may choose to use work products to support your work.

## **Section 4: Assessment and quality assurance information**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Care and Development Assessment Principles:

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions



## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.



## Section 5: Documents

### Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- Paediatric First Aid Guidance
- Paediatric First Aid Guidance (Podcast)

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

### Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: [www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations).