

This qualification is now withdrawn

Qualification Specification

**NCFE CACHE Level 5 Diploma in Leadership for
Children's Care, Learning and Development
(Management) (Wales and Northern Ireland)**

QRN: 600/6259/9

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v10.1	March 2019	Safeguarding guidance added.
v10.2	February 2020	Resources section added.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

How the qualifications work

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.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



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, a unit has some Skills/Competence component(s).

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.

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 on-going 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. The website contains information about all our qualifications, and also a link to our QualHub 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 on QualHub, please log in using the details provided by the Centre administrator.

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 Teacher, 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

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.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland)		
Qualification number	600/6259/9		
Aim	<p>This qualification provides learners with the skills and knowledge needed to manage practice and lead others in children's care, learning and development.</p> <p>It covers a wide range of subjects, including: leading professional practice, health and safety and risk management, safeguarding and developing professional supervision practice.</p> <p>It confers occupational competence to work in a management role.</p> <p>From September 2012, this qualification is a requirement for managers working in Flying Start Centres in Wales.</p>		
Purpose 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>		
Total Qualification Time (hours)	900		
Guided Learning (hours)	583		
Credit value	90	Minimum credits at / above Level	72
Minimum age of learner	19		
Age ranges covered by the qualification	Birth to 19 years		
Real work environment (RWE) requirement / recommendation	Learners will need to be working in the role of Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles, to be able to study for the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland).		
Rules of Combination	<p>Learners must gain a minimum of 90 credits to achieve the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland). They must achieve 64 credits from mandatory Group A, a minimum of 12 credits from optional Group B and a further 14 credits from optional Groups B and / or C.</p> <p>72 credits must be achieved at/or above Level 5.</p>		

<p>Progression including Job Roles (where applicable)</p>	<p>This qualification is suitable for Assistant Managers and Deputy Managers working in children's care, learning and development in Wales and Northern Ireland who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level.</p> <p>Learners who achieve the Diploma could progress to a Foundation Degree in a related discipline.</p>
<p>Recommended assessment methods</p>	<p>Portfolio of evidence, coursework, practical demonstration / assignment.</p>
<p>Additional assessment requirements</p>	<p>All units must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p>
<p>Grading system</p>	<p>Achieved/Not Yet Achieved</p>
<p>How long will it take to complete?</p>	<p>This qualification can usually be completed in one year.</p>
<p>Entry requirements / recommendations</p>	<p>Learners must be at least 19 years of age. We do not set any other entry requirements but Centres may have their own guidelines.</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 600/6259/9.</p>

Introduction to this qualification

This qualification provides learners with the skills and knowledge needed to manage practice and lead others in children's care, learning and development. It covers a wide range of subjects, including: leading professional practice, health and safety and risk management, safeguarding and developing professional supervision practice.

It confers occupational competence to work in a management role.

From September 2012, this qualification is a requirement for managers working in Flying Start Centres in Wales.

Rules of combination

Learners must gain a minimum of 90 credits to achieve the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland).

They must achieve 64 credits from mandatory Group A, a minimum of 12 credits from optional Group B and a further 14 credits from optional Groups B and/or C.

72 credits must be achieved at/or above Level 5.

Progression

This qualification is suitable for Assistant Managers and Deputy Managers working in children's care, learning and development in Wales and Northern Ireland who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level.

Learners who achieve the Diploma could progress to a Foundation Degree in a related discipline.

Section 3: Units

Unit Achievement Log

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland)

Group A: Mandatory Units



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
R/602/3456	CCLD MU 5.6	Professional practice in children's care, learning and development	Knowledge / Skills	5	6	42	31	
K/602/3463	CCLD MU 5.1	Support children's care, learning and development in the early years	Knowledge / Skills	6	8	57	35	
F/601/9449	CCLD MU 5.2	Understand children and young person's development	Knowledge	5	6	30	39	
J/601/9369	CCLD MU 5.3	Lead practice that supports positive outcomes for child and young person development	Knowledge / Skills	5	6	36	43	
A/601/9370	CCLD MU 5.4	Develop and implement policies and procedures to support the safeguarding of children and young people	Knowledge / Skills	5	6	26	47	
K/602/3172	M1	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Knowledge / Skills	5	5	33	51	
A/602/3189	M2c	Work in partnership in health and social care or children and young people's settings	Knowledge / Skills	4	4	26	55	
F/602/2335	SHC 51	Use and develop systems that promote communication	Skills	5	3	24	59	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
L/602/2578	SHC 52	Promote professional development	Knowledge / Skills	4	4	33	63	
Y/602/3183	SHC 53	Champion equality, diversity and inclusion	Knowledge / Skills	5	4	34	67	
H/602/3171	LM1c	Lead and manage a team within a health and social care or children and young people's setting	Knowledge / Skills	6	7	46	71	
M/602/3187	LM2c	Develop professional supervision practice in health and social care or children and young people's work settings	Knowledge / Skills	5	5	39	77	

Group B: Optional Units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
Y/600/9588	B1	Develop and evaluate operational plans for own area of responsibility	Skills	5	6	25	81	
K/600/9711	E8	Manage physical resources	Knowledge / Skills	4	3	25	83	
J/602/2336	O1	Develop procedures and practice to respond to concerns and complaints	Knowledge / Skills	5	6	40	89	
R/602/2338	O16	Recruitment and selection within health and social care or children and young people's settings	Knowledge / Skills	4	3	26	93	
Y/602/2339	O20c	Facilitate the development of effective group practice in health and social care or children and young people's settings	Knowledge / Skills	5	6	42	97	
L/602/2547	O30c	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Knowledge / Skills	5	6	43	101	
T/602/2574	O35	Manage induction in health and social care or children and young people's settings	Knowledge / Skills	4	3	21	105	
F/602/2612	O40	Facilitate change in health and social care or children and young people's settings	Knowledge / Skills	5	6	42	109	
L/602/2743	O41	Manage an inter-professional team in a health and social care or children and young people's setting	Knowledge / Skills	6	7	48	113	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
T/602/2753	O42	Manage finance within own area of responsibility in health and social care or children and young people's setting	Knowledge / Skills	4	4	31	117	
R/602/2758	O43	Manage quality in health and social care or children and young people's setting	Knowledge / Skills	5	5	36	121	
J/504/2219	LM 508	Appraise staff performance	Knowledge / Skills	5	5	32	125	
M/504/2232	LM 510	Manage disciplinary processes in health and social care or children and young people's settings	Knowledge / Skills	5	6	40	131	

Group C: Optional Units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
A/602/2138	CCLD OP 5.16	Support others to promote children's mathematical development and problem solving skills in an early years	Knowledge / Skills	5	7	46	137	
A/602/2141	CCLD OP 5.17	Support others to promote children's knowledge and understanding of the world in an early years setting	Knowledge / Skills	5	7	46	141	
A/602/2415	CCLD OP 5.21	Develop the environment for children and young people	Knowledge / Skills	4	4	28	145	
F/602/2383	CCLD OP 5.15	Support others to promote children's communication in an early years setting	Knowledge / Skills	6	8	54	147	
J/602/3065	CCLD OP 5.11	Leading provision for babies and young children	Knowledge / Skills	5	6	32	151	
K/602/3074	CCLD OP 5.12	Develop provision for family support	Knowledge / Skills	5	5	33	155	
L/602/2435	CCLD OP 5.18	Support others to promote children's physical development in an early years setting	Knowledge / Skills	5	7	46	159	
M/602/2380	CCLD OP 5.13	Lead support for disabled children and young people and their carers	Knowledge / Skills	6	8	57	163	
J/602/3499	CCLD OP 5.25	Undertake a research project within services for health and social care or children and young people	Knowledge / Skills	5	10	80	167	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
A/601/0135	CYPOP 7	Promote creativity and creative learning in young children	Knowledge / Skills	4	5	35	171	
H/601/5250	SS 5.3	Support the use of assistive technology	Knowledge / Skills	5	4	31	175	
K/601/5251	SS 5.4	Explore models of disability	Knowledge / Skills	5	5	32	179	
F/504/2218	LM 507	Understand professional management and leadership in health and social care or children and young people's settings	Knowledge	5	6	50	183	
A/504/2198	LM 502	Develop, maintain and use records and reports	Knowledge / Skills	4	3	23	187	
A/504/2217	LM 504	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	191	
J/504/2236	LM 505	Manage business redesign in health and social care or children or young people's services	Knowledge / Skills	5	5	30	195	



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 (e.g. NCFE, Pearson).
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.

* *Additional information* and *Unit assessment guidance* may not be provided for all units.

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

Explanation of terms used at Level 5: (not all verbs are used in this qualification)	
Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.

Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.

Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.

Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

CCLD MU 5.6: Professional practice in children's care, learning and development

Unit reference R/602/3456

Unit level 5

Credit value 6

GLH 42

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in the work setting.			
1. Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development.	1.1. Analyse how values, principles and statutory frameworks underpin service provision in children's care, learning and development in UK Home Nation.		
2. Be able to implement values, principles and statutory frameworks that underpin service provision in children's care, learning and development.	2.1. Implement in own setting, values and principles that underpin service provision.		
	2.2. Implement in own setting, statutory frameworks that underpin service provision.		
	2.3. Support others to implement values and principles that underpin service provision.		
3. Be able to implement policies and procedures for sharing information.	3.1. Explain how policies and procedures for sharing information are developed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Evaluate the effectiveness of policies and procedures for sharing information.		
	3.3. Make recommendations for changes to policies and procedures for sharing information.		
4. Be able to engage others in reflective practice.	4.1. Analyse the use of models of reflective practice in own setting.		
	4.2. Model the use of: <ul style="list-style-type: none"> • reflection on practice • reflection in practice. 		
	4.3. Contribute to a culture that nurtures reflective practice.		
	4.4. Support others to engage in reflective practice.		
5. Be able to evaluate own professional practice in children's care, learning and development.	5.1. Evaluate how own professional practice has influenced outcomes for children.		

