Qualification Specification
Optional Units

NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce

Contents

Section 1: Overview and Index

Overview

This Qualification Specification (Optional Units) for the Level 3 Diploma for the Children and Young People's Workforce is an extension of the Qualification Specification for the Diploma.

The Qualification Specification contains the guidance details and unit information for the mandatory units for the Diploma. This document contains the optional units.

NB: Although the units within the Early Learning and Childcare, Social Care and Learning, Development and Support Services **pathways** are mandatory, they are also optional units. However, the learner cannot again choose the units from their chosen pathway as optional units.

Generic information covered in the Qualification Specification is not repeated in this document.

 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).

Optional Units Index

Units are chosen to build the achievement credit to 65.

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
A/601/0121	CYPOP 1	Work with babies and young children to promote their development and learning	Knowledge / Skills	3	6	45	17	
D/601/0130	CYPOP 2	Care for the physical and nutritional needs of babies and young children	Knowledge / Skills	3	6	45	23	
H/601/0131	CYPOP 3	Lead and manage a community based early years setting	Knowledge / Skills	4	6	45	29	
M/601/0133	CYPOP 4	Promote young children's physical activity and movement skills	Knowledge / Skills	3	3	22	35	
Y/600/9770	CYPOP 5	Understand how to set up a home based childcare service	Knowledge	3	4	29	41	
T/601/0134	CYPOP 6	Support disabled children and young people and those with specific requirements	Knowledge / Skills	4	6	45	51	
A/601/0135	CYPOP 7	Promote creativity and creative learning in young children	Knowledge / Skills	4	5	35	57	
M/601/1329	CYPOP 8	Support young people to develop, implement and review a plan of action	Knowledge / Skills	3	3	25	61	
A/601/1334	CYPOP 9	Provide information and advice to children and young people	Knowledge / Skills	3	3	22	67	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
L/601/1337	CYPOP 10	Develop interviewing skills for work with children and young people	Knowledge / Skills	3	3	21	73	
D/601/1343	CYPOP 11	Caseload management	Knowledge / Skills	3	3	21	77	
F/601/1349	CYPOP 12	Support young people to move towards independence and manage their lives	Knowledge / Skills	3	3	20	81	
D/601/1357	CYPOP 13	Support children and young people to achieve their learning potential	Knowledge / Skills	3	3	40	87	
R/601/1369	CYPOP 14	Support children and young people to have positive relationships	Knowledge / Skills	3	3	20	91	
L/601/2861	CYPOP 15	Support positive practice with children and young people with speech, language and communication	Knowledge / Skills	3	4	28	97	
T/600/9775	CYPOP 16	Coordinate special educational needs provision	Knowledge / Skills	4	5	35	103	
F/600/9777	CYPOP 17	Understand the needs of children and young people who are vulnerable and experiencing poverty and	Knowledge	4	5	40	109	
L/502/5261	YP 016-03	Support young people who are involved in anti-social and/or criminal activities	Knowledge	3	2	10	115	
A/502/5224	YP 006-03	Support young people who are looked after or are leaving care	Knowledge	3	3	23	119	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
A/601/2872	CYPOP 20	Support speech, language and communication development	Knowledge / Skills	3	3	20	125	
Y/601/2877	CYPOP 21	Work with parents, families and carers to support their children's speech, language and communication	Knowledge / Skills	3	3	23	131	
M/601/2884	CYPOP 22	Understand the speech, language and communication needs of children and young people with behavioural,	Knowledge	3	3	25	137	
J/601/2888	CYPOP 23	Support the speech, language and communication development of children who are learning more than	Knowledge / Skills	3	3	26	145	
L/601/2889	CYPOP 24	Support children and young people's speech, language and communication skills	Knowledge / Skills	3	3	25	151	
R/502/5231	YP 007-03	Support young people who are socially excluded or excluded from school	Knowledge / Skills	3	2	10	157	
F/502/5242	YP 010-03	Support young people in relation to sexual health and risk of pregnancy	Knowledge / Skills	3	2	10	161	
H/502/4682	LLUK 302	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday	Knowledge / Skills	3	3	20	165	
Y/502/4680	LLUK 301	Work with parents to meet their children's needs	Knowledge / Skills	3	3	20	171	
T/502/5240	YP 009-03	Support young people with mental health problems	Knowledge / Skills	3	3	23	177	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
M/600/9807	CYPOP 30	Support the creativity of children and young people	Knowledge / Skills	3	3	20	181	
A/600/9809	CYPOP 35	Work with children and young people in a residential care setting	Knowledge / Skills	3	5	35	187	
K/601/0132	CYPOP 37	Support children or young people in their own home	Knowledge / Skills	3	4	30	193	
J/502/4660	LLUK 312	Engage young parents in supporting their children's development	Knowledge / Skills	3	3	20	199	
Y/502/4663	LLUK 313	Engage fathers in their children's early learning	Knowledge / Skills	3	3	20	205	
M/502/3812	CYPOP 40	Engage parents in their children's early learning	Knowledge / Skills	3	3	20	211	
F/601/3764	HSC 3045	Promote positive behaviour	Knowledge / Skills	3	6	44	217	
J/601/1806	CYPOP 42	Support care within fostering services for vulnerable children and young people	Knowledge / Skills	3	3	20	225	
M/601/1377	CYPOP 43	Improving the attendance of children and young people in statutory education	Knowledge / Skills	3	5	40	229	
T/601/1381	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	Knowledge / Skills	3	4	30	235	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
R/601/1386	CYPOP 45	Support the referral process for children and young people	Knowledge / Skills	3	3	20	241	
F/601/4056	HSC 3047	Support use of medication in social care settings	Knowledge / Skills	3	5	40	245	
J/600/9781	EYMP 1	Context and principles for early years provision	Knowledge / Skills	3	4	24	253	
L/600/9782	EYMP 2	Promote learning and development in the early years	Knowledge / Skills	3	5	40	257	
Y/600/9784	EYMP 3	Promote children's welfare and well-being in the early years	Knowledge / Skills	3	6	45	263	
H/600/9786	EYMP 4	Professional practice in early years settings	Knowledge / Skills	3	3	20	269	
T/600/9789	EYMP 5	Support children's speech, language and communication	Knowledge / Skills	3	4	30	273	
M/600/9760	SCMP 1	Assessment and planning with children and young people	Knowledge / Skills	3	5	35	279	
F/600/9780	SCMP 2	Promote the well-being and resilience of children and young people	Knowledge / Skills	3	4	30	285	
F/601/0315	SCMP 3	Professional practice in children and young people's social care	Knowledge / Skills	3	4	30	291	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential	Knowledge / Skills	3	4	30	297	
M/600/9788	LDSSMP 2	Support children and young people to make positive changes in their lives	Knowledge / Skills	3	4	27	303	
D/600/9799	LDSSMP 3	Professional practice in learning, development and support services	Knowledge / Skills	3	5	35	309	
T/503/5878	FC 1	Understand the context of supporting children and young people through foster care	Knowledge	3	5	45	315	
A/503/5879	FC 2	Practise as a foster carer	Knowledge / Skills	3	5	46	321	
M/503/5877	FC 3	Support positive attachments for children and young people	Knowledge / Skills	3	7	55	327	

Section 2: Units

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

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

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

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

CYPOP 1: Work with babies and young children to promote their development and learning

Unit reference	A/601/0121	**Level**	3
Credit value	6	**GLH**	45

Unit aim   The unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their 3rd birthday.

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, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the development and learning of babies and young children.	1.1. Explain the pattern of development in the first three years of life and the skills typically acquired at each stage.		
	1.2. Explain: • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways • the importance of play.		
	1.3. Explain the potential effects on development, of **pre-conceptual, pre-birth and birth experiences**.		

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 the impact of current research into the development and learning of babies and young children.		
2. Be able to promote the development and learning of babies and young children.	2.1. Undertake assessments of babies or young children's development and learning needs.		
	2.2. Demonstrate in own practice how the indoor and outdoor **environment** is responsive to the development and learning needs of babies and young children.		
	2.3. Plan play based activities and experiences based on assessments to support development and learning.		
	2.4. Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs.		
3. Understand the attachment needs of babies and young children.	3.1. Explain the benefits of the key worker/person system in early years settings.		
	3.2. Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings.		
	3.3. Analyse the **possible effects of poor quality attachments** on the development of babies and 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. Be able to engage with babies and young children and be sensitive to their needs.	4.1. Engage sensitively with babies and young children giving them time to respond.		
	4.2. Engage in playful activity with babies and young children.		
	4.3. Explain how babies express their emotions, preferences and needs and demonstrate **responsive care** in own practice.		
	4.4. Explain why it is important to manage transitions for babies and young children.		
	4.5. Explain when and why babies and young children require periods of quiet to rest and sleep.		
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children.	5.1. Explain the primary importance of carers in the lives of babies and young children.		
	5.2. Demonstrate in own practice how to exchange information with carers.		
	5.3. Evaluate ways of working in partnership with 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: CYPOP 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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 303 Promote children's development CCLD 312 Plan and implement positive environments for babies and children under 3 years HSC 37 Care for and protect babies
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Assessment of Learning outcomes 2, 4 and 5 must take place in a real work environment.
Unit assessment guidance – provided by the sector	**Pre-conceptual, pre-birth and birth experiences** on development e.g.: • smoking • alcohol • maternal ill health • poor maternal diet • substance abuse • assisted birth • birth trauma. **Environment** e.g.: • well equipped, clean and safe with age appropriate equipment and materials • provides appropriate challenge

	• offer appropriate levels of sensory stimulation • provide quiet calming spaces for babies and young children • planned and organised around individual needs of babies and young children. **Possible effects of poor quality attachments:** • effects on social and emotional development and emotional security • effects on ability to settle, take risks and make the most of learning opportunities • possible effects on short and long term mental health • effects on relationships with parents and professional carers. **Responsive care:** • where carer responding sensitively, consistently and promptly • responses sensitive to individual needs and preferences • consistency of response • responding promptly and managing situations to avoid delay. Reflection on practice should form part of the assessment for this unit. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 1 Work with babies and young children to promote their development and learning

The care and support received in the first three years of life are critical for children's development and learning. It is essential that practitioners who work with babies and children under three years have an understanding of individual rates and sequences of development, and are able to put this learning into practice to provide the care and play opportunities which will promote development and learning.

Produce an evidence folder which contains information on your understanding and skills to support the development and learning of babies and young children. It must include the following:

Task 1 links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 3.3.

- an explanation of the pattern of development of babies and young children in the first three years of life and the skills typically acquired at each stage
- an explanation of:
    - the ways in which development and learning are interconnected
    - how and why variations may occur in the rates and sequence of development and learning
    - how learning takes place in different ways
    - the importance of play
- an explanation of the potential effects on development of babies and young children of the following experiences:
    - pre-conceptual
    - pre-birth
    - birth experiences
- an explanation of the impact of current research into the development and learning of babies and young children
- an explanation of the benefits for babies and young children of a key worker/person system in early years settings
- an explanation of how babies and young children learn and develop best from a basis of loving , secure relationships with carers and with key persons in work settings
- an analysis of the possible effects poor quality attachments on the development of babies and children.

CYPOP 2: Care for the physical and nutritional needs of babies and young children

Unit reference	D/601/0130	**Level**	3
Credit value	6	**GLH**	45

Unit aim The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their 3rd birthday.

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, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Be able to provide respectful physical care for babies and young children.	1.1. Demonstrate culturally and ethnically appropriate care for babies and young children for: • skin • hair • teeth • nappy area.		
	1.2. Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important.		
	1.3. Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs.		

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 organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.		
2. Be able to provide routines for babies and young children that support their health and development.	2.1. Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs.		
	2.2. Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines.		
	2.3. Explain the principles of effective **toilet training** and how this is incorporated into routines.		
3. Be able to provide opportunities for exercise and physical activity.	3.1. Explain the importance of exercise and physical activity for babies and young children.		
	3.2. Demonstrate in own practice how to support babies or young children's exercise and physical activity.		
4. Be able to provide safe and protective environments for babies and young children.	4.1. Explain policies and procedures in own setting that cover health, safety and protection of babies and young children.		
	4.2. Demonstrate and evaluate the safety features within the environment for 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
	4.3. Supervise babies or young children and demonstrate a balanced approach to risk management.		
	4.4. Explain current advice on minimising sudden infant death syndrome in everyday routines for babies.		
5. Be able to provide for the nutritional needs of babies under 18 months.	5.1. Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning.		
	5.2. Prepare formula feeds hygienically following current guidance.		
	5.3. Evaluate the benefits of different types of formula that are commonly available.		
6. Understand how to provide for the nutritional needs of young children from 18-36 months.	6.1. Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers.		
	6.2. Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child.		

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 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 303 Promote children's development CCLD 314 Provide physical care that promotes the health and development of babies and children under 3 years HSC 37 Care for and protect babies
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	All learning outcomes must be assessed in a real work environment. Simulation is not permitted except for assessment criteria 5.2.
Unit assessment guidance – provided by the sector	**Toilet training** e.g.: • encouraging and praising • treating child with respect and avoiding guilt • working in partnership with carers • flexible personalised approach • starting training when the child is ready and not rushing process • being positive and supportive to the child's efforts • structuring physical environment to facilitate training • avoiding confrontation • providing plenty of fluids and fibre to prevent hard stools. Safety equipment e.g.: • socket covers • safety gates • corner protectors • cupboard locks. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 2 Care for the physical and nutritional needs of babies and young children

It is essential that practitioners know the nutritional needs of young children in their care. The provision of food in early years settings must be based on government guidelines and in consultation with the parents/carer.

Produce a guideline for a colleague about the nutritional needs of a child from 18 months to 36 months. It must show that you can:

Task 1 links to learning outcome 6, assessment criteria 6.1 and 6.2.

- plan meals for young children that meet their nutritional needs based on government guidance, and information from their carers
- explain food allergies and intolerances that a young child may experience and the importance of following carers' instructions on the needs of their child.

CYPOP 3: Lead and manage a community based early years setting

Unit reference	H/601/0131	**Level**	4
Credit value	6	**GLH**	45
Unit aim	This unit is about providing leadership and management in a community based setting that promotes the engagement, involvement and participation of parents.		

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 qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the purposes, benefits and key features of community based early years provision.	1.1. Explain the purpose and features of community based setting.		
	1.2. Explain how a community based early years setting can be an agent of community development.		
	1.3. Describe the benefits arising from community based early years provision for: • children • parents/carers • the early years setting • the local community.		

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 lead the team in a community based early years setting.	2.1. Demonstrate **leadership skills** in own practice.		
	2.2. Implement activities with the setting's staff team to share and promote their understanding of good practice.		
	2.3. Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting.		
	2.4. Examine the effectiveness of own practice in implementing the principles of community based early years provision.		
3. Be able to engage parents as partners in the community based early years setting.	3.1. Establish and maintain a relationship of partners with the parents of an early years setting.		
	3.2. Exchange information with parents about the progress of their child's learning and development.		
	3.3. Involve parents in decisions about plans and activities to progress their child's learning and development.		
	3.4. **Involve parents in the activities** of the early years setting.		
4. Be able to engage parents in the management / decision making processes of early years setting.	4.1. Explain the role of the parent management committee/support group in a community based early years setting.		

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. Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting.		
5. Be able to provide learning opportunities to support parents' participation in a community based early years setting.	5.1. Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children.		
	5.2. Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: • why the activity was appropriate for the setting's parents • how the setting encouraged parents to participate in the activity.		
	5.3. Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting.		
6. Be able to manage the resource, regulatory and financial requirements for a community based early years setting.	6.1. Explain the regulatory requirements of the work setting and the lines of responsibility and reporting.		
	6.2. Explain how human resources are managed within the setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Demonstrate how systems of resource management operate in the work setting.		
	6.4. Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards.		

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 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	There are links with CCLD 311 - Provide leadership for your team 317 - Work with families to enhance children's learning and development 324 - Support the delivery of community based services to children and families 329 - Work with a management committee 338 - Develop productive working relationships with colleagues
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2,3,4,5 and 6 must be assessed in a real work environment.

Unit assessment guidance – provided by the sector	**Leadership skills** e.g.: • effective communication • negotiation and empathy • consistency and fairness • leading change and modelling good practice • effective conflict management • coaching and facilitation skills. **Involve parents in activities** e.g.: • providing the parent with an overview of the planning for activities • giving guidance to the parent on which activity/activities in which to participate • explaining the purposes of the activity/ activities in which the parent participates • working with a parent to enable her/him to share a specific interest/skill with the early years setting's children • creating opportunities for parents to contribute to the play materials provided for the children by the early years setting • supporting parents to participate in the early years setting's curriculum provision for its children. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 4, 5 and 6 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 3 Lead and manage a community based early years setting

A community early years setting is being planned in your local area. A meeting is to be held to provide information on the aims of the centre. Produce notes for a presentation for families and interested people from the local community which shows that you can:

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

- explain the purpose and features of a community based setting
- explain how a community based setting can be an agent of community development
- describe the benefits arising from community based early years provision for:
    - children
    - parents / carers
    - the early years setting
    - the local community.

CYPOP 4: Promote young children's physical activity and movement skills

Unit reference   M/601/0133   **Level**   3

Credit value   3   **GLH**   22

Unit aim   The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner's competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of 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 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well-being.	1.1. Explain why physical activity is important to the short and long term health and well-being of children.		
	1.2. Explain the development of **movement skills** in young children and how these skills affect other aspects of development.		
2. Be able to prepare and support a safe and challenging environment for young children that encourage physical activity and the development of movement skills.	2.1. Prepare the environment and explain how it allows **all children** to develop, practice and extend their movement skills according to their age, needs and abilities.		
	2.2. Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities.		