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: CCLD MU 5.6

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

Assessment of this unit must comply with Skills for Care and Development's assessment principles.

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

CCLD MU 5.1: Support children's care, learning and development in the early years

Unit reference	K/602/3463	Unit level	6
Credit value	8	GLH	57

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development.	1.1. Outline early years curriculum models supporting children's care, learning and development.		
	1.2. Evaluate the relationship between theoretical perspectives and early years curriculum models.		
2. Be able to lead the implementation of the early years curriculum.	2.1. Support the development of procedures and practices used to implement the early years curriculum.		
	2.2. Support practitioners to assess children's capabilities and readiness to learn.		
	2.3. Support practitioners to use assessments to plan the environment, activities and routines to meet children's individual needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Organise resources to enable all children to take part in activities according to their capabilities and readiness.		
	2.5. Support practitioners to be able to adapt provision to meet individual children's needs.		
	2.6. Facilitate the provision of any identified additional support requirements.		
	2.7. Explain how to achieve the balance of child initiated play and adult led activities.		
	2.8. Facilitate the use of continuous, enhanced and focused activities in an environment that interests and motivates children's learning and development.		
	2.9. Evaluate the procedures and practices used to implement the curriculum for children's learning and development.		
3. Be able to promote provision that facilitates communication which supports children's learning and development.	3.1. Analyse the role of responsive communication in promoting children's care, learning and development.		
	3.2. Support practitioners to develop respectful and supportive relationships with children.		
	3.3. Support workers to communicate with children in ways that promote learning and development in the early years.		

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: CCLD MU 5.1

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 needs to be assessed in accordance with Skills for Care and Development's Assessment Principles.

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

CCLD MU 5.2: Understand children and young person's development



Unit reference F/601/9449 **Level** 5
Credit value 6 **GLH** 30

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the pattern of development that would normally be expected for children and young people from birth – 19 yrs.	1.1. Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years.		
	1.2. Analyse the difference between sequence of development and rate of development and why the distinction is important.		
	1.3. Analyse the reasons why children and young people's development may not follow the pattern normally expected.		
2. Understand the factors that impact on children and young people's development.	2.1. Analyse how children and young people's development is influenced by a range of personal factors.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Analyse how children and young people's development is influenced by a range of external factors.		
	2.3. Explain how theories of development and frameworks to support development influence current practice.		
3. Understand the benefits of early intervention to support the development of children and young people.	3.1. Analyse the importance of early identification of development delay.		
	3.2. Explain the potential risks of late recognition of development delay.		
	3.3. Evaluate how multi agency teams work together to support all aspects of development in children and young people.		
	3.4. Explain how play and leisure activities can be used to support all aspects of development of children and young people.		
4. Understand the potential effects of transitions on children and young people's development.	4.1. Explain how different types of transitions can affect children and young people's development.		
	4.2. Explain the importance of children and young people having positive relationships through periods of transition.		
	4.3. Evaluate the effectiveness of positive relationships on children and young people's development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions.	5.1. Explain different methods of assessing, recording and monitoring children and young people's development.		
	5.2. Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting.		
	5.3. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected.		
	5.4. Evaluate the importance of accurate documentation regarding the development of children and young people.		

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: CCLD MU 5.2

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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 403 Support programmes for the promotion of children's development CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children
Additional unit assessment requirements	The unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles.

CCLD MU 5.3: Lead practice that supports positive outcomes for child and young person development

Unit reference J/601/9369 **Level** 5

Credit value 6 **GLH** 36

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand theoretical approaches to child and young person development.	1.1. Explain different theories and frameworks of child and young person development.		
	1.2. Explain the potential impact on service provision of different theories and approaches.		
	1.3. Critically analyse the move towards outcomes based services for children and young people.		
2. Be able to lead and support developmental assessment of children and young people.	2.1. Support use of different methods of developmental assessment and recording for children and young people.		
	2.2. Work in partnership with other professionals in assessing development of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Develop strategies to encourage child or young person and carers' participation in developmental assessment.		
	2.4. Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment.		
3. Be able to develop and implement programmes with children or young people requiring developmental support.	3.1. Support use of assessments to develop programmes of support.		
	3.2. Explain circumstances where referrals to other agencies may be required.		
	3.3. Explain how referrals to other agencies are managed.		
	3.4. Support use of early interventions to promote positive outcomes for children and young people's development.		
	3.5. Lead the implementation of a personalised programme of support for children or young people.		
4. Be able to evaluate programmes for children or young people requiring developmental support.	4.1. Review programmes of developmental support.		
	4.2. Implement strategies for improvement for programmes of development support.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to lead and promote support for children experiencing transitions.	5.1. Explain how evidence based practice can be used to support children and young people experiencing transitions.		
	5.2. Lead the implementation of evidence based practice to support children or young people experiencing transition.		
	5.3. Evaluate the implementation of evidence based practice to support children or young people experiencing transitions.		
6. Be able to lead positive behaviour support.	6.1. Support use of evidence based practice with children and young people to encourage positive behaviour.		
	6.2. Critically evaluate different approaches to supporting positive behaviour.		

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: CCLD MU 5.3

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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 403
Additional unit assessment requirements	<p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles.</p>

CCLD MU 5.4: Develop and implement policies and procedures to support the safeguarding of children and young people

Unit reference A/601/9370

Level 5

Credit value 6

GLH 26

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the impact of current legislation that underpins the safeguarding of children and young people.	1.1. Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation.		
	1.2. Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.		
	1.3. Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.		
2. Be able to support the review of policies and procedures for safeguarding children and young people.	2.1. Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify the policies and procedures required in the work setting for safeguarding children and young people.		
	2.3. Develop the process for reviewing the process for safeguarding policies and procedures.		
	2.4. Evaluate the impact of a child/young person-centred approach to safeguarding on policies and procedures.		
	2.5. Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.		
3. Be able to implement policies and procedures for safeguarding children and young people.	3.1. Support the implementation of policies and procedures for safeguarding children and young people.		
	3.2. Mentor and support other practitioners to develop the skills to safeguard children and young people.		
4. Be able to lead practice in supporting children and young people's well-being and resilience.	4.1. Justify how promoting well-being and resilience supports the safeguarding of children and young people.		
	4.2. Review how children or young people's resilience and well-being are supported in own work setting.		
	4.3. Support others to understand the importance of well-being and resilience in the context of safeguarding.		

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: CCLD MU 5.4

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.

Additional information about the unit:

Relationship to occupational standards

CCLD 402

Additional unit assessment requirements

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

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

M1: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Unit reference K/602/3172 **Level** 5

Credit value 5 **GLH** 33

Unit aim The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health and social care or children and young people's settings.	1.1. Explain the legislative framework for health, safety and risk management in the work setting.		
	1.2. Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.		
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.	2.1. Demonstrate compliance with health, safety and risk management procedures.		
	2.2. Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the actions to take when health, safety and risk management procedures and practices are not being complied with.		
	2.4. Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements.		
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings.	3.1. Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.		
	3.2. Work with individuals and others to assess potential risks and hazards.		
	3.3. Work with individuals and others to manage potential risks and hazards.		
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.	4.1. Work with individuals to balance the management of risk with individual rights and the views of others.		
	4.2. Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking.		
	4.3. Evaluate own practice in promoting a balanced approach to risk management.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Analyse how helping others to understand the balance between risk and rights improves practice.		
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.		
	5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting.		
	5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.		
	5.4. Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.		

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: M1

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none">• self• workers / practitioners• carers• significant others• visitors to the work setting• inspectors / regulators. <p>An individual is someone accessing care or support.</p>

M2c: Work in partnership in health and social care or children and young people's settings

Unit reference A/602/3189 **Level** 4

Credit value 4 **GLH** 26

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand partnership working.	1.1. Identify the features of effective partnership working.		
	1.2. Explain the importance of partnership working with: <ul style="list-style-type: none"> • colleagues • other professionals • others. 		
	1.3. Analyse how partnership working delivers better outcomes.		
	1.4. Explain how to overcome barriers to partnership working.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues.		
	2.2. Develop and agree common objectives when working with colleagues.		
	2.3. Evaluate own working relationship with colleagues.		
	2.4. Deal constructively with any conflict that may arise with colleagues.		
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals.		
	3.2. Develop procedures for effective working relationships with other professionals.		
	3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.		
	3.4. Evaluate procedures for working with other professionals.		
	3.5. Deal constructively with any conflict that may arise with other professionals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to work in partnership with others.	4.1. Analyse the importance of working in partnership with others.		
	4.2. Develop procedures for effective working relationships with others.		
	4.3. Agree common objectives when working with others within the boundaries of own role and responsibilities.		
	4.4. Evaluate procedures for working with others.		
	4.5. Deal constructively with any conflict that may arise with others.		

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: M2c

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS B1, HSC 41, CCLD 405, 406
Additional unit assessment requirements	<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 the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Other professionals may include:</p> <ul style="list-style-type: none"> • workers from other agencies or organisations • advocates • independent visitors. <p>Others may include:</p> <ul style="list-style-type: none"> • individuals • children and young people • families • carers • friends of the individual • advocates.

SHC 51: Use and develop systems that promote communication

Unit reference F/602/2335 **Level** 5
Credit value 3 **GLH** 24

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes <small>The learner will:</small>	Assessment criteria <small>The learner can:</small>	Evidence record <small>e.g. page number & method</small>	Assessor judgement achieved <small>Initial and date</small>
Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to address the range of communication requirements in own role.	1.1. Review the range of groups and individuals whose communication needs must be addressed in own job role.		
	1.2. Explain how to support effective communication within own job role.		
	1.3. Analyse the barriers and challenges to communication within own job role.		
	1.4. Implement a strategy to overcome communication barriers.		
	1.5. Use different means of communication to meet different needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to improve communication systems and practices that support positive outcomes for individuals.	2.1. Monitor the effectiveness of communication systems and practices.		
	2.2. Evaluate the effectiveness of existing communication systems and practices.		
	2.3. Propose improvements to communication systems and practices to address any shortcomings.		
	2.4. Lead the implementation of revised communication systems and practices.		
3. Be able to improve communication systems to support partnership working .	3.1. Use communication systems to promote partnership working.		
	3.2. Compare the effectiveness of different communications systems for partnership working.		
	3.3. Propose improvements to communication systems for partnership working.		
4. Be able to use systems for effective information management.	4.1. Explain legal and ethical tensions between maintaining confidentiality and sharing information.		
	4.2. Analyse the essential features of information sharing agreements within and between organisations.		
	4.3. Demonstrate use of information management systems that meet legal and ethical requirements.		

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 51

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS E1 HSC 41
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Means of communication may include:</p> <ul style="list-style-type: none"> • verbal • non-verbal • sign • pictorial • written • electronic • assisted • personal • organisational • formal • informal • public (information/promotional). <p>Partnership working: Working effectively together with people, professionals, agencies and organisations to enhance the well-being of people and support positive and improved outcomes.</p>

SHC 52: Promote professional development

Unit reference L/602/2578 **Level** 4

Credit value 4 **GLH** 33

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice.		
	1.2. Analyse potential barriers to professional development.		
	1.3. Compare the use of different sources and systems of support for professional development.		
	1.4. Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against standards and benchmarks.		
	2.2. Prioritise development goals and targets to meet expected standards.		
3. Be able to prepare a professional development plan.	3.1. Select learning opportunities to meet development objectives and reflect personal learning style.		
	3.2. Produce a plan for own professional development, using an appropriate source of support.		
	3.3. Establish a process to evaluate the effectiveness of the plan.		
4. Be able to improve performance through reflective practice.	4.1. Compare models of reflective practice.		
	4.2. Explain the importance of reflective practice to improve performance.		
	4.3. Use reflective practice and feedback from others to improve performance.		
	4.4. Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes. 		

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 52

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.

Additional information about the unit:	
Relationship to occupational standards	This unit links with the following NOS: HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Sources and systems of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • mentoring • within the organisation • beyond the organisation. <p>Standards and benchmarks may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum / essential standards • national occupational standards.

SHC 53: Champion equality, diversity and inclusion

Unit reference	Y/602/3183	Level	5
Credit value	4	GLH	34

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.		
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.		
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.		
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.		
	2.2. Challenge discrimination and exclusion in policy and practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity. 		
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.	3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.		
	3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.		
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.		
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.		
	4.2. Explain the principle of informed choice.		
	4.3. Explain how issues of individual capacity may affect informed choice.		
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.		

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 53

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS, B1, HSC 45, LDSS/GCU 5, LDSS 408
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2 and 4 must be assessed in the work setting.</p>

LM1c: Lead and manage a team within a health and social care or children and young people's setting

Unit reference H/602/3171 **Level** 6

Credit value 7 **GLH** 46

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the features of effective team performance within a health and social care or children and young people's setting.	1.1. Explain the features of effective team performance.		
	1.2. Identify the challenges experienced by developing teams.		
	1.3. Identify the challenges experienced by established teams.		
	1.4. Explain how challenges to effective team performance can be overcome.		
	1.5. Analyse how different management styles may influence outcomes of team performance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability. 		
	1.7. Compare methods of addressing conflict within a team.		
2. Be able to support a positive culture within the team for a health and social care or children and young people's setting.	2.1. Identify the components of a positive culture within own team.		
	2.2. Demonstrate how own practice supports a positive culture in the team.		
	2.3. Use systems and processes to support a positive culture in the team.		
	2.4. Encourage creative and innovative ways of working within the team.		
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting.	3.1. Identify the factors that influence the vision and strategic direction of the team.		
	3.2. Communicate the vision and strategic direction to team members.		
	3.3. Work with others to promote a shared vision within the team.		
	3.4. Evaluate how the vision and strategic direction of the team influences team practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting.	4.1. Identify team objectives.		
	4.2. Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives.		
	4.3. Facilitate team members to actively participate in the planning process.		
	4.4. Encourage sharing of skills and knowledge between team members.		
	4.5. Agree roles and responsibilities with team members.		
5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting.	5.1. Set personal work objectives with team members based on agreed objectives.		
	5.2. Work with team members to identify opportunities for development and growth.		
	5.3. Provide advice and support to team members to make the most of identified development opportunities.		
	5.4. Use a solution focused approach to support team members to address identified challenges.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to manage team performance in a health and social care or children and young people's setting.	6.1. Monitor and evaluate progress towards agreed objectives.		
	6.2. Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team. 		
	6.3. Provide recognition when individual and team objectives have been achieved.		
	6.4. Explain how team members are managed when performance does not meet requirements.		

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: LM1c

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS A1, B1 CCLD 413, 425
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none">• workers / practitioners• carers• significant others• other professionals• people who use services.

LM2c: Develop professional supervision practice in health and social care or children and young people's work settings

Unit reference	M/602/3187	Level	5
Credit value	5	GLH	39
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings.	1.1. Analyse the principles, scope and purpose of professional supervision.		
	1.2. Outline theories and models of professional supervision.		
	1.3. Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision.		
	1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how professional supervision can protect the: <ul style="list-style-type: none"> • individual • supervisor • supervisee. 		
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.	2.1. Explain the performance management cycle.		
	2.2. Analyse how professional supervision supports performance.		
	2.3. Analyse how performance indicators can be used to measure practice.		
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.	3.1. Explain factors which result in a power imbalance in professional supervision.		
	3.2. Explain how to address power imbalance in own supervision practice.		
	3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process.		
	3.4. Agree with supervisee the frequency and location of professional supervision.		
	3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision.		
	3.6. Agree with supervisee actions to be taken in preparation for professional supervision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to provide professional supervision in health and social care or children and young people's work settings.	4.1. Support supervisees to reflect on their practice.		
	4.2. Provide positive feedback about the achievements of the supervisee.		
	4.3. Provide constructive feedback that can be used to improve performance.		
	4.4. Support supervisees to identify their own development needs.		
	4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting.		
	4.6. Support supervisees to explore different methods of addressing challenging situations.		
	4.7. Record agreed supervision decisions.		
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.	5.1. Give examples from own practice of managing conflict situations within professional supervision.		
	5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.		
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.	6.1. Gather feedback from supervisee/s on own approach to supervision process.		
	6.2. Adapt approaches to own professional supervision in light of feedback from supervisees and others.		

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: LM2c

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Agreed ways of working will include policies and procedures where these exist. An individual is someone accessing care or support.

B1: Develop and evaluate operational plans for own area of responsibility

Unit reference Y/600/9588

Level 5

Credit value 6

GLH 25

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Be able to align objectives of own area of responsibility with those of own organisation.	1.1. Identify operational objectives within own area of responsibility.		
	1.2. Analyse objectives of own area of responsibility in relation to those of own organisation.		
2. Be able to implement operational plans in own area of responsibility.	2.1. Assess risks associated with operational plans and include contingency arrangements.		
	2.2. Identify support from relevant stakeholders.		
	2.3. Implement operational plan within own area of responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to monitor and evaluate operational plans in own area of responsibility.	3.1. Monitor procedures within the operational plan.		
	3.2. Evaluate operational plans and implement any necessary actions.		

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: B1

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.

Additional information about the unit:

Relationship to occupational standards	MSC B1 Develop and implement operational plans for your area of responsibility
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in the work setting.

E8: Manage physical resources

Unit reference K/600/9711 **Level** 4

Credit value 3 **GLH** 25

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the importance of sustainability when using physical resources.	1.1. Explain the importance of using sustainable resources.		
	1.2. Explain the potential impact of resource use on the environment.		
	1.3. Explain how to use resources effectively and efficiently.		
	1.4. Describe actions one can take to minimise any adverse environmental impact of using physical resources.		
2. Be able to identify resource requirements for own area of responsibility.	2.1. Consult with colleagues to identify their planned activities and corresponding resource needs.		
	2.2. Evaluate past resource use to inform expected future demand.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify resource requirements for own area of responsibility.		
3. Be able to obtain required resources for own area of responsibility.	3.1. Submit a business case to procure required resources.		
	3.2. Review and agree required resources with relevant individuals.		
	3.3. Explain an organisation's processes for procuring agreed resources.		
4. Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.1. Monitor the quality of resources against required specifications.		
	4.2. Identify differences between actual and planned use of resources and take corrective action.		
	4.3. Analyse the effectiveness and efficiency of resource use in own area of responsibility.		
	4.4. Make recommendations to improve the effectiveness and efficiency of resource use.		

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: E8

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.