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 importance of natural outdoor environments for young children's physical activity and movement skills.		
3. Be able to plan and implement physical activities for young children.	3.1. Plan opportunities for physical activity for young children.		
	3.2. Explain how the plan: • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play.		
	3.3. Demonstrate in own practice how planned physical activities are implemented.		
4. Be able to build opportunities for physical activity into everyday routines for young children.	4.1. Explain the importance of building physical activity into everyday routines.		
	4.2. Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines.		
5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills.	5.1. **Assess** effectiveness of planned provision in: • supporting physical activity • supporting confidence and progression in movement skills.		
	5.2. Identify and record areas for improvement.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Reflect on own practice in supporting young children's physical development and movement 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: CYPOP 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 303 Promote children's development CCLD 307 Promote the health and physical development of children
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2, 3, 4, and 5 must be assessed in real work environments.
Unit assessment guidance – provided by the sector	This unit is most suitable for those learners working in early years settings. **Movement skills:** • travel (travelling movements where the child moves from one point to another such as running, jumping, skipping) • object control (movements such as throwing, catching, dribbling which involve objects being sent, received, travelled with) • balance and co-ordination. **All children:** • girls and boys • disabled children • children with specific/additional needs • children of different ages including babies. **Assess** e.g.: • observing and assessing children's participation and developmental progress • direct feedback from children on their participation in and enjoyment of activities • feedback from parents, colleagues and others. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 4 Promote young children's physical activity and movement skills

The provision of physical activity is essential for young children, not only to promote their physical skills, but all areas of their development.

Produce an information document relating to the provision of physical activity, which you can refer to when working with children in the early years. It must show that you can:

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

- explain why physical activity is important to the short and long term health and well-being of children
- explain the development of movement skills in young children and how these skills affect other areas of development.

CYPOP 5: Understand how to set up a home based child care service

Unit reference	Y/600/9770	**Level**	3
Credit value	4	**GLH**	29

Unit aim   To prepare learners to work as home based child carers/childminders. As well as learning relevant aspects of childcare, this knowledge based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home based child care service.

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 how to set up a home based childcare service.	1.1. Outline the current legislation covering home based childcare, and the role of regulatory bodies.		
	1.2. Develop policies and procedures for: • accidents, illness and emergencies • behaviour • safeguarding • equal opportunities and explain how these will be implemented.		
	1.3. Explain the importance of confidentiality and data protection.		
	1.4. Develop a marketing plan for own home based childcare service.		

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. Demonstrate financial planning for own home based service.		
	1.6. Identify sources of support and information for the setting up and running of your home based childcare business.		
2. Understand how to establish a safe and healthy home based environment for children.	2.1. Explain the **key components** of a healthy and safe home based environment.		
	2.2. Explain the principles of safe supervision of children in the home based setting and off site.		
	2.3. Identify ways of ensuring that equipment is suitable for children and meets **safety requirements.**		
	2.4. Know where to obtain current guidance on health and safety risk assessment of the home based work setting.		
	2.5. Explain how to store and administer medicines.		
3. Understand the importance of partnerships with parents for all aspects of the home based childcare service.	3.1. Explain the importance of partnership with parents for all aspects of the child care service		
	3.2. Describe how partnership with parents are set up and maintained.		
4. Understand the principles of development of routines for home based child care.	4.1. Explain how **routines** are based on: • meeting a child's needs • agreements with parents • participation of 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. Explain how they would adapt routines to meet the needs of children at different ages and stages of development.		
	4.3. Explain how they ensure that each child is welcomed and valued in the home based work setting.		
5. Understand how to provide play and other activities for children in home based settings that will support equality and inclusion.	5.1. Explain the importance of play to children's learning and development and the need for an **inclusive approach.**		
	5.2. Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items.		
	5.3. Explain what can be learned about children by observing them at play.		
	5.4. Identify how and why it is important that children receive equal treatment and access, based on their individual needs and acknowledging their rights.		
	5.5. Compare how **other resources** available for children support their play.		
6. Understand how home based child carers can support the safeguarding of children in their care.	6.1. Explain the concept of safeguarding and the duty of care that applies to all practitioners.		
	6.2. Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Outline regulatory requirements for safeguarding children that affect home based childcare.		
	6.4. Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged, either against them or third parties.		
7. Understand the principles of supporting positive behaviour in home based childcare settings.	7.1. Describe **typical behaviours** exhibited by children linked to their stage of development and key events in their lives.		
	7.2. Explain how ground rules for behaviour and expectations are developed and implemented.		

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 5
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 302 Develop and maintain a healthy, safe and secure environment for children CCLD 303 Promote children's development CCLD 305 Protect and promote children's rights CCLD 316 Maintain and develop a registered childminding business
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Key components:** - hygiene and waste disposal - storage and preparation of food - care of animals - using equipment according to manufacturers guidance - appropriate responses to illnesses, allergies, incidents and accidents. **Safety requirements:** According to the requirements of the registering body in the relevant UK Home Nation. **Routines:** - arrivals and departures - taking children to and from school /playgroup/pre-school - meal and snack times - sleep and rest - play and activities - off site visits - outdoor activities - homework and evening activities for school age children. **Inclusive approach:** - treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status - being a positive role model

	- challenging stereotypes and offensive remarks and attitudes appropriately - acknowledging children have rights and responsibilities. **Other resources** e.g.: - libraries - drop ins - toy libraries - equipment loan schemes. **Typical behaviours** e.g.: - toddler tantrums - separation anxiety.
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the SfCD Assessment Strategy.
Unit assessment guidance – provided by the sector	Assessment must include portfolio of items relevant to registration with the registering authority in the relevant UK Home Country. Units need to be assessed in line with Skills for Care and Development Assessment Principles.

Assessment task - CYPOP 5 Understand how to set up a home based child care service

As you complete the assessment for this unit you will build a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country.

The following assessment tasks will provide evidence to meet all assessment criteria for this unit.

Task 1 links to learning outcome 1, assessment criteria 1.1.

Produce an information sheet which outlines the following:

- the current legislation for home based childcare
- the role of regulatory bodies.

Task 2 links to learning outcome 1, assessment criteria 1.2.

In order to operate a registered home base childcare service the following policies and procedures must be in place:

- accidents, illness and emergencies
- behaviour
- safeguarding
- equal opportunities.

Write a policy for each of the above, and write a procedure to explain how each of the policies will be implemented. Four policies and four procedures are required.

Task 3 links to learning outcome 1, assessment criteria 1.3.

- Confidentiality and data protection are vital when running a home based childcare service. Write an explanation of the importance of both.

Task 4 links to learning outcome 1, assessment criteria 1.4, 1.5 and 1.6.

Develop a business plan which includes information on the following:

- marketing
- financial planning
- sources of support and information for the setting up and running of your home based childcare business.

Task 5 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Produce a leaflet for carers which, explains the following:

- the key components of a healthy and safe home based environment
- the principles of safe supervision of children in the home based setting and off site
- ways of ensuring that equipment is suitable for children and meets safety requirements
- where to obtain current guidance on health and safety risk assessment of the home based work setting
- how to store and administer medicines.

Task 6 links to learning outcomes 3 and 4, assessment criteria 3.1, 3.2, 4.1, 4.2 and 4.3.

Produce a charter for parents/carers which include the following:

- an explanation of the importance of partnership with parents for all aspects of the childcare service
- a description of how partnership with parents are set up and maintained
- an explanation of how routines are based on:
    - meeting a child's needs
    - agreements with parents
    - participation of children
- an explanation of how routines would be adapted to meet the needs of children at different ages and stages of development
- an explanation of how to ensure that each child is welcomed and valued in the home based work setting.

Task 7 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5.

Write a section for your portfolio titled 'Supporting equality and inclusion' which would inform prospective parent(s)/carers and regulators of the following:

- an explanation of the importance of play to children's learning and development, and the need for an inclusive approach
- a plan showing a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
- an explanation of what can be learned about children by observing them at play
- identification of how and why it is important that children receive equal treatment and access, based on their individual needs and acknowledging their rights
- a comparison of how other resources available for children support their play.

Task 8 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

Produce an information document which includes the following:

- an explanation of the concept of safeguarding and the duty of care that applies to all practitioners
- an outline of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- an outline of the regulatory requirements for safeguarding children that affect home based childcare
- an explanation of the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.

Task 9 links to learning outcome 7, assessment criteria 7.1 and 7.2.

Supporting children's behaviour can be key to a happy caring environment. Write a report which covers the following points:

- describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
- explain how ground rules for behaviour and expectations are developed and implemented.

CYPOP 6: Support disabled children and young people and those with specific requirements

Unit reference	T/601/0134	**Level**	4
Credit value	6	**GLH**	45

Unit aim   The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

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 principles of working inclusively with disabled children and young people and those with specific requirements.	1.1. Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre.		
	1.2. Compare service led and child and young person led models of provision for disabled children and young people.		
	1.3. Critically analyse the difference between the social model and medical model of disability and how each model affects provision.		

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 the importance of: • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role.		
	1.5. Explain the importance of encouraging the participation of disabled children and young people.		
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements.	2.1. Explain the concepts and principles of partnership with carers of disabled children and young people and those with specific requirements.		
	2.2. Explain the **types of support and information** carers may require.		
	2.3. Demonstrate in own practice partnership working with families.		
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements.	3.1. Demonstrate in own practice engagement with disabled children or young people.		
	3.2. Encourage children or young people to express their preferences and aspirations in their chosen way of communication.		
	3.3. Demonstrate in own practice how to work with children or young people and their families to **assess** a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Develop a plan with an individual child or young person to support learning, play or leisure needs.		
	3.5. Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.		
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements.	4.1. Demonstrate in own practice how barriers which restrict children and young people's access are overcome.		
	4.2. Explain the importance of evaluating and challenging existing practice and becoming an agent of change.		
	4.3. Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour.		
	4.4. Describe the impact of disability within different cultures and the importance of culturally sensitive practice.		
	4.5. Explain the importance of systems of monitoring, reviewing and evaluating services for disabled 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
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements.	5.1. Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements.		
	5.2. Analyse examples of multi-agency and partnership working from own 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: CYPOP 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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 312 Support children with disabilities or special educational needs and their families CCLD 418 Co-ordinate and support provision for disabled children and those with special educational needs NOS for Sensory Services-Standards1-7

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	**Types of support and information** e.g.: - learning to use sign language, Makaton - speech board - social and emotional such as coming to terms with impact of disability on own family - financial - information about services and availability - information about children's and families rights. **Assess** a child or young person's learning, play or leisure needs: - observations - information from others - preferences of the child or young person - findings solutions to obstacles - looking at how to overcome barriers. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcome 2, 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 6 Support disabled children and young people and those with specific requirements

You have been offered the opportunity as part of your work role to support disabled children and young people and those with specific requirements. In preparation for new work role you have been asked to provide a resource folder which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Working inclusively

- outline the legal entitlements of disabled children and young people for the equality of treatment and the principles of working inclusively placing the child/young person in the centre
- compare service led and child and young person led provision models of provision for disabled children and young people
- critically analyse the difference between the social model and medical model of disability and how each model affects provision
- explain the importance of:
    - advocacy
    - facilitated advocacy
    - the personal assistant role
- explain the importance of encouraging the participation of disabled children and young people

Task 2 links to learning outcome 5, assessment criteria 5.1 and 5.2.

Working in partnership

- explain roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
- analyse examples of multi-agency and partnership working from own practice.

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.		
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.		

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 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.

Assessment task - CYPOP 7 Promote creativity and creative learning in young children

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

Creativity and creative learning support children's overall development. Understanding the concepts, and their influence on all areas of development, will support practitioners to provide opportunities, develop an environment and encourage practice which promotes creativity and creative learning. Provide evidence that shows that you can:

- analyse the differences between creative learning and creativity
- explain current theoretical approaches to creativity and creative learning in early childhood
- critically analyse how creativity and creative learning can support children's emotional, social, intellectual, communication and physical development.

CYPOP 8: Support young people to develop, implement and review a plan of action

Unit reference	M/601/1329	**Level**	3
Credit value	3	**GLH**	25

Unit aim The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

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 qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance for young people of developing a personal action plan for their future development needs.	1.1. Explain **why young people should be encouraged** to develop a personal action plan to support their future development.		
	1.2. Evaluate the role of the support worker in encouraging young people to develop the action plan.		
2. Be able to support young people to develop an action plan.	2.1. Explain the **preliminary and preparatory actions** to take when supporting young people to develop an action plan.		
	2.2. Demonstrate how young people are encouraged to identify their needs and aspirations.		

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. Demonstrate in own practice work with young people to identify and evaluate the **range of options** available to them.		
	2.4. Demonstrate in own practice work with young people to **develop an action plan**.		
3. Be able to support young people to work towards implementation of their action plan.	3.1. Give examples from own practice of support required by young people implementing actions within their plan.		
	3.2. Demonstrate how to give practical support for young people working towards implementation of actions within their plan.		
4. Be able to support young people to review and revise their action plan.	4.1. Explain why it is important for young people to review their progress against their action plan.		
	4.2. Demonstrate in own practice how to **review the action plan** with young people.		
5. Be able to review own role in supporting the development and implementation of the young person's action plan.	5.1. Explain why it is important to review own contribution to the development and implementation of the young person's action plan.		
	5.2 Evaluate own contribution to the 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: CYPOP 8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	There are links with: Legal advice NOS Unit (Skills for Justice) Support clients to plan implement and review action.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in real work environment.
Unit assessment guidance – provided by the sector	Reasons **why young people should be encouraged** to develop an action plan: • to identify personal and/or educational development needs • to agree achievable goals • to agree how to achieve those goals • to identify additional support needs. **Preliminary and preparatory actions:** • explaining to young people why the action plan is important • checking their understanding • establishing constructive and supporting relationships with the young people.

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Range of options e.g.:

- working to continue in full time education
- working towards an apprenticeship
- working towards employment.

Develop an action plan that:

- identifies clear goals and outcomes
- identifies achievable timescales for reaching the goals
- specifies the ways in which the young person will achieve their goals
- specifies review dates
- identifies any support needed to achieve those goals such as:
  - additional formal tuition e.g. literacy/language skills
  - support from a learning mentor
  - support in writing a CV
  - support to develop interview/employability skills.

Review action plan:

- identify achievements
- identify where goals have not been met
- agree reasons for non-achievement
- revise the action plan to set new goals and milestones.

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<tr><td>Unit assessment guidance - provided by us</td><td>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</td></tr>
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Assessment task - CYPOP 8 Support young people to develop, implement and review a plan of action

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

In your real work environment part of your job role is to work with individual young people to help them develop action plans. In preparation for this role you have been asked to write a briefing note which shows that you can:

- explain **why young people should be encouraged** to develop a personal action plan to support their future development
- evaluate the role of the support worker in encouraging young people to develop the action plan.

CYPOP 9: Provide information and advice to children and young people

Unit reference	A/601/1334	**Level**	3
Credit value	3	**GLH**	22

Unit aim   The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

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 real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the role of practitioners in providing information and advice to children and young people.	1.1. Explain the importance of providing accurate and up to date **information** and advice to children and young people.		
	1.2. Explain the role of practitioners in providing impartial information and advice to children and young people.		
2. Be able to establish and address the information and advice needs of children and young people.	2.1. **Encourage the participation of and engagement with children and young people** to establish their information and advice needs.		
	2.2. Select information from **appropriate sources** that will best meet the needs of the young person.		

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. Verify the accuracy and currency of information before presenting it to the young person.		
	2.4. Explain approaches to managing situations when the child and young person's choices are different to those of their carers.		
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices.	3.1. Explain why it is important to provide opportunities for children and young people to make informed choices.		
	3.2. Evaluate with the young person the **choices available** to them.		
	3.3. Demonstrate in own practice how to check that the young person has understood the range of options available to them.		
	3.4. Record the interaction with the young person following all organisational procedures and **legal requirements.**		

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Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

</td></tr>
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Assessor sign off of completed unit: CYPOP 9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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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 Unit: AG2: Support clients to make use of the advice and guidance service.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	The kind of **information** needed by practitioners: - interests and aspirations of the young person - evidence of achievements e.g. academic qualifications, other certificates e.g. first aid, lifeguard, employer testimonials, school report - young person's motivation - any other relevant evidence e.g. physical fitness if that is relevant to the aspirations of the young person. **Ways of encouraging the participation of and engagement with children and young people:** - active listening - open questioning - checking understanding - summarising - presenting information - inviting feedback - using appropriate settings.

	Appropriate sources: • paper based sources e.g. career development leaflets, college/HEI prospectuses • web based sources e.g. UCAS. **Available choices:** • remaining in full time education • applying for an apprenticeship/advanced apprenticeship • progressing to higher education • employment. **Legal requirements:** • data protection • confidentiality.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 9 Provide information and advice to children and young people

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

In your real work environment part of your job role is to provide information and advice to children and young people in preparation for this write a briefing note that shows that you can:

- explain the importance of providing accurate and up to date information and advice to children and young people
- explain the role of practitioners in providing impartial information and advice to children and young people.

CYPOP 10: Develop interviewing skills for work with children and young people

Unit reference	L/601/1337	**Level**	3
Credit value	3	**GLH**	21

Unit aim   The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their 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 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the process of preparing for and planning the interviews.	1.1. Identify why it is important to plan for the interview.		
	1.2. Explain the **components of the interview planning process**.		
2. Be able to conduct the interview with individual children or young people.	2.1. Use appropriate **communication skills** to encourage the participation of and engagement with the child or young person.		
	2.2. Provide any **relevant information** about the interview to the child or young person.		
	2.3. Conduct the interview to achieve the desired outcomes.		

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. Record the details of the interview according to confidentiality and information sharing protocols.		
3. Be able to implement interview follow up procedures.	3.1. Identify the **interview follow up procedures.**		
	3.2. Implement interview follow up procedures.		

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 10
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 R7: Conduct interviews to support the recruitment process ENTO AG2: Support clients to make use of the advice and guidance service
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment. Working with more than one young person is normally required to demonstrate competence.