Additional information about the unit:	
Relationship to occupational standards	MSC E8 Manage physical resources
Additional unit assessment requirements	<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 the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Management Standards Centre – MSC</p> <p>Assessment Strategy for Management and Leadership</p> <p>Scottish Vocational Qualifications (SVQs) and National Vocational Qualifications and Units</p> <p>The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.</p> <p>1. Achieving External Quality Control of Assessment</p> <p>The following measures are proposed in terms of achieving external quality control of assessment:</p> <ul style="list-style-type: none"> • application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks. • the existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership • standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

	<p>2. Assessment through Performance in the Workplace</p> <p>The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc.), witness testimony, discussion and questioning etc.</p> <p>3. Assessment by Simulation</p> <p>Simulation is not allowed.</p> <p>4. Requirements for Assessors and Verifiers</p> <p>Assessors and Verifiers must demonstrate that they:</p> <ul style="list-style-type: none">• have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying• keep themselves up-to-date with developments in management and leadership practice• have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying. <p>In addition Assessors and Verifiers must have:</p> <ul style="list-style-type: none">• an accredited assessor and/or verifier qualification, or• a related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or• evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.
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O1: Develop procedures and practice to respond to concerns and complaints

Unit reference J/602/2336 **Level** 5
Credit value 6 **GLH** 40

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints.	1.1. Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work.		
	1.2. Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.		
2. Be able to develop procedures to address concerns and complaints.	2.1. Explain why individuals might be reluctant to raise concerns and make complaints.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Outline steps that can be taken to encourage individuals to raise concerns or complaints.		
	2.3. Work with others in the development of procedures to address concerns and complaints.		
	2.4. Ensure information on how to raise concerns and make complaints is available in accessible formats.		
	2.5. Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.		
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints.	3.1. Promote a person-centred approach to addressing concerns and complaints.		
	3.2. Ensure that others are informed about the procedure for raising concerns or making complaints.		
	3.3. Use supervision to support workers to recognise and address concerns and complaints.		
	3.4. Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to review the procedures and practices for addressing concerns and complaints.	4.1. Monitor the use of systems for addressing concerns and complaints.		
	4.2. Evaluate the effectiveness of systems for addressing concerns and complaints.		
	4.3. Involve others in the review of procedures and practices for addressing concerns and complaints.		
	4.4. Show how own management practice has provided a culture where the organisation can learn from concerns and complaints.		
	4.5. Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.		

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: O1

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS E9
Additional unit assessment requirements	<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 the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none">• workers / practitioners• carers• significant others• other professionals• people who use services.

O16: Recruitment and selection within health and social care or children and young people's settings

Unit reference R/602/2338 **Level** 4

Credit value 3 **GLH** 26

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the recruitment and selection processes in health and social care or children and young people's settings.	1.1. Explain the impact on selection and recruitment processes, in own setting, of: <ul style="list-style-type: none"> • legislative requirements • regulatory requirements • professional codes • agreed ways of working. 		
	1.2. Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection.		
	1.3. Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings.	2.1. Review job descriptions and person specifications to meet work setting objectives.		
	2.2. Work with others to establish the criteria that will be used in the recruitment and selection process.		
	2.3. Work with others to establish the methods that will be used in the recruitment and selection process.		
	2.4. Involve individuals in the recruitment process.		
3. Be able to participate in the selection process in health and social care or children's and young people's settings.	3.1. Use agreed methods to assess candidates.		
	3.2. Use agreed criteria to select candidates.		
	3.3. Communicate the outcome of the selection process according to the policies and procedures of own setting.		
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings.	4.1. Evaluate the recruitment and selection methods and criteria used in own setting.		
	4.2. Recommend changes for improvement to recruitment and selection processes in own setting.		

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: O16

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.

Additional information about the unit:	
Relationship to occupational standards	LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5
Additional unit assessment requirements	<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 the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Recruitment process can include consultation or practical involvement in the process.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • human resource personnel • workers / practitioners • carers • significant others. <p>Individual is someone accessing care or support.</p>

O20c: Facilitate the development of effective group practice in health and social care or children and young people's settings

Unit reference Y/602/2339

Level 5

Credit value 6

GLH 42

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand how groups develop and function in health and social care or children and young people's work settings.	1.1. Analyse the impact of theories and models on group work practice.		
	1.2. Explain how to form and maintain a cohesive and effective group.		
	1.3. Explain how different facilitation styles may influence: <ul style="list-style-type: none"> • group dynamics • lifecycle of the group • group outcomes • development of roles within the group. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain why it is important to be clear about the purpose and desired outcomes for the group.		
	1.5. Analyse the importance of participant engagement in achieving group outcomes.		
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings.	2.1. Evaluate methods that may be utilised in facilitating groups.		
	2.2. Prepare an environment that is conducive to the functioning of the group.		
	2.3. Work with a group(s) to agree acceptable group and individual behaviour.		
	2.4. Work with a group to negotiate and agree tasks, desired outcomes and ways of working.		
3. Be able to facilitate a group in health and social care or children and young people's work settings.	3.1. Use a range of methods to accommodate different learning styles within the group.		
	3.2. Provide a group experience where participants are engaged and stimulated.		
	3.3. Intervene effectively in a group session to improve the learning process.		
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings.	4.1. Demonstrate inclusive practice when facilitating groups.		
	4.2. Support consensus and manage conflict within a group.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Explain how to challenge excluding or discriminatory behaviour.		
	4.4. Demonstrate how to manage diverse group behaviours.		
	4.5. Explain when to refer issues and areas of concern.		
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings.	5.1. Work with a group to agree monitoring and review processes.		
	5.2. Implement systems and processes to monitor and review the progress of a group.		
	5.3. Assess the effectiveness of a group in relation to identified outcomes.		
	5.4. Reflect on strengths and areas for development in own practice of facilitating groups.		

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: O20c

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.

Additional information about the unit:	
Relationship to occupational standards	AG27 HSC 429 LDSS 418
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Conflict may include: <ul style="list-style-type: none">• negative comments• disagreements• discrimination• power imbalance• threats• body language• non-compliance.

O30c: Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Unit reference L/602/2547 **Level** 5

Credit value 6 **GLH** 43

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings.	1.1. Analyse the differences between coaching and mentoring.		
	1.2. Explain circumstances when coaching would be an appropriate method of supporting learning at work.		
	1.3. Explain circumstances when mentoring would be an appropriate method of supporting learning at work.		
	1.4. Explain how coaching and mentoring complement other methods of supporting learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Analyse how coaching and mentoring at work can promote the business objectives of the work setting.		
	1.6. Evaluate the management implications of supporting coaching and mentoring in the work setting.		
	1.7. Explain how coaching and mentoring in the work setting can contribute to a learning culture.		
	1.8. Explain the importance of meeting the learning needs of coaches and mentors.		
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings.	2.1. Promote the benefits of coaching and mentoring in the work setting.		
	2.2. Support practitioners to identify learning needs where it would be appropriate to use coaching.		
	2.3. Support practitioners to identify learning needs where it would be appropriate to use mentoring.		
	2.4. Explain the different types of information, advice and guidance that can support learning in the work setting.		
	2.5. Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings.	3.1. Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting.		
	3.2. Plan coaching and mentoring activities.		
4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings.	4.1. Support the implementation of coaching and mentoring activities.		
	4.2. Select the most appropriate person to act as coach or mentor.		
	4.3. Explain the support needs of those who are working with peers as coaches or mentors.		
	4.4. Provide coaching in a work setting according to the agreed plan.		
	4.5. Provide mentoring in a work setting according to the agreed plan.		
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings.	5.1. Review how the use of coaching and mentoring in the work setting has supported business objectives.		
	5.2. Evaluate the impact of coaching and mentoring on practice.		
	5.3. Develop plans to support the future development of coaching and mentoring in the work setting.		

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: O30c

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.

Additional information about the unit:	
Relationship to occupational standards	ENTO CM20; CCLD 429
Additional unit assessment requirements	<p>This unit must be assessed in accordance with the Skills for Care and Development's assessment principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Different information sources may include:</p> <ul style="list-style-type: none">• strategic/business plans• new legislation/regulation• supervision agreements/professional development plans• availability and expertise of coaches and mentors in the work setting• service users who have different needs.

O35: Manage induction in health and social care or children and young people's settings

Unit reference T/602/2574 **Level** 4

Credit value 3 **GLH** 21

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the purpose of induction for health and social care or children and young people's settings.	1.1. Explain why induction is important for practitioners, individuals and organisations.		
	1.2. Identify information and support materials that are available to promote effective induction.		
	1.3. Explain the link between induction processes, qualifications and progression routes in the sector.		
	1.4. Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Analyse the role of induction in safeguarding individuals and others within a work setting.		
2. Be able to manage the induction process in health, social care and children and young people's work settings.	2.1. Explain the factors that influence induction processes for practitioners.		
	2.2. Develop an induction programme in agreement with others.		
	2.3. Manage the induction process for practitioners.		
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings.	3.1. Identify different methods that can be used to support the induction process for practitioners.		
	3.2. Support others involved in the induction of practitioners.		
	3.3. Obtain feedback from others on practitioner's achievement of identified induction requirements.		
	3.4. Support practitioners to reflect on their learning and achievement of induction requirements.		
	3.5. Provide feedback to practitioners on achievement of induction requirements.		
	3.6. Support personal development planning for a practitioner on completion of induction.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to evaluate the induction process in health and social care or children and young people's settings.	4.1. Explain the importance of continuous organisational improvement in the provision of induction.		
	4.2. Obtain feedback on the induction process from practitioners.		
	4.3. Obtain feedback on the induction process from others in the work setting.		
	4.4. Use feedback to identify areas for improvement within the induction process.		
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings.	5.1. Work with others to identify improvements within the induction process.		
	5.2. Work with others to implement changes required to address areas for improvement within the induction process.		

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: O35

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.