Unit assessment guidance – provided by the sector	**Components of the interview planning process:** • define interview objectives • gather and assess all relevant information • confirm the interview with the child/young person • prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee. **Communication skills:** • active listening skills • open questioning techniques • use of appropriate body language • how to give constructive feedback • ways of empathising with children and young people whilst maintaining professional boundaries • how to encourage children and young people to participate and communicate without showing bias or judgement • using an appropriate environment. **Relevant information:** • interview objectives • rights and responsibilities of interviewee • rights and responsibilities of interviewer • potential outcomes and interview follow up procedures. **Interview follow up procedures:** • recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols • referral details (if appropriate) • action plans and reviews.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 10 Develop interviewing skills for work with children and young people

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

In your real work environment part of your job role is to conduct effective interviews with children and young people to support their learning and development. Write a briefing note that shows that you can:

- identify why it is important to plan for the interview
- explain the **components of the interview planning process**.

CYPOP 11: Caseload management

Unit reference	D/601/1343	**Level**	3
Credit value	3	**GLH**	21

Unit aim   This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and 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 outcome 2 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance of managing personal case load.	1.1 Explain the importance of managing personal case load.		
	1.2. Give examples from own practice of pressures on the management of caseloads.		
2. Be able to prioritise cases in personal case load.	2.1. Explain the **criteria for prioritising personal case load**.		
	2.2. Review and prioritise existing and new cases against specified criteria.		
	2.3. Process cases according to priority.		
	2.4. Explain how to use supervision and other support systems to recognise when additional personal support is required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to review and evaluate the effectiveness of the case management.	3.1. Explain the importance of reviewing and evaluating the effectiveness of the case management process.		
	3.2. Identify and implement improvements in the case management process based on the evaluation.		

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 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.

Additional information about the unit:	
Relationship to occupational standards	There are links with: ENTO AG14: Manage personal case load.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 2 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Criteria for prioritising personal case load:** • urgency of addressing the individual case • potential consequences of postponing the case • own and others' work load • organisation's protocols and timescales for processing cases • availability of organisation's resources.
Unit assessment guidance - provided by us	Learning outcome 2 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 11 Caseload Management

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 3.1 and 3.2.

You have a supervision appointment booked with your line manager to review your caseload. To prepare for this meeting you asked to make notes to show that you can:

- explain the importance of managing personal case load
- give examples from own practice of pressures on the management of caseloads
- explain the importance of reviewing and evaluating the effectiveness of the case management process
- identify and implement improvements in the case management process based on the evaluation.

CYPOP 12: Support young people to move towards independence and manage their lives

Unit reference	F/601/1349	**Level**	3
Credit value	3	**GLH**	20

Unit aim This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older and are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.

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 vocationally competent assessor. Simulation is not permitted.			
1. Understand the way that young people move from dependence to independence.	1.1. Explain the reasons why some young people may find it **difficult to move to independence**.		
	1.2. Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability.		
	1.3. Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times.		

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 prepare young people for the practical challenges of independence.	2.1. Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet.		
	2.2. Prepare plans with young people that will assist them in **maintaining their own health and well-being.**		
	2.3. Provide young people with information to prepare them to **manage and maintain accommodation** and to find advice if necessary.		
	2.4. Provide young people with information about how to **manage personal finances.**		
	2.5. Explain why practical support and advice for independence is a long term project.		
3. Be able to prepare young people for the emotional challenges of independence.	3.1. Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction.		
	3.2. Provide young people with information about where to find support if they feel isolated or lonely.		
	3.3. Explain how to support young people who may feel worried and ambivalent about becoming independent.		
	3.4. Demonstrate how to support young people to develop resilience in order to face challenges and disappointments.		

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. Explain the importance of having somewhere that is 'home'.		
4. Be able to prepare young people to assess personal risks and protect themselves.	4.1. Explain to young people how to assess risks in **day to day situations.**		
	4.2. Demonstrate how to prepare young people to minimise risks.		
	4.3. Provide young people with information and skills to protect themselves and know when to seek help.		

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 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	HSC NOS Units 38 and 310
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	Reasons why it is **difficult to move to independence** e.g.: • incomplete attachment • abuse/exploitation • disrupted living • disrupted or multiple placements • repeated damaging or unsatisfactory relationships • unresolved emotional issues • physical disability • learning difficulties • mental health problems • risks or threats. **Maintaining health and well-being** e.g.: • registering with GP • seeking medical advice • attending medical screening as necessary • registering with dentist • regular dental check ups • healthy balanced diet • regular exercise • rest and sleep. **Manage and maintain accommodation** e.g.: • where to find rented accommodation • process of renting accommodation • legal position of tenants/lodgers • basic maintenance- changing light bulbs etc. • simple DIY • what repairs are essential • landlord/tenant responsibilities. **Manage personal finances** e.g.: • how to budget

	• how bank accounts work • avoiding/managing debt • money safety • avoiding financial abuse • shoppers rights • financial rights • where to get financial advice. **Day to day risk situations** e.g.: • pubs, clubs • shopping in crowds • obtaining cash • shopping online • meeting people through the internet • opening door to strangers • purchasing on the doorstep.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 12 Support young people to move towards independence and manage their lives

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

In your real work environment part of your job role is to support young people to move to independence and manage their lives. In preparation for this prepare a resource pack that shows that you can:

- explain the reasons why some young people may find **it difficult to move to independence**
- explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
- explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various time.

CYPOP 13: Support children and young people to achieve their learning potential

Unit reference	D/601/1357	**Level**	3
Credit value	3	**GLH**	40
Unit aim	This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.		

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 real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the legislation and policies that underpin education and learning for children and young people.	1.1. Describe the **legislation** that affects children and young people's access to education and learning opportunities.		
	1.2. Explain how policies have influenced access to learning opportunities for children and young people.		
2. Be able to support children and young people to work out what they want to learn and achieve.	2.1. Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations.		
	2.2. Work with a child or young person to help them to see how they can build on their interests, talents and abilities.		

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 work with children and young people to make the most of learning opportunities.	3.1. Demonstrate how to work with children or young people to set and monitor progress towards goals and target(s).		
	3.2. Support children or a young person's learning activities.		
	3.3. Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities.		
	3.4. Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life.		
	3.5. Provide children or young people with enthusiastic feedback to celebrate achievement.		
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities.	4.1. Explain the importance of engaging carers in children and young people's learning.		
	4.2. Identify key professionals and their roles in supporting and developing children and young people's learning.		
	4.3. Explain the importance of effective communication between all those involved in a child or young person's learning.		

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 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	HSC NOS 39 LDSS NOS 317 Professional Practice in residential child care Standard 4.6 Training Support and Development Standards for Foster Care. Standard 4.5
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2 and 3 should be assessed in a real work situation.
Unit assessment guidance – provided by the sector	**Legislation:** As appropriate to relevant UK Home nation.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 13 Support children and young people to achieve their learning potential

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 4.1, 4.2 and 4.3.

In your work with children and young people you need to ensure that they take every possible opportunity to make the most of learning. You will need to work with others to support these children and young people to achieve the best possible outcomes from learning opportunities. Provide evidence that shows that you can:

- describe the **legislation** that affects children and young people's access to education and learning opportunities
- explain how policies have influenced access to learning opportunities for children and young people
- explain the importance of engaging carers in children and young people's learning
- identify key professionals and their roles in supporting and developing children and young people's learning
- explain the importance of effective communication between all those involved in a child or young person's learning.

CYPOP 14: Support children and young people to have positive relationships

Unit reference	R/601/1369	**Level**	3
Credit value	3	**GLH**	20

Unit aim   This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

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 real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance of positive relationships for the development and well-being of children and young people.	1.1. Identify the **different relationships** children and young people may have.		
	1.2. Explain the importance of positive relationships for development and well-being.		
	1.3. Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships.		
2. Be able to support children and young people to make and maintain positive relationships.	2.1. Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them.		
	2.2. Explain how to support children or young people to make new relationships.		

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 practical and emotional support to encourage children or young people to commit to and enjoy positive relationships.		
3. Understand how to support children and young people when there are relationship difficulties.	3.1. Explain why it is important to encourage children or young people to resolve conflict for themselves if possible.		
	3.2. Explain how to support a child or young person who is distressed by **relationship difficulties**.		
	3.3. Explain how to support a child or young person to end relationships that are making them unhappy.		
	3.4. Describe the circumstances that would result in a relationship causing concern and the actions that should follow.		
	3.5. Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships.		

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 14
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 NOS 311 CCLD NOS Unit 301 Professional Practice in residential childcare Standard 4.7 Training support and development standards for Foster Care Standard 2.3
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 2 must be assessed in real work situations.
Unit assessment guidance – provided by the sector	**Different types of relationship** e.g.: - parental - carer - sibling - family - friendship - emotional/sexual - acquaintance - professional. **Relationship difficulties** e.g.: - parents or carers - families - peers - close friends - colleagues or other professionals.
Unit assessment guidance - provided by us	Learning outcome 2 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 14 Support children and young people to have positive relationships

An important part of your job role is to support children and young people to have positive relationships. You have been asked to create a resource folder for a new member of staff to introduce them to this concept. The resource folder will be in two parts.

Part 1 - The importance of positive relationships

Part 2 - How to support children and young people when there are relationship difficulties

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

Part 1 - The importance of positive relationships

This section must show that you can:

- identify the **different relationships** children and young people may have
- explain the importance of positive relationships for development and well-being
- explain the possible effects of children having restricted, or supervised contact in order to maintain relationships.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

Part 2 - How to support children and young people when there are relationship difficulties

This section must show that you can:

- explain why it is important to encourage children or young people to resolve conflict for themselves if possible
- explain how to support a child or young person who is distressed by **relationship difficulties**
- explain how to support a child or young person to end relationships that are making them unhappy
- describe the circumstances that would result in a relationship causing concern and the actions that should follow
- explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships.

CYPOP 15: Support positive practice with children and young people with speech, language and communication needs

| **Unit reference** | L/601/2861 | **Level** | 3 |

| **Credit value** | 4 | **GLH** | 28 |

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

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 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs.	1.1. Explain how to recognise and build on the strengths of a child or young person by giving different examples of **positive strategies.**		
	1.2. Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties.		
	1.3. Provide examples of how current research evidence supports positive practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people.	2.1. Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs.		
	2.2. Explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs.		
	2.3. Explain own role in the process of how targets are set, monitored and evaluated along with specialist.		
	2.4. Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.		
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs.	3.1. Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication.		
	3.2. Demonstrate ways to adapt and modify own communication, **resources and tasks** to support children and young people's speech, language and communication.		
	3.3. Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people.	4.1. Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people.		
	4.2. Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication.		
	4.3. Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.		

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 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.

Additional information about the unit:	
Relationship to occupational standards	There are links to some of the competencies from CCLD Units 302, 306, 308, 312 Speech, Language and Communication Framework: Universal: Strand C Enhanced: Strand C
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcome 3 must be assessed in relation to a real work situation. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	**Positive strategies may include:** • adapting adult language • adapting the environment to support communication • modelling and expanding the child or young persons language • demonstrating specific communication behaviours • facilitating communication between children and young people • providing time and supported opportunities to communicate • supporting and developing confidence and self-esteem. **Resources and tasks may include:** • everyday activities within the work setting • specific resources or activities within, for example a curriculum • daily routines within the setting • published resources; written information.
Unit assessment guidance - provided by us	Learning outcome 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 15 Support positive practice with children and young people with speech, language and communication needs

Produce notes which could be used for a presentation to colleagues on supporting positive practice with children and young people with speech language and communication needs.

Present your notes in three sections:

Section 1 - The concept of positive practice
Section 2 - Working alongside specialists
Section 3 - Supporting social emotional and cognitive needs of children and young people

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

Section 1 - The concept of positive practice

These notes must show that you can:

- explain how to recognise and build on the strengths of a child or young person by giving different examples of **positive strategies**
- compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
- provide examples of how current research evidence supports positive practice.

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

Section 2 - Working alongside specialists

These notes must show that you can:

- identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
- explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- explain own role in the process of how targets are set, monitored and evaluated along with specialist
- compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

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

Section 3 - Supporting social emotional and cognitive needs of children and young people

These notes must show that you can:

- explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
- review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

CYPOP 16: Coordinate special educational needs provision

Unit reference	T/600/9775	**Level**	4
Credit value	5	**GLH**	35
Unit aim	To provide the learner with the competence required to work as a special educational needs coordinator in early years settings. The unit also assesses ability to support and advise colleagues.		

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 vocationally competent assessor. Simulation is not permitted.			
1. Understand the role of the special educational needs coordinator.	1.1. Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation.		
	1.2. Explain the responsibilities of the special educational needs coordinator.		
	1.3. Explain the importance of early recognition and intervention.		
	1.4. Explain the policies and/or procedures of the setting in respect of special educational needs.		
	1.5. Explain the importance of liaison and partnerships with carers, other agencies and professionals.		

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 coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs.	2.1. Coordinate and lead the observation, assessment and recording progress of children with special educational needs.		
	2.2. Coordinate and plan the next steps for children with special educational needs in collaboration with: • colleagues including those in other agencies • children and their carers.		
	2.3. Demonstrate how the children's individual play/education plans are developed, monitored and regularly updated.		
	2.4. Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting.		
3. Be able to engage with children with special educational needs and their carers.	3.1. Assess barriers to communication and engagement, and explain how these can be overcome.		
	3.2. Demonstrate engagement with children who have special educational needs in own work setting or service.		
	3.3. Demonstrate engagement with families of children who have special educational needs in own work setting or service.		

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 coordinate, support and advice colleagues working with children who have special educational needs.	4.1. Demonstrate in own practice how to coordinate provision for special educational needs.		
	4.2. Identify sources of support and professional development for special educational needs practitioners and coordinators.		
	4.3. Demonstrate in own practice how to share new information and act as an agent of change and improvement.		
	4.4. Demonstrate in own practice how to work directly with colleagues to mentor and support 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: CYPOP 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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 339 Coordinate special educational needs in early education settings
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. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 16 Coordinate special educational needs provision

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

The role of the special educational needs coordinator is the key to the early recognition, planning and coordination of a range of services to improve outcomes for children with special educational needs. To be able to carry out the role effectively SENCOS must have a good understanding of their role and responsibilities and the legislation which underpin these.

You have applied for the role of special educational needs coordinator (SENCO). You have been invited for an interview. In preparation, research the role and produce a folder of information which will show that you can:

- outline the legislative context for the role of the Special education needs coordinator with reference to codes of practice as relevant to the UK home nation
- explain the responsibilities of the special educational needs coordinator
- explain the importance of early recognition and intervention
- explain policies and/or procedures of the setting in respect of special educational needs
- explain the importance of liaison and partnerships with carers, other agencies, and professionals.

CYPOP 17: Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

Unit reference	F/600/9777	Level	4
Credit value	5	GLH	40

Unit aim To provide learners with an in depth understanding of the effects of poverty and disadvantage on 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
1. Understand the factors that may impact on the outcomes and life chances of children and young people.	1.1. Identify the **factors** that impact on outcomes and life chances for children and young people.		
	1.2. Explain the critical importance of poverty in affecting outcomes and life chances.		
	1.3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people.		
	1.4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for 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. Understand how poverty and disadvantage affect children and young people's development.	2.1. Analyse how poverty and disadvantage may affect children and young people's: • physical development • social and emotional development • communication development • intellectual • development • learning.		
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable.	3.1. Explain what is meant by both disadvantage and vulnerability.		
	3.2. Explain the importance of early intervention for disadvantaged and/or **vulnerable children** and young people.		
	3.3. Evaluate the impact of early intervention.		
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage.	4.1. Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level.		
	4.2. Explain how carers can be engaged in the strategic planning of services.		
	4.3. Analyse how practitioners can encourage carers to support children and young people's learning and development.		
	4.4. Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.		

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 the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1. Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence.		
	5.2. Explain why it is important for practitioners to have high expectations of and ambitions for, all children and young people regardless of their circumstances and background.		
	5.3. Analyse how and why practitioners should act as agents and facilitators of change in own 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: CYPOP 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.

Additional information about the unit:	
Relationship to occupational standards	DCSF Narrowing the Gap Guidance 2008

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors**: There are many factors impacting on children and young people's life chances. The following are examples: • poverty • social and community pressures • health status • abuse and neglect • violent and/or offending family or personal backgrounds • race, gender, sexual orientation • asylum seeking or victims of trafficking. Meaning of **vulnerable child (young person)**: A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the SfCD Assessment Strategy.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Development and Care Assessment Principles.

Assessment task - CYPOP 17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

The effect of poverty and other disadvantages on children and young people has become more readily recognised. To increase your awareness of this important area, create a portfolio of evidence with five sections:

Section 1 - Factors that may impact
Section 2 - The effect of positive and disadvantage
Section 3 - Early intervention
Section 4 - Support and partnership
Section 5 - The roles of the practitioner

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

Section 1 - Factors that may impact

This section must show that you can:

- identify the **factors** that impact on outcomes and life chances for children and young people
- explain the critical importance of poverty in affecting outcomes and life chances
- analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
- explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people.

Task 2 links to learning outcome 2, assessment criteria 2.1.

Section 2 - The effect of positive and disadvantage

This section must show that you can:

- analyse how poverty and disadvantage may affect children and young people:

  - physical development
  - social and emotional development
  - communication development
  - intellectual development
  - learning.

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

Section 3 - Early intervention

This section must show that you can:

- explain what is meant by both disadvantage and vulnerability
- explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
- evaluate the impact of early intervention.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

Section 4 - Support and partnership

This section must show that you can:

- research the policy and guidance impacting on support services at national level and evaluate how this operates at local level
- explain how carers can be engaged in the strategic planning of services
- analyse how practitioners can encourage carers to support children and young people's learning and development
- explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5 - The roles of the practitioner

This section will show that you can:

- explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
- explain why it is important for practitioners to have high expectations of and ambitions for all children and young people regardless of their circumstances and background
- analyse how and why practitioners should act as agents and facilitators of change in own work setting.