Additional information about the unit:	
Relationship to occupational standards	HSC 444 LMC A1 A3
Additional unit assessment requirements	<p>Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Practitioners could include:</p> <ul style="list-style-type: none"> • new recruits • existing employees who have taken on additional responsibilities • existing employees who have taken on a new role • temporary or agency workers • workers transferring from another setting • students on placement • volunteers. <p>Individuals are those accessing care or services.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p> <p>Factors that influence could include:</p> <ul style="list-style-type: none"> • job descriptions • levels of responsibility • previous experience • qualification status • availability of others • organisational culture • organisational requirements • individual needs. <p>Others may include:</p> <ul style="list-style-type: none"> • workers / practitioners • carers • significant others • individuals who access services • line managers • other professionals.

O40: Facilitate change in health and social care or children and young people's settings

Unit reference F/602/2612 **Level** 5
Credit value 6 **GLH** 42

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the principles of change management in health and social care or children and young people's settings.	1.1. Analyse factors that drive change.		
	1.2. Describe underpinning theories of change management.		
	1.3. Describe approaches, tools and techniques that support the change process.		
	1.4. Explain the importance of effective change management for service provision.		
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings.	2.1. Promote the benefits of change.		
	2.2. Analyse challenges that may arise during the process of change.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Enable others to express views about proposed change.		
	2.4. Agree with others the changes that need to be made.		
3. Be able to develop an approved change management plan in health and social care or children and young people's settings.	3.1. Analyse the impact of a proposed change to the service provision.		
	3.2. Produce a change management plan that takes account of the identified impact.		
	3.3. Establish criteria against which the plan can be evaluated.		
	3.4. Secure any approvals required for the change management plan.		
4. Be able to gain support for a proposed change in health and social care or children and young people's settings.	4.1. Ensure own actions serve as a positive role model when introducing change.		
	4.2. Identify others who can promote the vision for change.		
	4.3. Use strategies that address resistance to change.		
	4.4. Implement a communication strategy to support others to understand a proposed change.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to implement approved change management plans in health and social care or children and young people's settings.	5.1. Agree roles and responsibilities for implementing change management plan.		
	5.2. Support others to carry out their agreed roles in a change management plan.		
	5.3. Adapt a change management plan to address issues as they arise.		
	5.4. Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change.		
6. Be able to evaluate the change management process in health and social care or children and young people's settings.	6.1. Agree systems to monitor the effectiveness of the change management plan.		
	6.2. Work with others to review the change management plan against identified criteria.		
	6.3. Evaluate outcomes of the change for individuals.		

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: O40

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.

Additional information about the unit:	
Relationship to occupational standards	LMC A2 MSC C5
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.</p>

O41: Manage an inter-professional team in a health and social care or children and young people's setting

Unit reference L/602/2743 **Level** 6
Credit value 7 **GLH** 48

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the principles of inter-professional working within health and social care or children and young people's settings.	1.1. Analyse how inter-professional working promotes positive outcomes for individuals.		
	1.2. Analyse the complexities of working in inter-professional teams.		
	1.3. Explain how inter-professional teamwork is influenced by: <ul style="list-style-type: none"> • legislative frameworks • regulation • government initiatives • professional codes of practice or professional standards • service objectives. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to manage service objectives through the inter-professional team in health and social care or children and young people's settings.	2.1. Work with others to identify how team objectives contribute to service objectives.		
	2.2. Establish plans to meet service objectives.		
	2.3. Allocate roles and responsibilities to meet service objectives.		
3. Be able to promote inter-professional team working in health and social care or children and young people's settings.	3.1. Establish governance arrangements within inter-professional working arrangements to include: <ul style="list-style-type: none"> • accountability • lines of communication • professional supervision • continuing professional development. 		
	3.2. Establish protocols within inter-professional working arrangements to include: <ul style="list-style-type: none"> • confidentiality and information sharing • record keeping • resources • concerns and complaints. 		
	3.3. Identify supports available to enhance inter-professional working.		
	3.4. Support others to understand distinctive roles within the team.		
	3.5. Facilitate communication within the inter-professional team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Work with the team to resolve dilemmas that may arise.		
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's settings.	4.1. Ensure that plans for individuals are based on a formal assessment.		
	4.2. Work with the team to identify the lead practitioners for the implementation of individuals' plans.		
	4.3. Agree roles and responsibilities of all those involved in implementing plans.		
	4.4. Ensure that information pertinent to the implementation of plans is exchanged between those involved.		
	4.5. Develop processes for the review of individuals' plans.		
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's settings.	5.1. Work with others to monitor the effectiveness of the inter-professional team against service objectives.		
	5.2. Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement. 		
	5.3. Work with others to develop an action plan to improve inter-professional team work.		

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: O41

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.

Additional information about the unit:	
Relationship to occupational standards	LMC D3 CCLD 423
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.

O42: Manage finance within own area of responsibility in health and social care or children and young people's setting

Unit reference: T/602/2753 **Level** 4

Credit value 4 **GLH** 31

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand financial management in own work setting.	1.1. Explain the importance of effective financial management systems within own work setting.		
	1.2. Outline sources of funding that are used to construct the budget for own work setting.		
	1.3. Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.		
2. Be able to plan budget requirement for own area of responsibility.	2.1. Work with others to calculate the financial resources required to meet objectives within own area of responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Communicate budget requirements within remit of role and responsibility to inform overall budget build.		
	2.3. Analyse the impact of an insufficient budget on service delivery.		
	2.4. Work with others to prioritise budget allocation in own area of responsibility.		
3. Be able to manage a budget.	3.1. Explain the financial management systems that are available to monitor budget for own area of responsibility.		
	3.2. Agree roles and responsibilities of others in recording financial expenditure.		
	3.3. Calculate planned expenditure over the financial period.		
	3.4. Monitor actual spend against planned expenditure.		
	3.5. Analyse variances between planned and actual expenditure.		
	3.6. Implement corrective action to address any variances.		
	3.7. Make revisions to the budget to take account of variances and new developments.		
4. Be able to evaluate financial expenditure within own area of responsibility.	4.1. Review actual expenditure against planned expenditure within financial period.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Report findings from budget reviews.		
	4.3. Make recommendations for adjustments for budget planning and management.		

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: O42

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.

Additional information about the unit:	
Relationship to occupational standards	LMC E8 CCLD 4424 MSC E1 MSC E2d
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

O43: Manage quality in health and social care or children and young people's setting

Unit reference R/602/2758

Level 5

Credit value 5

GLH 36

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the context of quality assurance in a health and social care or children and young people's setting.	1.1. Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting.		
	1.2. Analyse how quality standards influence positive outcomes for individuals.		
	1.3. Evaluate a range of methods that can be used to measure the achievement of quality standards.		
2. Be able to implement quality standards in a health and social care or children and young people's setting.	2.1. Work with team members and others to: <ul style="list-style-type: none"> • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Develop systems and processes to measure achievement of quality standards.		
	2.3. Support team members to carry out their roles in implementing quality controls.		
	2.4. Explain how quality assurance standards relate to performance management.		
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting.	3.1. Support team members to carry out their roles in monitoring quality indicators.		
	3.2. Use selected indicators to evaluate the achievement of quality standards.		
	3.3. Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement. 		
	3.4. Work with others to develop an action plan to improve quality of service.		

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: O43

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.

Additional information about the unit:	
Relationship to occupational standards	LMC E3 LMC A5 CCLD 427 MSC F13 HSC436
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's assessment principles.</p> <p>Learning outcome 2 and 3 must be assessed in a real work environment.</p>

LM 508: Appraise staff performance

Unit reference J/504/2219 **Unit level** 5

Credit value 5 **GLH** 32

Unit aim The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand policies, theories and models which underpin appraisal of performance.	1.1. Explain policies and agreed ways of working for appraisals in the work setting.		
	1.2. Research models of appraisal to explore their applicability in the work setting.		
	1.3. Evaluate how appraisals are used to inform: <ul style="list-style-type: none"> • achievement of objectives • overall performance • future objectives. 		
	1.4. Explain how appraisals are used to develop practice.		
	1.5. Differentiate between appraisals and disciplinary processes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Use research on the theories of power to explore the relationship between appraiser and appraisee.		
2. Be able to support others to understand the purpose of appraisal.	2.1. Support others to develop an understanding of the purpose of appraisals to include: <ul style="list-style-type: none"> • mutual responsibilities • the achievement of objectives • reflection on overall performance • professional development • how outcomes of the appraisal will be used • future objectives. 		
3. Be able to facilitate preparation for appraisals.	3.1. Confirm with appraisee the objectives against which performance will be appraised.		
	3.2. Identify with the appraisee the actions they need to take to prepare for their appraisal.		
	3.3. Evaluate evidence gathered from a range of sources towards achievement of objectives.		
	3.4. Prepare paperwork for appraisal in line with work setting requirements.		
4. Be able to support appraisee to participate in appraisal meetings.	4.1. Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee.		
	4.2. Demonstrate how to prepare the environment for the appraisal meeting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Support the appraisee to engage in an evaluation of their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development. 		
	4.4. Provide feedback to appraisee on their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development. 		
	4.5. Identify with appraisee work objectives for forthcoming year.		
	4.6. Identify with appraisee professional development plan for forthcoming year.		
	4.7. Record the appraisal in line with work setting requirements.		
5. Be able to evaluate own practice during the appraisal process.	5.1 Evaluate with appraisee their experience of how the appraisal was conducted.		
	5.2 Reflect on own practice in managing the appraisal process.		

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: LM 508

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.

Additional information about the unit:	
Relationship to occupational standards	SCD HSC0043 – Take responsibility for the continuing professional development of yourself and others. LMC A1 – Manage and develop yourself and your workforce within care services.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Policies and agreed ways of working – this will include organisational and national policies. These may be attached to standards or frameworks.</p> <p>Others will include those staff for whom you have responsibility.</p> <p>Mutual responsibilities –the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a “top-down” process. Therefore there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.</p> <p>Range of sources may include:</p> <ul style="list-style-type: none"> • feedback from individuals, carers and families • feedback from other colleagues, other professionals • own observations • work products.

LM 510: Manage disciplinary processes in health and social care or children and young people's settings

Unit reference M/504/2232 **Unit level** 5
Credit value 6 **GLH** 40

Unit aim The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes in health and social care or children and young people's settings.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings.	1.1. Explain how legislation, organisational policies and procedures relate to disciplinary processes.		
	1.2. Analyse the relationship between disciplinary and regulatory processes.		
	1.3. Identify own role and role of others in relation to disciplinary processes.		
	1.4. Define practice which would be considered as: <ul style="list-style-type: none"> • performance issues that may lead to disciplinary proceedings • gross misconduct. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the different approaches used to manage performance issues and gross misconduct.		
	1.6. Outline sanctions which may be considered within a disciplinary process.		
2. Be able to manage staff practice which falls below professional and/or organisational standards.	2.1. Consult with others to establish management options when practice falls below standards.		
	2.2. Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: <ul style="list-style-type: none"> • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of underlying issues • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved. 		
	2.3. Review with staff member objectives which have been set, to assess if improvements have been achieved.		
	2.4. Initiate disciplinary process where objectives have not been met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Provide staff member with information about the disciplinary process including their rights.		
3. Be able to compile and present evidence for a disciplinary proceeding.	3.1. Complete reports in line with work setting requirements to include: <ul style="list-style-type: none"> • evidence of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct. 		
	3.2. Present evidence in a disciplinary proceeding.		
4. Be able to manage the outcomes of a disciplinary process.	4.1. Implement the decisions from a disciplinary process.		
	4.2. Manage the implications of the outcomes for individuals and others.		
	4.3. Evaluate own practice in the disciplinary process.		

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: LM 510

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.

Additional information about the unit:	
Relationship to occupational standards	LMC E10 Ensure policies, procedures and practice for the conduct of workers within care series are adhered to.
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Regulatory processes relates to when behaviours and conduct are referred to a professional body for investigation</p> <p>Others may include:</p> <ul style="list-style-type: none"> • human resource personnel • other managers • legal representatives • Trade Union representatives • labour relations organisations e.g. ACAS • people who use services, carers or family members. <p>Management options are when there a range of management actions which can be taken before engaging in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint.</p>

	<p>Underlying issues may include:</p> <ul style="list-style-type: none">• family issues• ill health• bullying in the workplace• financial• alcohol/substance misuse. <p>Initiate disciplinary process could include:</p> <ul style="list-style-type: none">• liaison with other managers• consultation with human resources departments• advice from legal representatives or labour relations organisations. <p>Evidence may include:</p> <ul style="list-style-type: none">• own observations• observations of others• records• complaints• feedback from people who use services, carers or family members.
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CCLD OP 5.16: Support others to promote children's mathematical development and problem solving skills in an early years setting

Unit reference A/602/2138 **Unit level** 5

Credit value 7 **GLH** 46

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in the work setting.			
1. Understand the impact of research on the development of children's mathematical and problem solving skills in early years settings.	1.1. Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children's mathematical and problem solving skills • workplace procedures and practices • own professional practice. 		
2. Be able to facilitate the assessment process of children's mathematical and problem solving skills in early years settings.	2.1. Identify the relevant curriculum and assessment frameworks against which children's mathematical and problem solving skills development will be measured.		
	2.2. Facilitate the assessment of children's mathematical and problem solving skills development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Involve others in the development and implementation of assessment processes.		
	2.4. Support others to recognise and celebrate children's achievement.		
	2.5. Support practitioners to recognise and refer appropriately issues and areas of concern.		
3. Be able to manage an environment in early years settings that promotes children's mathematical and problem solving skills.	3.1. Evaluate the suitability of the environment and resources of early years setting to promote children's mathematical and problem solving skills.		
	3.2. Make recommendations for improvements to the environment and resources of the early years setting to promote children's mathematical and problem solving skills development.		
	3.3. Support others to develop a stimulating learning environment to promote children's mathematical and problem solving skills.		
4. Be able to manage programmes to support children's mathematical and problem solving skills development in early years settings.	4.1. Ensure the planning and development of programmes maximises opportunities for children's mathematical and problem solving skills development.		
	4.2. Support others to implement programmes that develop children's mathematical and problem solving skills.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Support practitioners to involve children and their carers in evaluating programmes that develop children’s mathematical and problem solving skills.		
	4.4. Support others to evaluate the effectiveness of programmes that develop children’s mathematical and problem solving skills.		
	4.5. Make recommendations for changes to programmes to develop mathematical and problem solving skills.		

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: CCLD OP 5.16

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

Assessment of this unit must comply with Skills for Care and Development assessment principles.

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

CCLD OP 5.17: Support others to promote children’s knowledge and understanding of the world in an early years setting

Unit reference A/602/2141 **Unit level** 5

Credit value 7 **GLH** 46

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 must be assessed in the work setting.			
1. Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings.	1.1. Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children’s knowledge and understanding of the world • use of outdoor spaces within local environment • workplace procedures and practices • own professional practice. 		
2. Be able to facilitate the assessment process of children’s knowledge and understanding of the world in early years settings.	2.1. Identify the relevant curriculum and assessment frameworks against which children’s development of knowledge and understanding of the world will be measured.		
	2.2. Facilitate the assessment of children's knowledge and understanding of the world.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Involve others in the development and implementation of assessment processes.		
	2.4. Support others to recognise and celebrate children’s achievement.		
	2.5. Support practitioners to recognise and refer issues and areas of concern in relation to children’s knowledge and understanding of the world.		
3. Be able to manage indoor and outdoor environments in early years settings that promotes children’s knowledge and understanding of the world.	3.1. Evaluate the suitability and safety of the indoor environment and resources of early years setting to promote children’s knowledge and understanding of the world.		
	3.2. Evaluate the suitability and safety of the outdoor environment and resources of early years setting to promote children’s knowledge and understanding of the world.		
	3.3. Support others to develop a stimulating learning environment to promote children’s knowledge and understanding of the world.		
	3.4. Support others to utilise outdoor spaces, different local landscapes and the natural environment in promoting children’s knowledge and understanding of the world.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Make recommendations for improvements to the environment and resources of the early years setting to promote children's knowledge and understanding of the world.		
4. Be able to manage programmes to support children’s knowledge and understanding of the world in early years settings.	4.1. Ensure the planning and development of programmes maximises opportunities for children’s development of knowledge and understanding of the world.		
	4.2. Support others to implement programmes that develop children's knowledge and understanding of the world.		
	4.3. Support practitioners to involve children and their carers in evaluating programmes that develop children's knowledge and understanding of the world.		
	4.4. Support others to evaluate the effectiveness of programmes that develop children's knowledge and understanding of the world.		
	4.5. Make recommendations for changes to programmes to develop children's knowledge and understanding of the world.		

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: CCLD OP 5.17

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

Assessment of this unit must comply with Skills for Care and Development assessment principles.

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

CCLD OP 5.21: Develop the environment for children and young people

Unit reference A/602/2415

Unit level 4

Credit value 4

GLH 28

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in the work setting.			
1. Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting.	1.1. Explain the legislation and regulatory requirements underpinning the environment for children and young people within own work setting.		
2. Be able to manage an environment which supports the needs of children and young people.	2.1. Explain the features of an effective environment for children and young people.		
	2.2. Lead the process of planning the environment for children or young people.		
	2.3. Facilitate participation of children or young people and carers in the planning of the environment.		
	2.4. Support others to prepare the environment.		
	2.5. Organise resources to meet regulatory and organisational requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Facilitate the development of an environment that promotes positive expectations of children or young people.		
	2.7. Evaluate the features of own setting against current regulatory requirements and guidance for a safe, secure and inclusive environment.		

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: CCLD OP 5.21

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Assessment of this unit must comply with Skills for Care and Development assessment principles.

Learning outcome 2 must be assessed in the work setting.

CCLD OP 5.15: Support others to promote children's communication in an early years setting

Unit reference F/602/2383

Unit level 6

Credit value 8

GLH 54

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.			
1. Understand the impact of research on the development of children's communication skills in early years settings.	1.1. Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children's communication, language and literacy development • workplace procedures and practices • own professional practice. 		
2. Be able to facilitate the assessment of children's communication, language and literacy in early years settings.	2.1. Identify the relevant curriculum and assessment frameworks against which children's communication, language and literacy development will be measured.		
	2.2. Facilitate the assessment of children's communication, language and literacy skills.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Involve others in the development and implementation of assessment processes.		
	2.4. Support others to recognise and celebrate children's achievement.		
	2.5. Support practitioners to recognise and refer issues and areas of concern.		
3. Be able to manage an environment in early years settings that promotes children's communication, language and literacy development.	3.1. Evaluate the suitability of the environment and resources of early years settings to promote children's communication, language and literacy development.		
	3.2. Make recommendations for improvements to the environment and resources of the early years setting to promote children's communication, language and literacy development.		
	3.3. Support others to develop a stimulating learning environment to promote children's communication, language and literacy development.		
4. Be able to lead others in engagement with children that promotes communication, language and literacy development.	4.1. Assess the quality of interactions with children.		
	4.2. Support others to make improvements to practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to manage programmes to support children's communication, language and literacy development in early years settings.	5.1. Ensure the planning and development of programmes maximises opportunities for children's communication, language and literacy development.		
	5.2. Support others to implement programmes that develop children's communication, language and literacy.		
	5.3. Support others to evaluate the effectiveness of programmes that develop children's communication, language and literacy.		
	5.4. Support practitioners to involve children and their carers in evaluating programmes that develop children's communication, language and literacy.		
	5.5. Make recommendations for changes to programmes to develop children's communication, language and literacy.		