YP 016-03: Support young people who are involved in anti-social and/or criminal activity

Unit reference	L/502/5261	**Level**	3
Credit value	2	**GLH**	10
Unit aim	This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.		

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 underlying issues contributing to the anti-social and/or criminal activity of young people.	1.1. Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors.		
	1.2. Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour.		
2. Understand how to support young people who are involved in anti-social and/or criminal activities.	2.1. Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others.		

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. Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person.		
	2.3. Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies.		

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: YP 016-03
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	**Skills for Justice** YOJA301 Develop and review contracts with children and young people to address the harm done by their offending behaviour and preventing re-offending YOJA411 Enable others to support children and young people to address their offending and anti-social behaviour and develop positive alternatives **Lifelong Learning UK** O30N2.3.3 Challenge oppressive behaviour in young people **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Assessment task – YP 016-03 Support young people who are involved in anti-social and/or criminal activities

In your work role where you are supporting young people who are involved in anti-social and or criminal activities you will need to understand the issues involved. Produce a resource folder in two sections:

> **Section 1** - Issues contributing to anti-social and or criminal activity
> **Section 2** - How to support young people who are involved in anti-social and or criminal activity

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

> **Section 1** - Issues contributing to anti-social and or criminal activity

> The evidence in your resources must show that you can:

- explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
- explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour.

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

> **Section 2** - How to support young people who are involved in anti-social and or criminal activity

> The evidence in your resources must show that you can:

- explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
- explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person
- describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies.

YP 006-03: Support young people who are looked after or are leaving care

Unit reference	A/502/5224	**Level**	3
Credit value	3	**GLH**	23

Unit aim   This unit aims to enable learners to understand and support young people who are looked after or leaving care to know about the relevant statutory and legal frameworks.

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 issues affecting young people who are looked after or leaving care.	1.1. Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care.		
	1.2. Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others.		
2. Understand how to support young people who are looked after or leaving care.	2.1. Describe the sources of information and support services which are available to support young people who are looked after or leaving care.		
	2.2. Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices.		

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. Encourage young people to maintain positive relationships and contact with family, carers and/or significant others.		
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care.	3.1. Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care.		
	3.2. Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.		

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: YP 006-03
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	**Skills for Justice:** B301 Establish, sustain and disengage from relationships with the families and carers of children and young people B601 Assess the health and well-being, and related needs and issues, of children and young people who have offended B606 Contribute to promoting health and social well-being of children and young people GA7 Communicate and engage with children, young people, and their families and carers A503 Help children and young people in secure environments to maintain and develop relationships A204 Develop plans to manage the risk of harm of releasing and resettling children and young people in the community following sentences served in secure environments **Skills for Care and Development** HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3) PQCCB Work with Parents, Families, Carers and Significant Others to achieve Optimal Outcomes for Children and Young People **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of learners' performance must take place in a work based situation It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Assessment task – YP 006-03 Support young people who are looked after or are leaving care

In your work role where you are supporting young people who are looked after or leaving care you will need to understand the issues involved. Produce a resource folder in three sections:

Section 1 - Issues affecting young people who are looked after or leaving care
Section 2 - How to support young people who are looked after or leaving care
Section 3 - The statutory and legal frameworks relating to young people who are looked after or leaving care

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

Section 1 - Issues affecting young people who are looked after or leaving care

The evidence in your resources must show that you can:

- explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
- explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others.

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

Section 2 - How to support young people who are looked after or leaving care

The evidence in your resources must show that you can:

- describe the sources of information and support services which are available to support young people who are looked after or leaving care
- enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
- encourage young people to maintain positive relationships and contact with family, carers and/or significant others.

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

Section 3 - The statutory and legal frameworks relating to young people who are looked after or leaving care

The evidence in your resources must show that you can:

- describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
- explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.

CYPOP 20: Support speech, language and communication development

Unit reference   A/601/2872   **Level**   3

Credit value   3   **GLH**   20

Unit aim   The unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall 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 outcome 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance of speech, language and communication for children's overall development.	1.1. Explain each of the terms: • speech • language • communication • speech language and communication needs.		
	1.2. Explain how speech, language and communication skills support the following areas in children and young people's development: • learning • emotional • behaviour • social.		
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term.		

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 the **factors** that increase the risk of children and young people having speech language and communication needs.		
2. Understand typical speech, language and communication development in children and young people.	2.1. Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: • 0-5 years old • 5-11 • 11-16.		
	2.2. Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language.		
	2.3. Explain how speech, language and communication work together to enable effective interaction.		
	2.4. Explain the different ways in which a child or young person may not follow typical speech language and development.		

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 typical speech, language and communication development of children and young people.	3.1. Observe and report examples of a child or young person using their communication skills in different contexts.		
	3.2. Plan and carry out an observation of a child or young person using their communication skills in different contexts.		
	3.3. Report on planned observations highlighting normal variations in the typical speech, language and communication 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: CYPOP 20
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 to some of the competencies from CCLD NOS Unit 301 and 303 SLC Framework.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Assessment of learning outcome 3 should relate to real work activities. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	**Factors** may include: • limited or poor quality support for speech, language and communication development • hearing difficulties • social disadvantage • physical difficulties such as cerebral palsy • other syndromes, conditions or areas of need such as autism, attention deficit disorder • trauma/abuse • family history of SLCN • learning difficulties.
Unit assessment guidance - provided by us	Learning outcome 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 20 Support speech, language and communication development

In your work role where you are supporting children and young people's speech language and communication development you will need to understand the issues involved. Produce a resource folder in two sections:

Section 1 - The importance of speech language and communication for the individuals overall development

Section 2 - Typical speech language and communication development

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

Section 1 - The importance of speech language and communication for the individuals overall development

The evidence in your resources must show that you can:

- explain each of the terms:
    - speech
    - language
    - communication
    - speech language and communication needs
- explain how speech, language and communication skills support the following areas in children and young people's development:
    - learning
    - emotional
    - behaviour
    - social
- describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
- explain the factors that increase the risk of children and young people having speech language and communication needs.

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

Section 2 - Typical speech language and communication development

The evidence in your resources must show that you can:

- summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
    - 0-5 years old
    - 5-11
    - 11-16
- explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- explain how speech, language and communication work together to enable effective interaction
- explain the different ways in which a child or young person may not follow typical speech language and development.

CYPOP 21: Work with parents, families and carers to support their children's speech, language and communication development

Unit reference	Y/601/2877	**Level**	3
Credit value	3	**GLH**	23
Unit aim	To develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.		

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 real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance of parental support for the development of speech, language and communication.	1.1. Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication.		
	1.2. Explain the influences of different parenting styles on speech, language and communication development.		
	1.3. Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.		

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 work in partnership with parents to support their child's speech, language and communication development.	2.1. Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development.		
	2.2. Support parents to understand their valuable role in supporting their child's speech, language and communication development.		
	2.3. Explain a range of ways to work with parents to support their child's speech, language and communication development.		
	2.4. Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.		
3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development.	3.1. Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development.		
	3.2. Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development.		
	3.3. Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies.	4.1. Explain why it is important to be able to work in partnership with parents of children with SLCN.		
	4.2. Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN.		
	4.3. Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.		

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 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.

Additional information about the unit:	
Relationship to occupational standards	Speech, Language and communication framework: Universal: G1, G2 Enhanced: C2, E4, G1, G2, G3, G4 This unit has some links to competencies from CCLD NOS unit 337.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcome 3 and part of learning outcome 4 must be assessed in real work situations. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 21 Work with parents, families and carers to support their children's speech, language and communication development

In your work role where you are working with parents, families and carers to support their child/children's speech language and communication development prepare a briefing document which includes the following two sections:

Section 1: The importance of parental support
Section 2: The importance of partnership working

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

Section 1: The importance of parental support

This section must include:

- an outline of the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
- an explanation of the influences of different parenting styles on speech, language and communication development
- an explanation of how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.

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

Section 2: The importance of partnership working

This section must include:

- a explanation of why it is important to be able to work in partnership with parents of children with speech, language and communication needs
- identification of the useful sources of information and relevant organisations and services to support parents of children who have speech, language and communication needs
- an explanation of the importance of partnership working across professionals, agencies and parents when supporting children with speech, language and communication needs.

CYPOP 22: Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

Unit reference	M/601/2884	**Level**	3
Credit value	3	**GLH**	25

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

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 links between language, behaviour, emotional and social development difficulties.	1.1. Explain why behaviour can be seen as a means of communication.		
	1.2. Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people.		
	1.3. Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people.		

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. Describe the **range of behavioural**, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development.		
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties.	2.1. Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs		
	2.2. Explain effective strategies to overcome barriers to support the speech, language and development of children and young people with behavioural, emotional and social difficulties.		
	2.3. Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development.		
	2.4. Explain how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs.	3.1. Identify and explain current evidence based approaches to understanding children and young people's behaviour.		
	3.2. Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.		
	3.3. Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.		
4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs.	4.1. Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour.		
	4.2. Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.		

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 22
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	Speech, language and communication framework Enhanced: Strand D This unit has some links to competencies from CCLD NOS Unit 337.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	**Range of behaviour** may include: • withdrawn or isolated • disruptive and disturbing • hyperactive and lacking concentration • immature social skills • challenging behaviours arising from other complex special needs • emotional disorders • conduct disorders/hyperkinetic disorders • anxiety • self-harm • school phobia • depression. **Positive changes** may include: • increased accessibility of the language used in behaviour management techniques • ensuring children and young people understand verbal and written information • clear visual support • making rules, routines and boundaries clear, explicit and understandable. • decreasing visual and auditory distractions • increased staff awareness and skills • ensuring approaches which support children to ask for clarification.

Assessment task – CYPOP 22 Understand the speech, language and communication needs of children and young people with behavioural social and emotional difficulties.

Your local authority is planning to provide information for parents and adults who work with children on the links between behaviour, social and emotional difficulties and speech, language and development and ways that children can be supported. Produce information which includes the following:

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

- an explanation of why behaviour can be seen as a means of communication
- an explanation, with examples of how children's and young people's speech, language and communication needs may affect behavioural, emotional and social development
- a review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
- a description of the range of behavioural, emotional and social difficulties that children and young people may experience and how they can effect speech, language and communication development

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

- an identification of key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
- an explanation of effective strategies to overcome barriers to support the speech language and communication development of children and young people with behavioural, emotional and social difficulties
- an explanation of how adapting adult language and interactions can support a child's behaviour, emotional, social skills as well as support their communication development
- an explanation of how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties

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

- an identification and an explanation of current evidence based approaches to understanding children and young people's behaviour
- an explanation of how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
- an explanation using examples how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs

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

- an explanation of ways to work with parents and families in supporting children and young people with speech, language and communication needs, that also promotes positive behaviour
- an explanation of the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.

CYPOP 23: Support the speech, language and communication development of children who are learning more than one language

Unit reference	J/601/2888	**Level**	3
Credit value	3	**GLH**	26

Unit aim   This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

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 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language.	1.1. Explain how to identify which languages are used by children and young people in the work setting.		
	1.2. Explain how to collect information on a child or young person's use of their languages at home and in the work setting.		
	1.3. Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English.		

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 how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.		
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language.	2.1. Explain what is meant by bilingualism.		
	2.2. Explain the advantages of bilingualism.		
	2.3. Define culture and identify how to integrate different cultures within own work setting.		
	2.4. Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language.		
	2.5. Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.		
3. Be able to work with parents of children and young people whose home language is not English.	3.1. Provide appropriate advice to parents on supporting their child's speech, language and communication development.		
	3.2. Demonstrate approaches to support parents in promoting their child's speech, language and communication development.		
	3.3. Explain how language and resources can be adapted to enable close work with parents whose home language is not English.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English.	4.1. Explain the different ways in which professionals can work together in the interests of children and young people.		
	4.2. Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language.		
	4.3. Identify and describe when and how to contact and work with relevant agencies and 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: CYPOP 23
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	This unit has links to some of the competencies in CCLD NOS 334 and 347
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 3 should be assessed in relation to real work activities.
Unit assessment guidance - provided by us	Learning outcome 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CYPOP 23 Support the speech, language and communication development of children who are learning more than one language.

In your work role in supporting children and young people whose home language is not English produce a resource folder in three sections:

Section 1: Assessment process
Section 2: Cultural issues
Section 3: Working with others

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

Section 1: Assessment process

This section will show that you can:

- explain how to identify which languages are used by children and young people in the work setting
- explain how to collect information on a child or young person's use of their languages at home and in the work setting
- explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.

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

Section 2: Cultural issues

This section will show that you can:

- explain what is meant by bilingualism
- explain the advantages of bilingualism
- define culture and identify how to integrate different cultures within own work setting
- explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.

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

Section 3: Working with others.

This section will show that you can:

- explain the different ways in which professionals can work together in the interests of children and young people
- explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
- identify and describe when and how to contact and work with relevant agencies and services.

CYPOP 24: Support children and young people's speech, language and communication skills

Unit reference	L/601/2889	**Level**	3
Credit value	3	**GLH**	25

Unit aim   This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.

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 qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people.	1.1. Explain the **ways** in which adults can effectively support and extend the speech, language and communication development for each of the following age groups: • 0-5 • 5-11 • 11-16 • 16-25.		
	1.2. Evaluate relevant **positive effects** of adult support for children, young people and their families.		

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 support for the speech, language and communication development of children and young people.	2.1. Demonstrate **methods** of providing support taking into account the: • specific needs • abilities • home language • interests of children and young people in their setting.		
	2.2. Initiate and implement **planning** for speech, language and communication support to children and young people in work setting.		
	2.3. Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting.		
3. Understand how environments support speech, language and communication.	3.1. Explain the importance of the environment in supporting speech, language and communication development.		
	3.2. Review relevant evidence about the key factors that provide a supportive speech, language and communication environment.		
	3.3. Apply research evidence to planning an environment that supports speech, language and communication.		

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 recognise, and obtain additional support for, children and young people who may have speech, language and communication needs.	4.1. Identify the **range** of speech, language and communication needs that children and young people may have.		
	4.2. Identify the **indicators** which may suggest that a child or young person has speech, language and communication needs.		
	4.3. Explain the **processes and procedures** to follow in order to raise any concerns and access additional, specialist support.		

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 24
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 to some of the competencies from CCLD NOS L3 301 SLC Framework

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 4 should be assessed in relation to real work activities. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	**Ways** in which adults can support may include: • the words and levels of language and questions • adults use with children and young people • conversations / interactions with children and young people • information and activities used • work with parents / carers. **Positive effects** may include improved: • speech, language and communication skills • social interaction • behaviour • emotional development / self confidence. **Methods** may include: • adapting own language • scaffolding the child's language • giving CYP the time and opportunity to communicate • facilitating communication between CYP with each other • learning through play • working with parents, carers and families. **Planning** may include: • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the children and young people • involvement of parents and families. **Range** may include: • whether speech, language and communication are the primary need or part of another disability or need • whether SLCN are short term or persistent • the level of need a child may have • whether a child has needs in one, more or all areas of speech, language and communication • whether the needs relate to delayed or disordered speech, language and

	communication development. **Indicators** may include: • limited speech, language and communication skills • poor behaviour • poor literacy skills • limited social / play / interaction skills • isolation from peer group • low confidence / self esteem. **Processes and procedures** may include: • raising initial concern within the setting • discussion with parents/carers/young person • period of observation / monitoring / support • consent for referral • onward referral to specialists, e.g. Speech and Language Therapist • procedures for collaborative working with specialists.
Unit assessment guidance - provided by us	Learning outcomes 2 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted. Learning outcome 1, assessment criterion 1.1 – The age groups can be substituted for: • birth -5 • 6-11 • 12-16 • 17-25.

Assessment task - CYPOP 24 Support children and young people's speech, language and communication skills

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

In your work role where you are supporting children and young people's speech language and communication skills you are asked to prepare for supervision with your line manager. You have been asked to take notes to the meeting which shows that you can:

- explain the **ways** in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:
    - 0-5
    - 5-11
    - 11-16
    - 16-25
- evaluate relevant **positive effects** of adult support for children, young people and their families
- explain the importance of the environment in supporting speech, language and communication development
- review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- apply research evidence to planning an environment that supports speech, language and communication.

YP 007-03: Support young people who are socially excluded or excluded from school

Unit reference	R/502/5231	**Level**	3
Credit value	2	**GLH**	10

Unit aim   This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

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 issues affecting young people who are socially excluded or excluded from school.	1.1. Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation.		
	1.2. Explain the potential effects of exclusion on the health, safety and well-being of these young people.		
2. Understand how to support young people who are socially excluded or excluded from school.	2.1. Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being.		
	2.2. Describe the information, support and community services which are available to support excluded 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. Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant 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: YP 007-03
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	**Skills for Justice** BA4 Raise awareness to promote community safety and social inclusion BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion BA12 Address problems identified with community safety and social inclusion BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Assessment task – YP 007-03 Support young people who are socially excluded or excluded from school

In your work role supporting young people who are socially excluded or excluded from school you have been asked to create a set of briefing notes for your colleagues to show that you can:

Task 1 links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 2.1, 2.2 and 2.3.

- explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatization
- explain the potential effects of exclusion on the health, safety and well-being of these young people
- enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- describe the information, support and community services which are available to support excluded young people
- encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others.

YP 010-03: Support young people in relation to sexual health and risk of pregnancy

Unit reference	F/502/5242	**Level**	3
Credit value	2	**GLH**	10

Unit aim   This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

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 issues affecting young people in relation to sexual health and risk of pregnancy.	1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options.		
	1.2. Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy.		
	1.3. Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy		
2. Understand how to support young people in relation to sexual health and risk of pregnancy.	2.1. Describe relevant sources of information, guidance and support and the range of health services available for these 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
	2.2. Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation.		
	2.3. Enable young people to make informed choices in relation to their identified needs and priorities.		
	2.4. Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.		