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: CCLD OP 5.15

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

Assessment of this unit must comply with Skills for Care and Development Assessment Principles.

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

CCLD OP 5.11: Leading provision for babies and young children

Unit reference J/602/3065

Unit level 5

Credit value 6

GLH 32

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand the legal requirements governing the provision for babies and young children in UK home nation.	1.1. Outline the current legal requirements governing the provision for babies and young children in UK home nation.		
	1.2. Analyse the impact of current legal requirements on the range of provision for babies and young children.		
2. Be able to lead provision for babies and young children.	2.1. Facilitate the involvement of carers, babies and young children in the planning of provision according to their age, needs and abilities.		
	2.2. Provide detailed, factual and accessible information to carers about the provision.		
	2.3. Ensure that diversity is valued and respected and is reflected in the provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Ensure that information that will be shared with others is clarified with carers.		
	2.5. Provide balanced and flexible provision to meet babies and young children's individual developmental needs.		
	2.6. Review the provision with carers and others in meeting the individual needs of babies and young children.		
	2.7. Make recommendations for changes to the provision to meet the needs of babies, young children and carers.		
3. Be able to manage all aspects of physical care for babies and young children.	3.1. Promote the use of policies and procedures that govern the practice and provision of all aspects of physical care of babies and young children.		
	3.2. Monitor workers' practice in the provision of all aspects of physical care for babies and young children.		
	3.3. Provide constructive feedback to workers on the provision of physical care to babies and young children.		
	3.4. Involve workers in the review of policies, procedures and practice in the light of current and emerging thinking.		
4. Be able to identify how attachment needs of babies and young children inform provision.	4.1. Explain the theoretical basis for meeting the attachment needs of babies and young children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Evaluate the ways in which provision meets the attachment needs of babies and young children.		
	4.3. Use the evaluation of provision to inform future practice.		

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: CCLD OP 5.11

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

Assessment of this unit must comply with Skills for Care and Development assessment principles.

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

CCLD OP 5.12: Develop provision for family support

Unit reference K/602/3074

Level 5

Credit value 5

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation.	1.1. Outline the current key policies and legislative frameworks that govern the provision for family support.		
	1.2. Analyse the impact of key policies and legislative frameworks on the range of provision for family support.		
2. Be able to develop provision for family support.	2.1. Develop the aims and purpose of the provision to meet identified needs.		
	2.2. Plan how the aims and purpose of the provision will be achieved.		
	2.3. Provide detailed, factual and accessible information to others about the provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to implement provision for family support.	3.1. Work with families and others to identify the specific provision required to meet their needs.		
	3.2. Support workers to identify a range of interventions, tools and resources available to meet the needs of families.		
	3.3. Monitor workers practice in the provision of family support.		
	3.4. Provide constructive feedback to workers on practice in provision of family support.		
	3.5. Work with families and others to evaluate how their needs have been met by provision.		
	3.6. Ensure that information that will be shared with others is clarified with families.		
4. Be able to support others to establish positive relationships with families.	4.1. Explain the principles of establishing positive relationships with families.		
	4.2. Support workers to use a solution focussed approach to address difficulties in establishing relationships with families.		
	4.3. Support workers to share best practice in relation to establishing positive relationships with families.		

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: CCLD OP 5.12

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.

Additional information about the unit:

Relationship to occupational standards	CCLD 422 Co-ordinate work with families CCLD 412 Evaluate and co-ordinate the environment for children and families
Additional unit assessment requirements	This unit needs to be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

CCLD OP 5.18: Support others to promote children's physical development in an early years setting

Unit reference L/602/2435

Unit level 5

Credit value 7

GLH 46

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in the work setting.			
1. Understand the impact of research on the physical development of children in early years settings.	1.1. Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children's physical development • use of outdoor spaces within local environments • workplace procedures and practices • own professional practice. 		
2. Be able to facilitate the assessment process of children's physical development in early years settings.	2.1. Identify the relevant curriculum and assessment frameworks against which children's physical development will be measured.		
	2.2. Facilitate the assessment of children's physical development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Involve others in the development and implementation of assessment processes.		
	2.4. Support others to recognise and celebrate children's achievement.		
	2.5. Support practitioners to recognise and refer issues and areas of concern in relation to children's physical development.		
3. Be able to manage indoor and outdoor environments that promote children's physical development in early years settings.	3.1. Evaluate the suitability and safety of the indoor environment and resources of the early years setting to promote children's physical development.		
	3.2. Evaluate the suitability and safety of the outdoor environment and resources of the early years setting to promote children's physical development.		
	3.3. Make recommendations for improvements to the environment and resources of the early years setting to promote children's physical development.		
	3.4. Support others to develop a stimulating learning environment to promote children's physical development.		
	3.5. Support others to understand the importance of outdoor spaces and the natural environment in promoting physical development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to manage programmes to support children's physical development in early years settings.	4.1. Ensure the planning and development of programmes maximises opportunities for children's physical development.		
	4.2. Support others to implement programmes that support children's physical development.		
	4.3. Support practitioners to involve children and their carers in evaluating programmes that support children's physical development.		
	4.4. Support others to evaluate the effectiveness of programmes that support children's physical development.		
	4.5. Make recommendations for changes to programmes to develop children's physical development.		

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: CCLD OP 5.18

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	Assessment of this unit must comply with Skills for Care and Development assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

CCLD OP 5.13: Lead support for disabled children and young people and their carers

Unit reference M/602/2380

Level 6

Credit value 8

GLH 57

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand how legislation and policy influences provision for disabled children and young people and their carers.	1.1. Evaluate how emergent thinking and research have influenced legislation and policy over time.		
	1.2. Evaluate how the development of legislation and policies has influenced current provision.		
2. Understand the potential impact of disability on children and young people and their carers.	2.1. Research the prevalence and cause of disabilities in children and young people.		
	2.2. Explain how disabilities may impact on children and young people.		
	2.3. Explain how disabilities experienced by children and young people may impact on carers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers.		
3. Be able to lead child and young person-centred provision.	3.1. Explain the features of child and young people centred provision.		
	3.2. Promote an ethos that focuses on the child or young person rather than the disability.		
	3.3. Lead work with children and young people to develop accessible information about service provision.		
	3.4. Lead child and young person-centred assessments that focus on strengths and abilities to identify the support required.		
	3.5. Work with others to plan provision that meets the identified needs of children and young people.		
	3.6. Implement provision that meets the identified needs of children and young people.		
	3.7. Evaluate with children and young people and their carers how well the service provision meets their needs.		
4. Be able to work in partnership with others to promote services for children and young people and their carers.	4.1. Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers.		
	4.3. Work in partnership with others to obtain additional support for children, young people and their carers.		

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: CCLD OP 5.13

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.

Additional information about the unit:	
Relationship to occupational standards	CCLD414 Co-ordinate and support provision for disabled children and those with special educational needs.
Additional unit assessment requirements	<p>Assessment of this unit must comply with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none"> • workers / practitioners • colleagues • carers • volunteers • students • other professionals • advocates.

CCLD OP 5.25: Undertake a research project within services for health and social care or children and young people

Unit reference J/602/3499 **Level** 5

Credit value 10 **GLH** 80

Unit aim The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Be able to justify a topic for research within services for health and social care or children and young people.	1.1. Identify the area for the research project.		
	1.2. Develop the aims and objectives of the research project.		
	1.3. Explain ethical considerations that apply to the area of the research project.		
	1.4. Complete a literature review of chosen area of research.		
2. Understand how the components of research are used.	2.1. Critically compare different types of research.		
	2.2. Evaluate a range of methods that can be used to collect data.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify a range of tools that can be used to analyse data.		
	2.4. Explain the importance of validity and reliability of data used within research.		
3. Be able to conduct a research project within services for health and social care or children and young people.	3.1. Identify sources of support whilst conducting a research project.		
	3.2. Formulate a detailed plan for a research project.		
	3.3. Select research methods for the project.		
	3.4. Develop research questions to be used within project.		
	3.5. Conduct the research using identified research methods.		
	3.6. Record and collate data.		
4. Be able to analyse research findings.	4.1. Use data analysis methods to analyse the data.		
	4.2. Draw conclusions from findings.		
	4.3. Reflect how own research findings substantiate initial literature review.		
	4.4. Make recommendations related to area of research.		
	4.5. Identify potential uses for the research findings within practice.		

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: CCLD OP 5.25

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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 420 Undertake a research project
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 1, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Aims and objectives – the reasons, understanding and methods for conducting the research project. Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants.

CYPOP 7: Promote creativity and creative learning in young children

Unit reference A/601/0135 **Level** 4
Credit value 5 **GLH** 35

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development.	1.1. Analyse the differences between creative learning and creativity.		
	1.2 .Explain current theoretical approaches to creativity and creative learning in early childhood.		
	1.3. Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to provide opportunities for young children to develop their creativity and creative learning.	2.1. Demonstrate in own practice how to promote creativity and creative learning .		
	2.2. Explain why young children require extended and unhurried periods of time to develop their creativity.		
3. Be able to develop the environment to support young children's creativity and creative learning.	3.1. Explain the features of an environment that supports creativity and creative learning.		
	3.2. Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning.		
4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting.	4.1. Evaluate and reflect on own practice in promoting creativity and creative thinking.		
	4.2. Support others to develop their practice in promoting creativity and creative learning.		
	4.3. Develop a programme of change to the environment to enhance creativity and creative learning, giving a justification and expected outcomes for each area of change.		