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: YP 010-03
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	**Skills for Justice** B601 Assess the health and well-being, and related needs and issues, of children and young people who have offended GD10 Deliver interventions towards enhancing health and social well-being B602 Enable children and young people who have offended to be supported by healthcare services **Lifelong Learning UK** O30NYW2.2.1 Address the health and well-being of young people **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Assessment task – YP 010–03 Support young people in relation to sexual health and risk of pregnancy

In your work role, working to support young people in relation to sexual health and risk of pregnancy you have been asked to prepare a resource pack for the young people to show that you can:

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

- explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy

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

- describe relevant sources of information, guidance and support and the range of health services available for these young people
- explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgmental and sensitive to their individual situation
- enable young people to make informed choices in relation to their identified needs and priorities
- describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.

LLUK 302: Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Unit reference	H/502/4682	**Level**	3
Credit value	3	**GLH**	20
Unit aim	This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.		

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. Know how to enable parents to understand and respond to children's feelings and behaviours.	1.1. Explain the importance of modelling behaviour for children and parents.		
	1.2. Explain the effects of harsh parenting on children.		
	1.3. Explain the importance of boundaries.		
	1.4. Explain parental strategies for holding boundaries.		
	1.5. Explain ways of promoting children's progression towards self-discipline.		
	1.6. Explain and demonstrate how to enable parents to understand their children's feelings and behaviour.		
	1.7. Explain and demonstrate how to enable parents to assist children to recognise their feelings.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Explain how to enable parents to identify strategies for them and their children to manage conflict.		
	1.9. Explain when particular/specialist help is needed, and how to refer parents to appropriate services.		
2. Understand how to support parents to interact with their children in positive ways.	2.1. Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this.		
	2.2. Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children.		
	2.3. Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others.		
3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity.	3.1. Explain the role of play in children's development.		
	3.2. Explain ways in which parents can support children's play in developmentally appropriate ways.		
	3.3. Explain how children can be encouraged to take the lead and develop their own ideas.		
	3.4. Describe sources of information and advice for parents on meeting children's play and learning needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how to work with parents to find positive ways to meet children's physical needs.	4.1. Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home.		
	4.2. Explain how to enable parents to find strategies for addressing eating and sleeping issues.		
	4.3. Describe sources of information and advice on meeting children's physical needs.		
5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children.	5.1. Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for 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: LLUK 302
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 is based on WWP 308
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task - LLUK 302 Enable parents to develop ways of handling relationships and behaviour that contributes to everyday life with children

In your work role you have been asked to produce a resource folder for parents/carers to raise their awareness about the way of handling relationships and behaviour with children in their care. Complete the following 2 main areas:

1. Present the resource folder in four sections

Section 1: Enable parents to understand and respond to children's feelings and behaviours.
Section 2: Support parents to interact with their children in positive ways.
Section 3: Develop parents' knowledge of how to support children's play, learning and creativity.
Section 4: Positive ways for parents to meet children's physical needs.

2. Reflect on own practice

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9.

Section 1: Enable parents to understand and respond to children's feelings and behaviours

- Explain the importance of modelling behaviour for children and parents.
- Explain the effects of harsh parenting on children.
- Explain the importance of boundaries.
- Explain parental strategies for holding boundaries.
- Explain ways of promoting children's progression towards self-discipline.
- Explain and demonstrate how to enable parents to understand their children's feelings and behaviour.
- Explain and demonstrate how to enable parents to assist children to recognise their feelings.
- Explain how to enable parents to identify strategies for them and their children to manage conflict.
- Explain when particular/specialist help is needed, and how to refer parents to appropriate services.

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

Section 2: Support parents to interact with their children in positive ways

- Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this.
- Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children.
- Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3: Develop parents' knowledge of how to support children's play, learning and creativity

- Explain the role of play in children's development.
- Explain ways in which parents can support children's play in developmentally appropriate ways.
- Explain how children can be encouraged to take the lead and develop their own ideas.
- Describe sources of information and advice for parents on meeting children's play and learning needs.

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

Section 4: Positive ways for parents to meet children's physical needs

- Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home.
- Explain how to enable parents to find strategies for addressing eating and sleeping issues.
- Describe sources of information and advice on meeting children's physical needs.

Task 5 links to learning outcome 5, assessment criteria 5.1.

2. Reflect on own practice.

Write brief notes reflecting on own practice in enabling parents to develop ways of handling relationships and behaviour. This reflection can include a SWOT analysis (Strength Weaknesses, Opportunities Threats).

Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development.

LLUK 301: Work with parents to meet their children's needs

Unit reference	Y/502/4680	**Level**	3
Credit value	3	**GLH**	20

Unit aim   The unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.

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 nature of the parent and child relationship.	1.1. Explain the evolving and interdependent nature of the relationship between parents and their children.		
	1.2. Explain key factors which affect the relationship between parents and children through all developmental stages.		
	1.3. Explain key types of transitions that a child or young person may experience.		
	1.4. Explain changes which parenthood makes to the lives of parents.		
	1.5. Explain key factors in the process and function of bonding and attachment.		
	1.6. Explain key factors in the process of children's development of a sense of self.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to work with parents to understand the nature of the parent and child relationship.	2.1. Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments.		
	2.2. Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting.		
	2.3. Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent.		
	2.4. Explain ways of challenging parents assertively and when it is appropriate to do so.		
3. Understand how to work with parents to provide age appropriate support for a specified age group of children.	3.1. Identify key features of expected patterns of child development.		
	3.2. Explain the development and maturational tasks of a specified age group of children.		
	3.3. Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children.		
	3.4. Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of 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. Understand how to reflect on own practice in working with parents to meet their children's needs.	4.1. Reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for 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: LLUK 301
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	The unit is developed from WWP 307
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance - provided by us	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task - LLUK 301 Work with parents to meet their children's needs

In your role of working with parents you have been asked to lead a briefing session for a parent group. Provide the notes that underpin this session.

Note 1: What is the nature of the parent child relationship?
Note 2: Work with parents
Note 3: Age appropriate support
Note 4: Reflect on own practice

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Note 1: What is the nature of the parent child relationship?

This note will show that you can:

- explain the evolving and interdependent nature of the relationship between parents and their children
- explain key factors which affect the relationship between parents and children through all developmental stages
- explain key types of transitions that a child or young person may experience
- explain changes which parenthood makes to the lives of parents
- explain key factors in the process and function of bonding and attachment
- explain key factors in the process of children's development of a sense of self.

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

Note 2: Work with parents

This note will show that you can:

- explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
- explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
- explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
- explain ways of challenging parents assertively and when it is appropriate to do so.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Note 3: Age appropriate support

This note will show that you can:

- identify key features of expected patterns of child development
- explain the development and maturational tasks of a specified age group of children
- explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
- explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children.

Task 4 links to learning outcome 4, assessment criteria 4.1.

Note 4: Reflect on own practice

This note will show that you can:

- reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for development.

YP 009-03: Support young people with mental health problems

Unit reference	T/502/5240	**Level**	3
Credit value	3	**GLH**	23

Unit aim   This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and know about the relevant statutory and legal frameworks.

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 issues affecting young people with mental health problems.	1.1. Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems.		
	1.2. Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours.		
2. Understand how to support young people with mental health problems.	2.1. Describe the sources of information, agencies and support services which are available to help young people with mental health problems.		
	2.2. Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems.		

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 young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement.		
3. Know about the statutory and legal frameworks in relation to young people with mental health problems.	3.1. Describe the statutory and legal frameworks for protecting young people with mental health problems.		
	3.2. Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.		

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: YP 009-03
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 – provided with the unit	**Skills for Justice** B601 Assess the health and well-being, and related needs and issues, of children and young people who have offended B606 Contribute to promoting health and social well-being of children and young people **Skills for Care and Development** HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3) **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task – YP 009-03 Support young people with mental health problems

In your work role working with children and young people's social care you have been asked to move into a new area to work with young people with mental health problems. In your preparation for this new aspect of work you have been asked to provide evidence to show that you can:

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

- explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
- explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours

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

- describe the sources of information, agencies and support service which are available to help young people with mental health problems
- explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
- enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement

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

- describe the statutory and legal frameworks for protecting young people with mental health problems
- explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.

CYPOP 30: Support the creativity of children and young people

Unit reference	M/600/9807	**Level**	3
Credit value	3	**GLH**	20

Unit aim   This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day to day creativity for living and participation in organised creative activities.

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 vocationally competent assessor. Simulation is not permitted.			
1. Understand how creativity promotes well-being for children and young people.	1.1. Explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people.		
	1.2. Identify the potential benefits of **different types of creative activity.**		
	1.3. Explain the difference between **formal and informal creative activity.**		
2. Be able to encourage children and young people to recognise and value their own and others' creativity.	2.1. Demonstrate how to work with children and young people to promote and encourage creativity.		
	2.2. Explain the importance of encouraging children and young people to recognise and value creativity.		

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. Demonstrate how to encourage children or young people to explore their opportunities for creative activity.		
3. Be able to support children and young people to take part in creative activities.	3.1. Identify potential resources to support children and young people to take part in organised creative activities.		
	3.2. Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities.		
	3.3. Explain the importance of encouraging carers to support children and young people's creative activities.		
4. Be able to participate in creative, day to day activities with children and young people.	4.1. Explain the importance of spending creative time with children and young people and the benefits that can result.		
	4.2. Demonstrate how to spend time with children and young people in creative activity.		
	4.3. Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.		

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 30
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 NOS 38 c
	Professional Practice in residential childcare Standard: 4.5
	Training Support and Development Standards for Foster Care Standard 5.4
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Different types of creative activity** e.g.: - solitary - shared - group - sedentary – e.g. writing - active e.g. gardening, sport - cerebral e.g. chess, computer games. **Informal creative activity** e.g.: - creative thinking - cooking - baking - flower arranging - decorating - computer gaming.

	Formal creative activity e.g.: • drama groups • music groups • art classes • creative writing groups • discussion/debating groups • fashion design classes • architectural design/drawing. Exceptional creative achievements e.g.: • writers • artists • musicians • poets • chefs • gardeners • fashion designers • architects • philosophers • inventors
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 should be assessed in real work situations.
Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 30 Support the creativity of children and young people

You have been asked to develop activity plans which will encourage children and young people's creativity and innovative thinking, prior to developing the activities plans you will need to produce briefing notes that would show that you can:

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

- explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people
- identify the potential benefits of different types of creative activity
- explain the difference between formal and informal creative activity.

CYPOP 35: Work with children and young people in a residential care setting

Unit reference	A/600/9809	**Level**	3
Credit value	5	**GLH**	35

Unit aim   This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with 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 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people.	1.1. Outline **current theoretical approaches** to residential provision for children and young people.		
	1.2. Explain the relevant legal and rights framework that underpins work with children and young people in residential care.		
	1.3. Explain the influence of current policies and legislation on residential care provision.		
	1.4. Describe how the life chances and outcomes of children and young people in residential care compare with those who are not.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand own role and professional responsibilities in a residential care setting.	2.1. Explain the requirements of professional codes of conduct and how they apply to day to day work activities.		
	2.2. Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not.		
	2.3. Analyse how power, prejudice and discrimination can affect children and young people.		
	2.4. Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working.		
	2.5. Explain the professional requirement to maintain current, competent practice.		
	2.6. Explain the importance of maintaining positive relationships with people in the local community.		
3. Be able to work with children and young people through the day to day activities involved in sharing a living space.	3.1. Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities.		
	3.2. Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living.		
	3.3. Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person.		
	3.5. Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living.		
4. Be able to work with children and young people in a residential setting.	4.1. Demonstrate how to facilitate agreement of arrangements for living together regardless of group size.		
	4.2. Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting.		
	4.3. Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives.		
5. Be able to safeguard children and young people in a residential care setting.	5.1. Demonstrate how to equip children or young people to feel safe and to manage risks.		
	5.2. Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings.		
	5.3. Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential 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: CYPOP 35
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	SC NOS Unit 323 Professional Practice in residential child care: all Standards
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Current theoretical approaches** e.g.: • therapeutic communities childcare • social pedagogy • all systems • outcome based • life space • solution focused Current policies, frameworks and legislation as relevant to UK Home Nation.
Additional unit assessment requirements provided with the unit	Learning outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not permitted.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. 1.3. Current policies, frameworks and legislation as relevant to UK Home nation.
Unit assessment guidance - provided by us	Learning outcomes 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 35 Work with children and young people in a residential care setting

In your work with children and young people in a residential care setting you have been asked to prepare guidance notes for a new member of staff which shows that you can:

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

- outline current theoretical approaches to residential provision for children and young people
- explain the relevant legal and rights framework that underpins work with children and young people in residential care
- explain the influence of current policies and legislation on residential care provision
- describe how the life chances and outcomes of children and young people in residential care compare with those who are not

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

- explain the requirements of professional codes of conduct and how they apply to day to day work activities
- explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
- analyse how power, prejudice and discrimination can affect children and young people
- explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
- explain the professional requirement to maintain current, competent practice
- explain the importance of maintaining positive relationships with people in the local community.

CYPOP 37: Support children or young people in their own home

Unit reference	K/601/0132	**Level**	3
Credit value	4	**GLH**	30
Unit aim	This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.		

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 real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand roles and responsibilities in relation to supporting children or young people in their own home.	1.1. Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home.		
	1.2. Explain why it is important to be reliable and dependable when working with children or young people in their own home.		
	1.3. Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home.		
	1.4. Explain what needs to be recorded when working with children or young people in their own home.		

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. Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case.		
2. Be able to build positive relationships with children or young people and their carers when working in their home.	2.1. Explain the importance of gathering information about the needs and preferences of children or young people.		
	2.2. Demonstrate methods of gathering information about the needs and preferences of children or young people.		
	2.3. Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker.		
	2.4 Explain why a sensitive approach is needed when working with children or young people in their own home.		
	2.5. Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers.		
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences.	3.1. Demonstrate how activities with children or young people are planned to include: • preparation of the environment • preparation of resources • consideration of the level of support required.		

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. Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences.		
	3.3. Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.		

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 37
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 NOS Unit 319
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 37 Support children or young people in their own home

In preparation for your role of working with young people in their own home you have been asked to produce a file of evidence that shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
- explain why it is important to be reliable and dependable when working with children or young people in their own home
- explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
- explain what needs to be recorded when working with children or young people in their own home
- give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case.

LLUK 312: Engage young parents in supporting their children's development

Unit reference   J/502/4660   **Level**   3

Credit value   3   **GLH**   20

Unit aim   To enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children'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 context of pregnancy and parenthood for young people.	1.1. Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people.		
	1.2. Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people.		
	1.3. Demonstrate how the strategy and guidance applies to own work with young parents.		
2. Understand transition issues for young people and their potential impact on parenthood.	2.1. Reflect on own transitional experiences as a young person.		
	2.2. Describe issues facing young parents in their transition from child to young adult.		
3. Understand the impact of stress on a young parent's relationship with their child/children.	3.1. Explain how stress experienced by young parents may affect their relationships with their children.		

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. Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting.		
4. Understand how to engage young parents with services.	4.1. Explain factors which impact on a young parent's engagement with services.		
	4.2. Reflect on the potential effectiveness of the range of services that can be offered to young parents.		
	4.3. Demonstrate how young parents engage with services/settings in own practice.		
5. Understand the specific needs of young fathers in engaging with their child's needs and development.	5.1. Explain the specific needs of young fathers.		
	5.2. Explain factors that may lead to young fathers engaging with the needs of their children.		
	5.3. Explain how services/settings can support young fathers to engage with their child's needs and development.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: LLUK 312
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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Units need to be assessed by Skills for Care and Development Assessment Principles.

Assessment task - LLUK 312 Engage young parents in supporting their children's development

Prepare a resource pack in 5 sections for young parents to support them through pregnancy and early parenthood. The evidence contained in 5 sections will show that you can:

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

Section 1: Pregnancy and parenthood

- explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
- explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
- demonstrate how the strategy and guidance applies to own work with young parents

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

Section 2: Transition issues

- reflect on own transitional experiences as a young person
- describe issues facing young parents in their transition from child to young adult

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

Section 3: Impact of stress

- explain how stress experienced by young parents may affect their relationships with their children
- explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting

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

Section 4: Services

- explain factors which impact on a young parent's engagement with services
- reflect on the potential effectiveness of the range of services that can be offered to young parents
- demonstrate how young parents engage with services/settings in own practice

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 5: Young fathers

- explain the specific needs of young fathers
- explain factors that may lead to young fathers engaging with the needs of their children.

LLUK 313: Engage fathers in their children's early learning

Unit reference   Y/502/4663   **Level**   3

Credit value   3   **GLH**   20

Unit aim   To enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

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 policy context and research that underpins the involvement of fathers in their children's early learning.	1.1. Explain key research studies that show the importance of fathers' involvement in their children's early learning.		
	1.2. Summarise the role of a father in family life, structure and functioning in diverse communities.		
	1.3. Explain the concept of positive home learning environments and ways of promoting and supporting them.		
	1.4. Explain why it is important to work in partnership with fathers.		
	1.5. Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to work in partnership with fathers to support their children's early learning.	2.1. Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning.		
	2.2. Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities.		
	2.3. Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.		
3. Understand the barriers to fathers being involved in their children's early learning.	3.1. Explain personal, social and cultural barriers to fathers being involved in their children's early learning.		
	3.2. Explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning.		
	3.3. Explain how attitudes can be barriers to engaging fathers in their children's early learning.		
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.	4.1. Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning.		
	4.2. Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.		

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: LLUK 313
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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Units need to be assessed by Skills for Care and Development Assessment Principles.

Assessment task - LLUK 313 Engage fathers in their children's early learning

In your work role you have been asked to run a support group for fathers in your local community. The first session will deal with how to engage in their child/children's early learning. Prepare notes for this session which show that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Note 1: Policy and research

- explain key research studies that show the importance of fathers' involvement in their children's early learning
- summarise the role of a father in family life, structure and functioning in diverse communities
- explain the concept of positive home learning environments and ways of promoting and supporting them
- explain why it is important to work in partnership with fathers
- explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.

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

Note 2: Working in partnership

- explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
- explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
- explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.

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

Note 3: Barriers to involvement

- explain personal, social and cultural barriers to fathers being involved in their children's early learning
- explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
- explain how attitudes can be barriers to engaging fathers in their children's early learning.

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

Note 4: Reflective practices

- reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning
- identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
- explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.

CYPOP 40: Engage parents in their children's early learning

Unit reference	M/502/3812	**Level**	3
Credit value	3	**GLH**	20

Unit aim   To enable the learner to gain the understanding and ability to engage parents in their children's early learning.

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 policy context and research that underpins parental involvement in their children's early learning.	1.1. Explain key research findings which show the importance of parental involvement in their children's learning in their early years.		
	1.2. Explain the concept of positive home learning environments and identify ways of promoting and supporting them.		
	1.3. Explain why it is important to work in partnership with parents, including fathers.		
	1.4. Explain the importance of clear principles and policies to support the engagement of parents in their child's early learning.		
2. Understand how to work in partnership with parents to support their children's early learning.	2.1. Explain and demonstrate how parents are engaged as partners in their children's early learning.		

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. Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership.		
	2.3. Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership.		
	2.4. Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator.		
3. Understand barriers to parents being involved in their children's early learning.	3.1. Explain personal, social and cultural barriers to parents being involved in their children's early learning.		
	3.2. Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning.		
	3.3. Explain how attitudes can be barriers to engaging parents in their children's early learning.		
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning.	4.1. Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning.		
	4.2. Reflect on ways of working with parents to help them provide appropriate support for their children's early learning.		

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. Identify and explain support and changes needed to improve own skills and knowledge and build on their own 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: Engage parents in their children's early learning
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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Assessment will be by portfolio and none of the learning outcomes will be assessed by observation.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Assessment task – CYPOP 40 Engage parents in their children's early learning

In your work role you have been asked to run a support group for parents in your local community. The first session will deal with how to engage in your child/children's early learning. Prepare notes for this session which show that you can:

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

> **Note 1:** Policy and research

- explain key research findings which show the importance of parental involvement in their children's learning in their early years
- explain the concept of positive home learning environments and identify ways of promoting and supporting them
- explain why it is important to work in partnership with parents, including fathers
- explain the importance of clear principles and policies to support the engagement of parents in their child's early learning

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

> **Note 2**: Working in partnership

- explain and demonstrate how parents are engaged as partners in their children's early learning
- explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
- explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
- explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator

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

> **Note 3**: Barriers to involvement

- explain personal, social and cultural barriers to parents being involved in their children's early learning
- explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
- explain how attitudes can be barriers to engaging parents in their children's early learning

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

Note 4: Reflective practices

- explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
- reflect on ways of working with parents to help them provide appropriate support for their children's early learning
- identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.

HSC 3045: Promote positive behaviour

Unit reference	F/601/3764	**Level**	3
Credit value	6	**GLH**	44

Unit aim   The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

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 qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.	1.1. Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.		
	1.2. Define what is meant by restrictive interventions.		
	1.3. Explain when restrictive interventions may and may not be used.		
	1.4. Explain who needs to be informed of any incidents where restrictive interventions have been used.		
	1.5. Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**.		

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. Describe safeguards that must be in place if restrictive physical interventions are used.		
2. Understand the context and use of proactive and reactive strategies.	2.1. Explain the difference between proactive and reactive strategies.		
	2.2. Identify the proactive and reactive strategies that are used within own work role.		
	2.3. Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used.		
	2.4. Explain the importance of maintaining a person or child-centred approach when establishing proactive strategies.		
	2.5. Explain the importance of reinforcing positive behaviour with **individuals**.		
	2.6. Evaluate the impact on an individual's **well-being** of using reactive rather than proactive strategies.		
3. Be able to promote positive behaviour.	3.1. Explain how a range of **factors** may be associated with challenging behaviours.		
	3.2. Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour.		
	3.4. Demonstrate how to model to **others** best practice in promoting positive behaviour.		
4. Be able to respond appropriately to incidents of challenging behaviour.	4.1. Identify types of challenging behaviours.		
	4.2. Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines.		
	4.3. Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour.		
	4.4. Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.		
5. Be able to support individuals and others following an incident of challenging behaviour.	5.1. Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Describe how an individual can be supported to reflect on an incident including: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident.		
	5.3. Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour.		
	5.4. Demonstrate how to debrief others involved in an incident of challenging behaviour.		
	5.5. Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.		
6. Be able to review and revise approaches to promoting positive behaviour.	6.1. Work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour.		
	6.2. Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities.		
	6.3. Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of 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: HSC 3045
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 326, 337 and 398.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Challenging behaviour** may include behaviours that are: - repetitive/obsessive - withdrawn - aggressive - self-injurious - disruptive - anti-social or illegal - verbally abusive. **Individual:** child, young person or adult accessing a service. **Well-being** e.g.: - emotional - psychological - physical. **Factors:** - communication - environment - power imbalance - excessive demands - boredom - inconsistent approaches - lack of boundaries or goals - emotional expression

	• sensory needs • physical health • mental health • an individual's past experiences • age and gender. **Others** may include: • the individual • colleagues • families or carers • other professionals • members of the public • advocates. **Antecedent, behaviour and consequences:** Antecedent is what happens before the behaviour. Behaviour is the actions that are perceived as challenging behaviour or unwanted. Consequences are what happened as a result of the behaviour
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3, 4, 5 & 6 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	This unit must be assessed in line with health and social care assessment principles.
Unit assessment guidance - provided by us	Learning outcomes 3, 4, 5 and 6 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - HSC 3045 Promote positive behaviour

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

As a worker working with children and young people you have been asked to provide briefing notes to support an information session for staff which shows that you can:

- explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
- define what is meant by restrictive interventions
- explain when restrictive interventions may and may not be used
- explain who needs to be informed of any incidents where restrictive interventions have been used
- explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
- describe safeguards that must be in place if restrictive physical interventions are used.

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

Following the information talk there will be a question and answer session based around proactive and reactive strategy. Prepare notes to show that you can:

- explain the difference between proactive and reactive strategies
- identify the proactive and reactive strategies that are used within own work role
- explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
- explain the importance of maintaining a person or child-centred approach when establishing proactive strategies
- explain the importance of reinforcing positive behaviour with individuals
- evaluate the impact on an individual's well-being of using reactive rather than proactive strategies.

CYPOP 42: Support care within fostering services for vulnerable children and young people

Unit reference	J/601/1806	**Level**	3
Credit value	3	**GLH**	20

Unit aim To assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption 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 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the role of support care in fostering services for vulnerable children, young people and carers.	1.1. Explain the principles, aims and legal status of support care in fostering services.		
	1.2. Explain own role and responsibilities and that of others involved in support care in fostering services.		
	1.3. Identify sources of information and support for the support carer role within fostering services.		
2. Be able to offer support care within fostering services to a vulnerable child or young people.	2.1. Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background.		

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. Explain, giving examples from own practice: • how placement agreements are reached and typical content • the types of tasks and activities to be undertaken with the child or young person and the reason for the selection.		
	2.3. Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations.		
3. Be able to support carers of vulnerable children or young people.	3.1. Demonstrate and explain how to build positive relationships with carers.		
	3.2. Explain the barriers that may exist in positive relationships with carers and how these may be overcome.		
	3.3. Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate.		

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 42
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in a real work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 42 Support Care within fostering services for vulnerable children and young people

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

In working to support care within fostering services you will need to be able to keep up to date with the latest rules and regulations involved in support care. In order to show that your continual professional development is taking place you have been asked to provide notes that show that you can:

- explain the principles, aims and legal status of support care in fostering services
- explain own role and responsibilities and that of others involved in support care in fostering services
- identify sources of information and support for the support carer role within fostering services.

CYPOP 43: Improving the attendance of children and young people in statutory education

Unit reference	M/601/1377	**Level**	3
Credit value	5	**GLH**	40

Unit aim This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

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 in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the factors that impact on the attendance of children and young people in statutory education.	1.1. Explain the factors that can affect the attendance of children and young people in statutory education.		
	1.2. Explain how the factors that affect attendance of children and young people in statutory education can be minimised.		
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education.	2.1. Evaluate the role of **different agencies** in improving the attendance of children and young people in statutory education.		
	2.2. Explain the role of key **individuals** in improving whole school attendance.		
	2.3. Explain **strategies** that can be used to improve the attendance of individual children and young people and whole school attendance.		

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 use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education.	3.1. Obtain data on attendance of children and young people in statutory education.		
	3.2. Analyse data to identify patterns of attendance of children and young people in statutory education.		
	3.3. Store data records in compliance with all organisational and legislative requirements.		
	3.4. Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.		
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities.	4.1. Support engagement with children, young people and their families to address attendance issues.		
	4.2. Demonstrate in own practice ability to support planning and monitoring activities to improve attendance.		
	4.3. Liaise effectively with other agencies to improve attendance of children and young people in statutory education.		

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 43
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	LDSS NOS Unit: 307 Contribute to improving attendance

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Different agencies** e.g.: • education welfare • social services • police. **Individuals**: • school staff including Behaviour and Education Support Teams (BEST) • education welfare staff • children's social workers • families and carers. **Strategies** e.g.: • linking improved attendance to whole school performance • engaging the support of families and carers • identifying 'at risk' pupils and providing appropriate support • providing appropriate parenting support if required.
Unit assessment guidance - provided by us	Learning outcomes 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 43 Improving the attendance of children and young people in statutory education

In your role in the educational welfare services you have been asked to prepare a talk to parents who are new to the local school, on the importance of attendance for their children and young people. Prepare a set of notes which will show that you can:

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

- explain the factors that can affect the attendance of children and young people in statutory education
- explain how the factors that affect attendance of children and young people in statutory education can be minimised.

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

- evaluate the role of different agencies in improving the attendance of children and young people in statutory education
- explain the role of key individuals in improving whole school attendance
- explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance.

CYPOP 44: Facilitate the learning and development of children and young people through mentoring

Unit reference   T/601/1381   **Level**   3

Credit value   4   **GLH**   30

Unit aim   This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

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 vocationally competent assessor. Simulation is not permitted.			
1. Understand how to facilitate the learning and development needs of children and young people through mentoring.	1.1. Explain the **interpersonal and communication skills** required to facilitate the learning and development needs of children and young people.		
	1.2. Explain how **different learning styles and methods** impact on the learning and development of children and young people.		
2. Be able to support children and young people to address their individual learning and development needs.	2.1. Support children or young people to express their goals and aspirations.		
	2.2. Support children or young people to identify ways of removing **barriers to achievement.**		

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 an **action plan** to address individual learning and development needs of children or young people.		
3. Be able to promote the well-being, resilience and achievement of individual children and young people through mentoring.	3.1. Explain the importance of promoting the well-being, resilience and achievement of children and young people through mentoring.		
	3.2. Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience.		
4. Be able to review the effectiveness of the mentoring process.	4.1. Assess the progress of individual children or young people against their action plans, suggesting improvements.		
	4.2. Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or 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: CYPOP 44
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 NOS Unit : 311: Facilitate individual learning and development through mentoring
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Interpersonal and communication skills:** • effective listening skills • open questioning techniques • use of appropriate body language • how to give constructive feedback • ways of empathising with children and young people whilst maintaining professional boundaries • how to encourage children and young people to participate and communicate effectively in the mentoring process. **Different learning styles and methods:** • 1:1 learning • working in pairs • group working • using electronic learning aids • visual, auditory and tactile learning styles. **Barriers to achievement:** • low levels of literacy/communication skills • low levels of numeracy skills • bias and stereotyping in the learning process • low learner motivation • parental and/or peer influence. **Action plan for learning** e.g.: • sets clear targets and outcomes appropriate for the individual learner • sets clear timescales for achievement • agrees the support that will be provided to help achievement of targets • agrees clear review and revision processes and procedures.

Unit assessment guidance - provided by us	Learning outcome 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 44 Facilitate the learning and development of children and young people through mentoring

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

In your work role as a mentor to facilitate the learning and development of children and young people you have been asked to design a display on a sheet of A4 paper, accompanied by a set of written notes for parents/carer, families children and young people which will:

- explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
- explain how different learning styles and methods impact on the learning and development of children and young people.

CYPOP 45: Support the referral process for children and young people

Unit reference R/601/1386 **Level** 3

Credit value 3 **GLH** 20

Unit aim The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.

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 vocationally competent assessor. Simulation is not permitted.			
1. Understand the referral options that are available for children and young people.	1.1. Explain the services provided by **individuals and agencies** that children and young people can be referred to.		
	1.2. Explain how to identify the most appropriate referral opportunity for children and young people.		
2. Be able to work with children and young people in order to encourage their participation in the referral process.	2.1. Demonstrate in own practice how to encourage participation of children or young people during the referral process.		
	2.2. Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options.		
3. Be able to support children and young people through the referral process.	3.1. Explain how children and young people are supported through difficult decisions and conflict situations.		

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. Facilitate the referral process between the child or young person and the referral opportunity.		
4. Be able to evaluate the effectiveness of the referral process suggesting improvements.	4.1. Evaluate the referral process.		
	4.2 Suggest improvements to the referral process in the light of the evaluation.		

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 45
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 LDSS NOS Unit: 308/ENTO AG 13: Enable clients to access referral opportunities
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. Simulation will not be permitted.

Unit assessment guidance – provided by the sector	**Individuals and agencies:**
	• colleagues in own organisation
	• colleagues in other organisations including:
	  - education welfare
	  - education psychologist
	  - CAMHS
	  - Drug and alcohol teams
	  - SENCO
	  - Youth offending team
	  - behaviour and educational support teams (BEST)
	  - support for gifted and talented students.
	
	Units need to be assessed in line with Skills for Care and Development Assessment Principles.

Unit assessment guidance - provided by us	Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task - CYPOP 45 Support the referral process for children and young people

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

In your role within the learning and development support services you have been asked to meet with a group of children and young people to give them a background to the services. Prepare information pack which shows that you can:

- explain the services provided by individuals and agencies that children and young people can be referred to
- explain how to identify the most appropriate referral opportunity for children and young people.

HSC 3047: Support use of medication in social care settings

Unit reference	F/601/4056	**Level**	3
Credit value	5	**GLH**	40

Unit aim   This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

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 5, 7 and 8 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Identify legislation that governs the use of medication in social care settings.		
	1.2. Outline the legal classification system for medication.		
	1.3. Explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements.		
2. Know about common types of medication and their use.	2.1. Identify common types of medication.		
	2.2. List conditions for which each type of medication may be prescribed.		

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 changes to an **individual's** physical or mental well-being that may indicate an adverse reaction to a medication.		
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication.		
	3.2. Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.		
4. Understand techniques for administering medication.	4.1. Describe the routes by which medication can be administered.		
	4.2. Describe different forms in which medication may be presented.		
	4.3. Describe materials and equipment that can assist in administering medication.		
5. Be able to receive, store and dispose of medication supplies safely.	5.1. Demonstrate how to receive supplies of medication in line with agreed ways of working.		
	5.2. Demonstrate how to store medication safely.		
	5.3. Demonstrate how to dispose of un-used or unwanted medication safely.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Know how to promote the rights of the individual when managing medication.	6.1. Explain the importance of the following principles in the use of medication: • consent • self-medication or **active participation** • dignity and privacy • confidentiality.		
	6.2. Explain how risk assessment can be used to promote an individual's independence in managing medication.		
	6.3. Describe how ethical issues that may arise over the use of medication can be addressed.		
7. Be able to support use of medication.	7.1. Demonstrate how to access information about an individual's medication.		
	7.2. Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation.		
	7.3. Demonstrate strategies to ensure that medication is used or administered **correctly**.		
	7.4. Demonstrate how to address any **practical difficulties** that may arise when medication is used.		
	7.5. Demonstrate how and when to access further information or support about the use of medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Be able to record and report on use of medication.	8.1. Demonstrate how to record use of medication and any changes in an individual associated with it.		
	8.2. Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.		

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: HSC 3047
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	HSC375 HSC221 HSC236
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 requiring care or support.

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Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Using medication **correctly** must ensure that the individual receives:

- the correct medication
- in the correct dose
- by the correct route
- at the correct time
- with agreed support
- with respect for dignity and privacy.

Practical difficulties may include:

- lost medication
- missed medication
- spilt medication
- an individual's decision not to take medication
- difficulty in taking medication in its prescribed form
- wrong medication used
- vomiting after taking medication
- adverse reaction
- discrepancies in records or directions for use.

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<td>Additional unit assessment requirements provided with the unit</td>
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This unit must be assessed in line with Skills for Care and Development's Assessment Principles.

Learning outcomes 5, 7 and 8 must be assessed in the workplace.

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<td>Unit assessment guidance - provided by us</td>
<td>Learning outcome 5, 7 and 8 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</td>
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Assessment task - HSC 3047 Support use of medication in social care settings

As part of your induction to a social care setting you have been asked to produce an induction folder about the use of medication in social care settings.

Produce the folder in the following sections:

Section 1: Legislative framework
Section 2: Common types of medicine
Section 3: Roles and responsibilities
Section 4: Techniques
Section 5: Promote the rights of the individual

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

Section 1: Legislative framework

In this section present information to show that you can:

- identify legislation that governs the use of medication in social care settings
- outline the legal classification system for medication
- explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.

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

Section 2: Common types of medicine

In this section present information to show that you can:

- identify common types of medication
- list conditions for which each type of medication may be prescribed
- describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.