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: CYPOP 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.

Additional information about the unit:

Relationship to occupational standards

There are links with CCLD 410 Evaluate, assess and support children's creativity

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements provided with the unit

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

Unit assessment guidance – provided by the sector

Promoting creativity and creative learning e.g.:

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

Unit assessment guidance - provided by us

Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

SS 5.3: Support the use of assistive technology

Unit reference H/601/5250

Level 5

Credit value 4

GLH 31

Unit aim This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the contribution that assistive technology can make to the lives of individuals.	1.1. Investigate and report on the range and availability of assistive technology.		
	1.2. Research how the use of assistive technology can result in positive outcomes for individuals.		
2. Be able to facilitate the use of assistive technology.	2.1. Research assistive technology solutions that meet identified needs.		
	2.2. Explain how a range of assistive technology solutions can be adapted according to need and context.		
	2.3. Assess the risks associated with the range of assistive technology solutions.		
	2.4. Describe a range of assessment and referral processes which are used to secure assistive technology.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Support the individual to secure the provision of appropriate assistive technology.		
	2.6. Support the individual to use assistive technology.		
3. Be able to develop others to facilitate the use of assistive technology.	3.1. Provide information to others about assistive technology.		
	3.2. Provide guidance to others to facilitate the use of assistive technology.		
4. Be able to review the provision of assistive technology.	4.1. Review the assessment and referral processes used to secure assistive technology.		
	4.2. Review the outcomes of assistive technology support to individuals against identified needs.		

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: SS 5.3

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.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 4, 6, 7, 9, 11
Additional unit assessment requirements	<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 the real work environment.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Assistive technology (AT) is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:</p> <ul style="list-style-type: none"> • human aids • assistance dogs • electrical/electronic devices • low vision aids • environmental aids. <p>Others could include:</p> <ul style="list-style-type: none"> • other professionals • carers / family members • advocates • colleagues.

SS 5.4: Explore models of disability

Unit reference K/601/5251

Level 5

Credit value 5

GLH 32

Unit aim This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the complexities of models of disability.	1.1. Explain different theoretical models of disability.		
	1.2. Analyse how individuals experience different theoretical models of disability.		
	1.3. Analyse how different theoretical models of disability shape organisational structures and outcomes.		
2. Be able to review how models of disability underpin organisational practice.	2.1. Analyse how agreed ways of working can promote particular models of disability.		
	2.2. Make recommendations for agreed ways of working that actively promote empowerment and participation.		
	2.3. Implement agreed actions in the context of own role.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Develop others' awareness of models of disability.	3.1. Develop activities that increase others' understanding of: <ul style="list-style-type: none"> • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working. 		
	3.2. Implement planned activities.		
	3.3. Review the outcomes of planned activities.		

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: SS 5.4

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.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 1, 2, 3, 10, 11
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Others could include: <ul style="list-style-type: none">• other professionals• carers / family members• advocates• colleagues.

LM 507: Understand professional management and leadership in health and social care or children and young people's settings



Unit reference F/504/2218 **Unit level** 5
Credit value 6 **GLH** 50

Unit aim The purpose of this unit is to assess the learner's knowledge of theories of management and leadership and the relationship between professional management and leadership. It provides an introduction to the skills required of managers and leaders in health and social care and children and young people's settings and the impact of policy drivers on those roles.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand theories of management and leadership and their application to health and social care or children and young people settings.	1.1. Research theories of management and leadership.		
	1.2. Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting.		
	1.3. Analyse how the values and cultural context of an organisation influence the application of management and leadership models.		
2. Understand the relationship between professional management and leadership.	2.1. Evaluate the interdependencies between leadership and management.		
	2.2. Analyse the conflicts between the application of management and leadership models.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe how conflicts between management and leadership models can be addressed.		
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings.	3.1. Analyse the skills required to be an: <ul style="list-style-type: none"> • effective manager • effective leader. 		
	3.2. Explain why managers in health and social care or children and young people's settings need both management and leadership skills.		
	3.3. Analyse how leadership skills can influence the values of an organisation.		
	3.4. Explain why leadership styles may need to be adapted to manage different situations.		
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services.	4.1. Identify factors that influence policy drivers.		
	4.2. Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services.		

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: LM 507

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.

Additional information about the unit:

Additional unit assessment requirements

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

LM 502: Develop, maintain and use records and reports

Unit reference A/504/2198

Unit level 4

Credit value 3

GLH 23

Unit aim The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the legal and organisational requirements for recording information and providing reports.	1.1. Specify own responsibilities and those of others when recording information and producing reports.		
	1.2. Explain the legal requirements and agreed ways of working for the security and confidentiality of information.		
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.	2.1. Support individuals to participate in the preparation of reports.		
	2.2. Produce accurate and coherent records and reports that can be understood by those who have a right to see them.		
	2.3. Maintain accurate, complete, retrievable and up to date records.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Ensure that records and reports comply with legal and organisational requirements.		
	2.5. Explain how to balance the tension between confidentiality and openness in records and reports.		
	2.6. Use information communication technology (ICT) systems for the collection and storage of information.		
	2.7. Use ICT that supports information exchange within and across disciplines and organisations.		
3. Be able to use records and reports to inform judgements and decisions.	3.1. Clarify the accuracy of records and reports with individuals and others .		
	3.2. Respond to feedback from those who receive records and reports.		
	3.3. Demonstrate the use of facts and evidence based opinions within records and reports.		
	3.4. Evaluate how own records and reports provide evidence for the basis of judgements and decisions.		

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: LM 502

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.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC 0041 – Maintain effective communication systems and practice. SCDHSC 0434 – Lead practice for managing disseminating records and reports.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Agreed ways of working – policies and procedures where they exist.</p> <p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members and colleagues • other professionals.

LM 504: Lead practice in assessing and planning for the needs of families and carers

Unit reference A/504/2217 **Unit level** 5
Credit value 3 **GLH** 22

Unit aim The purpose of this unit is to develop learner's knowledge and skills in supporting staff in health and social care or children and young people's setting to assess the needs of families and unpaid carers.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people.	1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care.		
	1.2. Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information.		
	1.3. Support others to understand the benefits to society of family and unpaid carers providing care.		
	1.4. Support others to recognise the contribution that carers make to the well-being of individuals .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Support others to understand the rights of families and carers providing care.		
2. Be able to develop the practice of staff in assessing the needs of families and carers.	2.1. Implement procedures for assessing the needs of families and carers.		
	2.2. Support staff to learn from families and carers about their caring role.		
	2.3. Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers.		
	2.4. Support staff to carry out assessments of needs and wishes in partnership with carers and families.		
	2.5. Support staff to gain consent from carers and families to speak with others about their circumstances.		
	2.6. Manage recording procedures to ensure assessments are shared with families and carers.		
	2.7. Monitor the quality of assessments carried out by staff.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to implement a care planning process to support families and carers.	3.1. Establish systems which ensure that all care plans include: <ul style="list-style-type: none"> • participation by carers and families • agreement on resources required to address needs and wishes • agreed roles and responsibilities in achieving the plan. 		
	3.2. Monitor the implementation of care plans which support families and carers.		
4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers.	4.1. Evaluate the quality of assessments carried out to meet the needs of families and carers.		
	4.2. Evaluate the quality of care plans to meet the needs of families and carers.		
	4.3. Use analysis of the needs of families and carers to inform strategic planning within an organisation.		

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: LM 504

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.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Society may include:</p> <ul style="list-style-type: none"> • local authority provision • NHS • individuals and others • communities <p>The individual is the person requiring care or support.</p> <p>Resources – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.</p> <p>Needs and wishes – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.</p>

LM 505: Manage business redesign in health and social care or children or young people's services

Unit reference	J/504/2236	Unit level	5
Credit value	5	GLH	30

Unit aim The purpose of this unit is to assess the learner's knowledge and understanding and skills in managing business redesign of health and social care or children or young people's services.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting.	1.1. Analyse the relationship between the current market and service provision within a work setting.		
	1.2. Analyse current drivers shaping health and social care or children or young people's services.		
	1.3. Research gaps in current market provision in relation to health and social care or children or young people's services.		
2. Be able to work with others to support business redesign.	2.1. Develop a business culture that supports change and growth in own work setting.		
	2.2. Work with others to identify opportunities for business growth in own work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to develop a plan for business redesign.	3.1. Identify legislative requirements that may influence redesign of the business.		
	3.2. Evaluate ways of improving own market share.		
	3.3. Use a risk management process to manage business redesign.		
	3.4. Work with others to analyse changes needed to redesign the business to include: <ul style="list-style-type: none"> • service provision • human resources • finances • environment. 		
4. Be able to implement a plan for business redesign.	4.1. Communicate details of business redesign to stakeholders .		
	4.2. Work with others to implement the plan for business redesign.		
	4.3. Manage the impact of business redesign on others.		
	4.4. Develop systems to monitor the impact of the business redesign.		

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: LM 505

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.

Additional information about the unit:	
Relationship to occupational standards	LMC E13
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none"> • investors • local authority • regulatory bodies • individuals • children and young people • staff • carers • family and friends • other professionals • community. <p>Business refers to service delivery.</p>

	<p>Stakeholders could include:</p> <ul style="list-style-type: none">• individuals• carers• families• workforce• commissioners• regulators• investors
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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 External Quality Assurer 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"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	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"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
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 *“Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance”*.

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.

Section 5: Documents and resources

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

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 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

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

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.

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.