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

Section 3: Roles and responsibilities

In this section present information to show that you can:

- describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication

- explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

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

Section 4: Techniques

In this section present information to show that you can:

- describe the routes by which medication can be administered
- describe different forms in which medication may be presented
- describe materials and equipment that can assist in administering medication.

Task 5 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

Section 5: Promote the rights of the individual

In this section present information to show that you can:

- explain the importance of the following principles in the use of medication
- consent
- self-medication or active participation
- dignity and privacy
- confidentiality.
- explain how risk assessment can be used to promote an individual's independence in managing medication
- describe how ethical issues that may arise over the use of medication can be addressed.

EYMP 1: Context and principles for early years provision

Unit reference	J/600/9781	**Level**	3
Credit value	4	**GLH**	24

Unit aim To familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.

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 real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the purposes and principles of early years frameworks.	1.1. Explain the legal status and principles of the **relevant early years framework/s**, and how national and local guidance materials are used in settings.		
	1.2. Explain how different approaches to work with children in the early years have influenced current provision in the UK.		
	1.3. Explain why early years frameworks emphasise a personal and individual approach to learning and 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 environments within the work setting that support and extend children's development and learning in their early years.	2.1. Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development.		
	2.2. Monitor how children use the prepared area/s and evaluate how effective it has been in: • extending children's learning and development • encouraging high expectations of their achievement.		
	2.3. Explain how the environment meets the needs of individual children.		
3. Understand how to work in partnership with carers.	3.1. Explain the partnership model of working with carers.		
	3.2. Review barriers to participation for carers and explain ways in which they can be overcome.		
	3.3. Explain strategies to support carers who may react positively or negatively to partnership opportunities		
	3.4. Explain how effective multi-agency working operates within early years provision and benefits children and 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: EYMP 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	**Relevant early years framework** This refers to the frameworks for early years provision used within the relevant UK Home Nation. **Different approaches** e.g.: • Reggio Emilia • High/Scope • Montessori • Steiner • common core • country specific: statutory or guidance.
Additional unit assessment requirements provided with the unit	Learning outcome 2 must be assessed in real work environments. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcome 2 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – EYMP 1 Context and principles for early years provision

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2, 3.3 and 3.4.

Scenario:

> A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the Early Years Framework.

You have been asked to prepare the following evidence for your manager:

- an explanation of the legal status and principles of the relevant Early Years Framework and why the early years frameworks emphasise a personal and individual approach to learning and development
- an explanation of how national and local guidance materials are used in settings
- an explanation of how different approaches to work with children in early years have affected current provision in the UK.

As an important part of the work of the childcare setting involves working with carers and other professionals, you have been asked to include as evidence:

- an explanation of the partnership model of working with carers
- a review of the potential barriers to participation for carers, and an explanation of how these barriers may be overcome
- an explanation of strategies that can be used to support carers who may react positively or negatively to partnership opportunities
- an explanation of how effective multi-agency working operates within early years provision and benefits children and carers.

EYMP 2: Promote learning and development in the early years

Unit reference	L/600/9782	**Level**	3
Credit value	5	**GLH**	40

Unit aim   To prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.

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 qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the purpose and requirements of the areas of learning and development in the **relevant early years framework.**	1.1. Explain each of the areas of learning and development and how these are interdependent.		
	1.2. Describe the documented outcomes for children that form part of the relevant early years framework.		
	1.3. Explain how the documented outcomes are assessed and recorded.		

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 plan work with children and support children's participation in planning.	2.1. Use **different sources** to plan work for an individual child or group of children.		
	2.2. Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities.		
	2.3. Support the planning cycle for children's learning and development.		
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework.	3.1. Explain **how practitioners promote children's learning** within the relevant early years framework.		
	3.2. Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.		
4. Be able to engage with children in activities and experiences that support their learning and development.	4.1. Work alongside children, engaging with them in order to support their learning and development.		
	4.2. Explain the importance of engaging with a child to support sustained shared thinking.		
	4.3. Use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities.		

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 review own practice in supporting the learning and development of children in their early years.	5.1. Reflect on own practice in supporting learning and development of children in their early years.		
	5.2. Demonstrate how to use reflection to make changes in own 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: EYMP 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Relevant early years framework** This refers to the frameworks for early years provision used within the relevant UK Home Nation. **Each of the areas of learning and development** As required by the frameworks within the relevant UK Home Nation. **Documented outcomes** These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation.

	Different sources e.g.:
	
	• children's interest and preferences
	• observations and assessments
	• mothers, fathers and carers
	• colleagues in setting
	• professionals such as health visitors.
	
	How practitioners promote children's learning e.g.:
	
	• effective organisation and management
	• sensitive intervention
	• following child's interest and stage of development
	• supporting and facilitating
	• modelling
	• coaching
	• providing balance of child initiated and adult initiated play and activity.
	
	Language
	
	• mathematical language that enhances learning of mathematical concepts
	• open questions designed to promote and extend children's:
	   - thinking and communication
	   - curiosity
	   - problem solving and investigation
	• modelling use of language that is accurate and grammatically correct
	• using language in ways that extend children's vocabulary.

Additional unit assessment requirements provided with the unit	Learning outcomes 2 – 5 must be assessed in real work environments. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – EYMP 2 Promote learning and development in the early years

The task set for "Promote learning and development in the early years" is an extension for the task set for "Context and Principles for early years provision" and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

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

Scenario:

> A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the Early Years Framework

Monitoring, evaluation and reviewing the learning of children is part of the daily role of the childcare practitioner, your manager has therefore asked you to provide the following evidence:

- an explanation of each of the areas of learning and development and how these are interdependent
- a description of the documented outcomes for children that form part of the relevant early years framework
- an explanation of how the documented outcomes are assessed and recorded.

EYMP 3: Promote children's welfare and well-being in the early years

Unit reference	Y/600/9784	**Level**	3
Credit value	6	**GLH**	45

Unit aim   This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.

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, 4 and 6 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the welfare requirements of the **relevant early years framework**.	1.1. Explain the welfare requirements and guidance of the relevant early years framework.		
	1.2. Explain the lines of reporting and responsibility within the work setting.		
2. Be able to keep early years children safe in the work setting.	2.1. Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge.		
	2.2. Explain systems for supporting children's safety when: • receiving children into the setting • ensuring their safety on departure • during off site visits.		

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. Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety.		
	2.4. Explain, giving examples, why minimum requirements for: • space • staff ratios are necessary for children's safety.		
3. Understand the importance of promoting positive health and well-being for early years children.	3.1. Explain how to promote children's health and well-being in an early years work setting.		
	3.2. Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.		
4. Be able to support hygiene and prevention of cross infection in the early years setting.	4.1. Demonstrate how equipment and each area of the setting are kept clean and hygienic.		
	4.2. Demonstrate and evaluate measures taken in the setting to prevent cross infection.		
	4.3. Explain how to prepare and store food, formula and breast milk safely according to health and safety guideline.		

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 to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs.	5.1. Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs.		
	5.2. Recognise why it is important to follow carers' instructions in respect of their child's food allergies or intolerances.		
	5.3. Identify the dietary requirements of different cultural or religious groups.		
	5.4. Describe methods of educating children and adults in effective **food management**.		
6. Be able to provide physical care for children.	6.1. Demonstrate how to **support children's personal care routines**, showing respect to the child and using opportunities to encourage learning and development.		
	6.2. Explain the regulations concerning management of medicines and how these are interpreted in the work setting.		
	6.3. Explain how to protect themselves when lifting and handling children and equipment 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: EYMP 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Relevant early years framework** This refers to the frameworks for early years provision used within the relevant UK Home Nation. **Food management** to include: • portion control • tackling under and overweight children • food phobias. **Support children's personal care routines** e.g.: • care of skin, hair, teeth allowing for differences based on the carer's choice, ethnicity and culture • sun awareness • care of nappy area • dressing and undressing • toileting • supporting independence and self care • encouraging and modelling good personal hygiene with children • engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting.
Additional unit assessment requirements provided with the unit	Learning outcomes 2, 4 and 6 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2, 4 and 6 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – EYMP 3 Promote children's welfare and well-being in the early years

The task set for "Promote children's welfare and well-being in the early years" is an extension for the task set for "Context and principles for early years provision" and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes 1, 3 and 5, assessment criteria 1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 5.3 and 5.4.

Scenario:

> A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the Early Years Framework.

As you are working with children throughout the day and concerned with a holistic approach to their health and welfare, you are asked to provide the following evidence:

- an explanation of the welfare requirements and guidance of the relevant early years framework, including an explanation of the lines of reporting and responsibility within the work setting
- an explanation of how to promote children's health and well-being in an early years work setting
- a description of the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers
- a week's menu, showing balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- an explanation of how you recognise and why it is important to follow the carer's instructions in respect of their child's food allergies or intolerances
- a chart which identifies the dietary requirements of different cultural or religious groups
- a description of methods of educating children and adults in effective **food management**.

EYMP 4: Professional practice in early years settings

Unit reference	H/600/9786	**Level**	3
Credit value	3	**GLH**	20

Unit aim   This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

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 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the scope and purposes of the early years sector.	1.1. Explain how the range of early years settings reflects the scope and purpose of the sector.		
2. Understand current policies and influences on the early years sector.	2.1. Identify current policies, frameworks and influences on the early years.		
	2.2 Explain the impact of current policies frameworks and influences on the early years sector.		
	2.3. Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to support diversity, inclusion and participation in early years settings.	3.1. Explain what is meant by: • diversity • inclusion • participation.		
	3.2. Explain the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers.		
	3.3. Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes.		
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings.	4.1. Explain the importance of reviewing own practice as part of being an effective practitioner.		
	4.2. Undertake a reflective analysis of own practice.		
	4.3. Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings.		

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: EYMP 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Current policies, frameworks and influences** that are appropriate to the relevant UK Home Nation e.g.: • United Nations Convention on the Rights of the Child (UNCRC) • current equalities legislation • current research • social and economic influences such as work patterns and financial constraints.
Additional unit assessment requirements provided with the unit	Learning outcome 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcome 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – EYMP 4 Professional practice in early years settings

The task set for "Professional practice in early years settings "is an extension for the task set for "Context and Principles for early years provision" and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes 1, 2, and 3, assessment criteria 1.1., 2.1., 2.2., 2.3. 3.1., 3.2. and 3.3.

Scenario:

> A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the Early Years Framework.

As a person responsible for the day to day management of the care of a group of children you have been asked to produce the following evidence:

- an explanation of how the range of early years settings reflects the scope and purpose of the sector
- identification and an explanation of the impact of **current policies, frameworks and influences** on the early years sector
- a description of what is meant by evidence-based practice, giving examples of how this has influenced work with children in their early years
- an explanation of what is meant by the following:
    - diversity
    - inclusion
    - participation
- an explanation of the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers
- an explanation of how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes.

EYMP 5: Support children's speech, language and communication

Unit reference	T/600/9789	**Level**	3
Credit value	4	**GLH**	30

Unit aim: The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

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 in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the importance of speech, language and communication for children's overall development.	1.1. **Explain** each of the terms: • speech • language • communication • speech, language and communication needs.		
	1.2. Explain how speech, language and communication skills support each of the following areas in children's development: • learning • emotional • behaviour • social.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.		
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1. Explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years.		
	2.2. Explain the relevant **positive effects** of adult support for the children and their carers.		
	2.3. Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.		
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1. Demonstrate **methods** of providing support taking into account the: • age • specific needs • abilities • home language where this is different to that of setting • interests of the children in own setting.		
	3.2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in 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
	3.3. Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups.		
	3.4. Evaluate the effectiveness of speech, language and communication support for children in own setting.		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Explain the importance of the environment in supporting speech, language and communication development.		
	4.2. Review evidence about the **key factors** that provide a supportive speech, language and communication environment.		
	4.3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all 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: EYMP 5
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	Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice. **Explain** Taken from a leaflet produced by the Communications Consortium 'Explaining Speech, language and Communication Needs (SLCN)', *"Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.* *Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live."* **Ways** may include: • the words and levels of language adults use with children (including the use of questions) • their conversations/interactions with children • information and activities used • work with parents and carers. **Positive effects** may include improvements in: • speech, language and communication skills • social interaction • behaviour • emotional development/self confidence. **Methods** may include: • adapting own language

	- scaffolding the child's language - giving children the time and opportunity to communicate - facilitating communication between children and each other - learning through play - working with carers. **Key Factors** may include: - the physical environment - staff roles and responsibilities - training needs and opportunities - views of the child - appropriate involvement of carers.
Additional unit assessment requirements provided with the unit	Learning outcomes 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – EYMP 5 Support children's speech, language and communication

The task set for "Support children's speech, language and communication" is an extension for the task set for "Context and principles for early years provision" and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3.

Scenario:

> A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the Early Years Framework.

As the early years practitioner with responsibility for supporting children's speech language and communication, you are asked to provide the following evidence:

- an explanation of each of the following terms:
  - speech
  - language
  - communication
  - speech, language and communication needs.
- an explanation of how speech, language and communication skills support each of the following areas in children's development:
  - learning
  - emotional
  - behaviour
  - social.
- a description of the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
- an explanation of the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years, including the relevant **positive effects** of adult support for the children and their carers
- an explanation of how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.

SCMP 1: Assessment and planning with children and young people

Unit reference	M/600/9760	**Level**	3
Credit value	5	**GLH**	35

Unit aim   This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.

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 how to place children and young people at the centre of assessment and planning.	1.1. Explain the value of a child-centred model of assessment and planning.		
	1.2. Explain how to identify the needs of children and young people.		
	1.3. Explain the importance of working with **others** to assess the needs of children and young people to inform planning.		
	1.4. Analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning.		

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 importance of **permanency planning** for children and young people.		
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes.	2.1. Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning.		
	2.2. Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals.		
	2.3. Explain how the goals and targets identified will support the achievement of positive outcomes.		
	2.4 Develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes.		
	2.5. Explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.		
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes.	3.1. Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan.		
	3.2. Agree with a child, young person and others how goals and targets will be.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Demonstrate how a positive approach is used to encourage children or young people to work towards the achievement of goals and targets.		
	3.4. Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person.		
4. Be able to work with children and young people to review and update plans.	4.1. Demonstrate how to record relevant information to prepare for a review.		
	4.2. Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets.		
	4.3. Demonstrate how to contribute to reviews based on measurement of progress of the child or young person.		
	4.4. Present information to reviews about aspects of the plan that are working well and those that need to be changed.		

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: SCMP 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	All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned. **Others** e.g.: - children and young people - carers - foster carers - residential workers - social workers - psychologists - doctors - support workers - police - youth justice - speech and language therapists - other agencies. **Effective methods** / ways to engage e.g.: - appropriate venue/location - contributions through play - contributions through pictures - children and young people setting ground rules - written contributions - video/audio contributions. **Permanency planning** Permanency planning is necessary for looked-after children and young people who need to have plans made for their long-term future. The purpose of

	permanency planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.
Additional unit assessment requirements provided with the unit	Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
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.

Assessment task – SCMP 1 Assessment and planning with children and young people

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As a worker within the children and young people's social care sector an important part of your role is to participate in assessment and planning with children and young people. As part of your induction you have been asked to produce a series of written notes which show that you can:

- explain the value of a child-centred model of assessment and planning
- explain how to identify the needs of children and young people
- explain the importance of working with **others** to assess the needs of children and young people to inform planning
- analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
- explain the importance of **permanency planning** for children and young people.

SCMP 2: Promote the well-being and resilience of children and young people

Unit reference	F/600/9780	**Level**	3
Credit value	4	**GLH**	30

Unit aim This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are.

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 in real work environments by a qualified occupationally competent assessor. Simulation is not permitted			
1. Understand the importance of promoting positive well-being and resilience of children and young people.	1.1. Explain the **factors that influence the well-being** of children and young people.		
	1.2. Explain the importance of resilience for children and young people.		
	1.3. Analyse effective ways of promoting well-being and resilience in the work setting.		
	1.4. Describe ways of working with carers to promote well-being and resilience in 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. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding.	2.1. Explain why social and emotional identity is important to the well-being and resilience of children and young people.		
	2.2. Explain how to support children and young people to identify with their own self-image and identity.		
	2.3. Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements.		
	2.4. Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives.		
	2.5. Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.		
3. Be able to provide children and young people with a positive outlook on their lives.	3.1. Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable.		
	3.2. Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives.		
	3.3. Support and encourage children and young people to respond positively to challenges and disappointments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes.		
	3.5. Support children and young people to reflect on the impact of their own actions and behaviour.		
4. Be able to respond to the health needs of children and young people.	4.1. Support children and young people to recognise value and meet their health needs as appropriate to their age and level of understanding.		
	4.2. Encourage children and young people to make positive choices about all of their **health needs**.		
	4.3. Assess any risks or **concerns** to the health and well-being of children and young people and take appropriate action.		
	4.4. Explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well-being		
	4.5. Record concerns about a child or young person's health or well-being following recognised procedures.		

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: SCMP 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned. **Factors that influence well-being** e.g.: - attachment - relationships - emotional security - health - self esteem - diet - exercise - rest and sleep - prompt medical/dental attention when needed - preventive health programmes. Ways to encourage e.g.: - positive role models - cultural/ethnic networks - life story work. **Health needs** e.g.: - physical - mental - sexual. **Concerns** e.g.: - illness - injury - use of illegal substances - emotional distress - poor lifestyle choices - bullying (either as victim or perpetrator) - exploitative behaviour (either as victim or perpetrator) - harm or abuse

	• changes in behaviour. **Relevant people** e.g.: • carers • social worker • lead professional • residential workers.
Additional unit assessment requirements provided with the unit	Learning outcomes 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – SCMP 2 Promote the well-being and resilience of children and young people

Promoting the well-being and resilience of children and young people in your care is an integral part of your job role. You have been asked to prepare a briefing note for a staff meeting which shows that you can:

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

- explain the **factors that influence the well-being** of children and young people
- explain the importance of resilience for children and young people
- analyse effective ways of promoting well-being and resilience in the work setting
- describe ways of working with carers to promote well-being and resilience in children and young people

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

- explain why social and emotional identities are important to the well-being and resilience of children and young people
- explain how to support children and young people to identify with their own self-image and identity
- demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.

SCMP 3: Professional practice in children and young people's social care

Unit reference   F/601/0315   **Level**   3

Credit value   4   **GLH**   30

Unit aim   This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes 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 outcomes 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the legislation and policy framework for working with children and young people in social care work settings.	1.1. Explain how current and relevant **legislation and policy** affects work with children and young people.		
	1.2. Describe the impact of social care standards and codes of practice on work with children and young people.		
	1.3. Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC).		
2. Understand the professional responsibilities of working with children and young people.	2.1. Explain the responsibilities of a: • corporate parent • professional carer.		
	2.2. Explain what is meant by a 'duty of care'.		

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. Analyse the **impact of professional relationships** on children and young people.		
	2.4. Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people.		
	2.5. Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people		
3. Be able to meet professional responsibilities by reflecting on own performance and practice.	3.1. Explain the professional responsibility to maintain current and competent practice.		
	3.2. Engage with professional supervision in order to improve practice.		
	3.3. Seek, and learn from, feedback on own practice from colleagues and children and young people.		
	3.4. Explain the importance of understanding the limits of personal competence and when to seek advice.		
4. Be able to develop effective working relationships with professional colleagues.	4.1. Respect and value the professional competence and contribution of colleagues.		
	4.2. Explain own rights and expectations as a professional and how to assert them.		

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 the implications of equalities legislation for working with children, young people and families.	5.1. Explain how current **equalities legislation** affects work with children.		
	5.2. Identify examples of good practice in promoting equality and explain how and why they are effective.		
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice.	6.1. Explain what is meant by diversity.		
	6.2. Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families.		
	6.3. Describe the effects of discrimination and explain the potential results for 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: SCMP 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Current and relevant **legislation and policies** as appropriate to UK Home Nation. **Impact of professional relationships** e.g.: • power relationships • dealing with an employed professional • feelings of powerlessness • uncertainties about how to behave and relate. **Equalities legislation** as appropriate to UK Home Nation.
Additional unit assessment requirements provided with the unit	Learning outcomes 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor.

Assessment task – SCMP 3 Professional practice in children and young people's social care

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

As a member of a profession where you are working with children and young people in social care you are required to demonstrate continual professional development. You have been asked to produce a folder which shows that you can:

- explain how current and relevant **legislation and policy** affects work with children and young people
- describe the impact of social care standards and codes of practice on work with children and young people
- explain the importance of the United Nations Convention on the Rights of the Child (UNCRC).

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

Include in your folder evidence that shows that you can:

- explain the responsibilities of a:
    - corporate parent
    - professional carer
- explain what is meant by a 'duty of care'
- analyse the **impact of professional relationships** on children and young people
- give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
- explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Task 3 links Learning outcome 5, assessment criteria 5.1 and 5.2.

Include in your folder evidence that shows that you can:

- explain how current **equalities legislation** affects work with children young people and families
- identify examples of good practice in promoting equality and explain how and why they are effective.

Task 4 links to learning outcome 6, assessment criteria 6.1, 6.2, and 6.3.

Include in your folder evidence that shows that you can:

- explain what is meant by diversity
- explain what is meant by anti-discriminatory practice, giving examples of how it is applied in practice with children, young people and families
- describe the effects of discrimination and explain the potential results for children and young people.

LDSSMP 1: Support children and young people to achieve their education potential

Unit reference	D/600/9785	**Level**	3
Credit value	4	**GLH**	30

Unit aim   The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

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 principles, values and current legislation that supports work to help children and young people achieve their educational potential.	1.1. Explain the **principles and values** that underpins work to support children and young people to achieve their educational potential.		
	1.2. Explain **current legislation** and guidance relating to the provision of and access to educational opportunities for children and young people.		
	1.3. Evaluate the **factors that can contribute to low achievement** by 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 support children and young people to identify and articulate their learning needs, set goals and plan actions.	2.1. Support children or young people to articulate their educational needs and aspirations.		
	2.2. Support children or young people to develop a **plan of action** identifying realistic goals for their educational development.		
3. Be able to support children and young people to work towards their educational goals.	3.1. Identify and celebrate individual children or young people's **successes and achievements**.		
	3.2. Identify **barriers** to achievement and support individual children or young people to work towards finding solutions.		
	3.3. Provide support and guidance to children or young people to help them work towards achieving their educational goals.		
4. Be able to review educational achievements with children and young people.	4.1. Evaluate with individual children or young people, their achievements against their action plans.		
	4.2. Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.		

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: LDSSMP 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	**Principles and values** • putting the needs and rights of the individual child at the centre of service provision • promoting integrated working practices • maintaining personal and professional integrity • promoting equality of opportunity and valuing diversity. **Current legislation** As appropriate to the relevant UK Home Nation. **Factors that can contribute to low achievement**: • poor literacy or numeracy skills • poor speech and language skills • lack of parental support • peer pressure • low self esteem and aspirations • low expectations expressed by others. **Plan of action** which: • sets out clear short, medium and long term goals • identifies the resources needed to achieve the goals (e.g. physical resources such as books, electronic learning aids, appropriate environment, time) • identifies any additional support needed by the child/young person (e.g. additional formal teaching support, literacy, numeracy support or speech and language therapy) • identifies support to address inappropriate and/or

	aggressive behaviour
	• includes working with carers to enable them to support the child/young person
	• identifies the process for reviewing achievement and revising goals.
	Successes and achievements
	This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.
	Barriers
	• lack of appropriate/sufficient physical resources
	• lack of available appropriate learning environment at a time suitable for the child/young person
	• lack of carer/peer support
	• lack of motivation of individual child/young person.
Additional unit assessment requirements provided with the unit	Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
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.

Assessment task – LDSSMP 1 Support children and young people to achieve their education potential

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

As a worker in the learning development and support service environment, one of your aims is to support children and young people to achieve their education potential. To raise your awareness of the background to the support that can be given you are asked to produce evidence that shows that you can:

- explain the **principles and values** that underpins work to support children and young people to achieve their educational potential
- explain current **legislation** and guidance relating to the provision of and access to educational opportunities for children and young people
- evaluate the **factors that can contribute to low achievement** by children and young people.

LDSSMP 2: Support children and young people to make positive changes in their lives

Unit reference	M/600/9788	**Level**	3
Credit value	4	**GLH**	27

Unit aim   This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

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 real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand how to support children and young people to make positive changes in their lives.	1.1. Identify **the factors** that can impact on the lives of children and young people.		
	1.2. Analyse the **impact** such factors can have on the lives of children and young people.		
	1.3. Explain how **individuals and agencies** support children and young people to make positive changes in their lives.		
2. Be able to support children and young people to make positive changes in their lives.	2.1. Explain **interventions** that can be provided to support children and young people to make positive changes in their lives.		
	2.2. Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive 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. Work with a child or young person to develop an **action plan** to support positive changes in their lives.		
3. Be able to review support to children and young people to make positive changes in their lives.	3.1. Support children or young people to review and amend their action plan.		
	3.2. Give examples from own practice of supporting children or young people to access further interventions.		
	3.3. Reflect on own practice in supporting children or young people to make positive changes in their lives.		

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: LDSSMP 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors** e.g.: • poor socio-economic background • poor parenting background • poor literacy/numeracy/speech and language skills. **Impact** e.g.: • inappropriate and/or aggressive behaviour • low educational achievement • low self esteem • self harm • inability to establish and maintain relationships • offending or at risk of offending behaviour • misuse of substances (drugs, alcohol, solvents). Roles of **individuals and agencies** e.g.: • youth workers • parent support workers • education professionals • drug and alcohol support agencies • CAMHS • social services • IAG professionals • speech and language therapists • behaviour and education support teams (BEST). **Interventions** e.g.: • learning and development support • anger management • behaviour support classes • restorative justice • support to address substance misuse • support to address mental health issues. **Action plan** that: • identifies the positive changes the child/young person needs to achieve • identifies the barriers to achievement • identifies achievable and realistic goals for the child/young person to achieve • identifies the interventions required to support achievement • agrees a review process.

	Support children or young people to review and amend their action plan e.g.: • identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations) • identify where goals have not been met • agree reasons for non-achievement • agree any additional interventions that might support children/young people to achieve positive changes in their lives • revise the action plan in the light of the review process.
Additional unit assessment requirements provided with the unit	Learning outcomes 2 and 3 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – LDSSMP 2 Support children and young people to make positive changes in their lives

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

As a worker in learning development and support services you have been asked to prepare a series of notes for presentations to children and young people to support them to make positive changes in their lives. Ensure that these notes show that you can:

- identify the **factors** that can impact on the lives of children and young people
- analyse the **impact** such factors can have on the lives of children and young people
- explain how **individuals and agencies** support children and young people to make positive changes in their lives.

LDSSMP 3: Professional practice in learning, development and support services

Unit reference	D/600/9799	**Level**	3
Credit value	5	**GLH**	35

Unit aim This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

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, 5 and 6 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.			
1. Understand the purposes of learning, development and support services.	1.1. Explain the purposes of learning, development and support services.		
	1.2. Explain the roles and responsibilities of those working within learning, development and support services.		
2. Understand current legislation, policies and influences on LDSS.	2.1. Explain the impact of current legislation, policies, and influences on LDSS.		
	2.2. Explain why it is important that effective practice should inform and drive the legislative framework for work with 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
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners.	3.1. Explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice.		
	3.2. Implement the principles and values in own practice.		
	3.3. Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers.		
4. Understand how the views of children, young people and carers can be used to improve learning development and support services.	4.1. Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision.		
	4.2. Explain how the views of children, young people and carers can be obtained.		
	4.3. Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision.		
5. Be able to use supervision to support continuing professional development and personal effectiveness.	5.1. Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance.		
	5.2. Agree and implement changes to practice to enhance performance and promote continuing professional development.		

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 reflect on own skills, knowledge and effectiveness to inform and improve own practice.	6.1. Evaluate own skills, knowledge and practice against agreed criteria and objectives.		
	6.2. Develop a **personal development plan and reflective practice log**.		
	6.3. Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required.		

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: LDSSMP 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Principles and values** This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home Nation. **Personal development plan and reflective practice log** that identifies: • personal strengths and weaknesses • SMART objectives • personal and professional development needs • proposals for meeting development needs including additional training if required • the review process • potential barriers to meeting the SMART objectives and how they can be overcome • remedial actions that can be implemented if objectives are not being achieved • a reflective practice log to be completed on an agreed timescale e.g. weekly.
Additional unit assessment requirements provided with the unit	Learning outcomes 3, 5 and 6 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance - provided by us	Learning outcomes 3, 5 and 6 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.

Assessment task – LDSSMP 3 Professional Practice in learning, development and support services

Task 1 links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 2.1 and 2.2.

As a new worker in the field of learning development and support services you have been asked to prepare for your next supervision. Prior to this you will prepare notes that show that you can:

- explain the purposes of learning, development and support services
- explain the roles and responsibilities of those working within learning, development and support services
- explain the impact of current legislation, policies, and influences on LDSS
- explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people.

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

During your supervision you are also scheduled to have a discussion on how the view of children and young people can be used to improve the services. Write a briefing note that shows that you can:

- explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
- explain how the views of children, young people and carers can be obtained
- give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision.

FC 1: Understand the context of supporting children and young people through foster care

Unit reference	T/503/5878	**Unit level**	3
Credit value	5	**GLH**	45

Unit aim   The unit is designed to enable the learner to understand the context of supporting children and young people through foster care.

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 circumstances that can lead to children and young people accessing foster care.	1.1. Explain the circumstances that can lead to children and young people accessing foster care.		
	1.2. Explain the changes that a child or young person accessing foster care may experience.		
	1.3. Explain the effects that **changes** may have on the child or young person and **others.**		
2. Know the information that should be provided to foster carers prior to placements being arranged.	2.1. Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care.		
	2.2. Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how legislation, policies and procedures relate to foster care.	3.1. Evaluate how current **legislative frameworks** in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care.		
	3.2. Explain the importance of foster carers adhering to service policies and procedures.		
	3.3. Explain how **delegated responsibility** impacts upon the role of foster carers.		
4. Understand how foster care can make a positive difference to the lives of children and young people in care.	4.1. Explain the importance of stability in the care offered to children and young people accessing foster care.		
	4.2. Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment.		
5. Understand the importance of relationships for children and young people accessing foster care.	5.1. Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and **informal networks.**		
	5.2. Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self-image or identity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks.		
	5.4. Analyse the impact of separation and loss on children and young people accessing foster care.		
	5.5. Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members.		
	5.6. Explain why it is important for foster carers to have positive regard for a child or young people's **background.**		
6. Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals.	6.1. Describe the roles and responsibilities of the foster carer as part of the fostering service.		
	6.2. Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals.		
	6.3. Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals.		

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: FC 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.

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:	
Unit assessment guidance – provided by the sector	Positive or negative **changes** could include: - Transitions - Family breakdown - One or multiple placement breakdown - Health and mental health - Criminal justice - Adoption by foster carer - Family contact - Education - Different physical environments, communities and cultures **Others** could include: - Foster Carers - Family - Friends - Professionals **Legislative frameworks** – should include the UN Convention for the Right of the Child and Young Person.

Delegated responsibility – decision making about children in placement, devolved to the foster carer by the local authority / those holding parental responsibility

Informal networks could include:
- Family
- Siblings
- Friends
- Neighbours
- Special interest groups
- Social groups

Background could include:
- Family relationships
- Informal networks
- Culture
- History
- Preferences
- Beliefs
- Community
- Physical Environment

Assessment task – FC 1 Understand the context of supporting children and young people through foster care

No assessment task is provided for this unit.

FC 2: Practise as a foster carer

Unit reference	A/503/5879	**Unit level**	3
Credit value	5	**GLH**	46

Unit aim   The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care.

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
All learning outcomes must be assessed in real work situations.			
1. Be able to prepare to accommodate children or young people in their own home.	1.1. Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided.		
	1.2. Evaluate how the needs, background and experience of the child or young person can be accommodated within own home.		
	1.3. Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges.		
2. Be able to support children and young people to settle into the family home.	2.1. Take steps to make a child or young person feel welcomed into the home.		
	2.2. Personalise the home for the child or young person.		

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. Support the child or young person to understand any house rules for living in the home according to their age and stage of development.		
	2.4. Support the child or young person to express needs, wishes and feelings.		
3. Be able to provide a safe home environment for children and young people accessing foster care.	3.1. Identify a range of **risks** that may be considered when providing accommodation for a child or young person.		
	3.2. Evaluate hazards and risks within the home environment.		
	3.3. Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety.		
4. Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care.	4.1. Explain the impact that emotional, social and physical demands may have on family and other key people.		
	4.2. Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member.		
	4.3. Support family and other key people to balance their own needs with those of the child or young person.		
	4.4. Take steps to address conflicts and disagreements as they arise.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Develop **strategies** to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others.		
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care.	5.1. Implement elements of the care plan that relate to own role as part of the foster care team.		
	5.2. Work with the fostering team and **others** to support children or young people's **health and well-being.**		
	5.3. Demonstrate the use of organisational skills in foster carer role.		

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: FC 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:	
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. All learning outcomes must be assessed in real work situations.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. All learning outcomes must be assessed in real work situations.
Unit assessment guidance – provided by the sector	**Risks** could include: • Environmental • Behavioural • Emotional • Allegations **Key people -** may include members of wider family, friends, carers; others with whom the family has a supportive relationship etc. **Strategies** could include either: Past, present or future strategies Strategies agreed with other professionals **Others** could include: • Child's family • Own family • Friends/ informal networks **Health and well-being** could include: • Physical • Emotional • Psychological • Education • Employment • Social

Assessment task – FC 2 Practise as a foster carer

No assessment task is provided for this unit.

Assessment task – FC 2 Practise as a foster carer

FC 3: Support positive attachments for children and young people

Unit reference	M/503/5877	**Unit level**	3
Credit value	7	**GLH**	55

Unit aim   This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments.

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 importance of positive attachment for the well-being of children and young people.	1.1. Summarise theories of attachment.		
	1.2. Explain why positive attachment is important for children and young people.		
	1.3. Evaluate the potential **impact** on the well-being of children and young people of not forming positive attachments.		
	1.4. Explain the role of **carers** in supporting children and young people to form positive attachments.		
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss.	2.1. Describe what is meant by the term resilience.		
	2.2. Explain how the development of resilience can help children and young people cope with separation and loss.		
	2.3. Explain ways carers can help develop resilience in 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
3. Be able to promote positive attachments for children or young people.	3.1. Engage a child or young person in routines and activities that promote positive relationships and well-being.		
	3.2. Use active listening with a child or young person to promote the development of positive relationships and well-being.		
	3.3. Seek advice and support from **others** when concerned about the attachment behaviour of a child or young person.		
	3.4. Implement **agreed strategies** with a child or young person to promote positive relationships and well-being.		
4. Be able to develop own practice in supporting positive attachments for children or young people.	4.1. Describe how a child or young person has been supported by own practice to develop positive attachments.		
	4.2. Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person.		
	4.3. Reflect on how own practice can be adapted to support a child or young person in the future.		

<table>
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Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

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<tr><td>

Assessor sign off of completed unit: FC 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:

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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:	
Unit assessment guidance – provided by the sector	**Impact** – should include both physiological and psychological impact **Carers –** could be either paid carers or informal carers **Others** – to include professionals and family **Agreed strategies** – strategies agreed with other professionals (social workers, occupational therapists, etc.)

Assessment task – FC 3: Support positive attachments for children and young people

No assessment task is provided for this unit.

Section 3: Documents

Useful documents

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

- Delivering CACHE 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 CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

Section 4: Publication history

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all of our support materials since 2010, is available on cachezone.