

# Qualification Specification

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

QRN: 601/3474/4

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# **Section 1: General introduction**

## About this Qualification Specification

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

## How the qualification works

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

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

Each unit has:

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

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

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

## Total Qualification Time/Guided Learning: Definitions

**Total Qualification Time** (TQT) comprises the following two elements:

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

### **GLH**

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

## Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

## Recognition of Prior Learning (RPL)

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

## Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

### **Competence/Skills based learning outcomes:**

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

### **Knowledge based learning outcomes:**

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



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

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



## Making use of our websites

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

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

## The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- Other support materials

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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

## The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. **This site is for Approved Centres only.**

To access this secure site please log in using the details provided by the Centre administrator.

## Plagiarism

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

### **Buying and selling assignments**

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

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

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England)			
<b>Qualification number</b>	601/3474/4			
<b>Aim</b>	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years. It covers a diverse range of job roles and occupational areas and is split into two pathways:</p> <ul style="list-style-type: none"> <li>• Social Care</li> <li>• Learning and Development Support Services.</li> </ul> <p>With the introduction of the Early Years Educator in 2014, the Early Years Mandatory Pathway has been withdrawn from this qualification. Learners wishing to work in the early years workforce must study for an Early Years Educator qualification.</p> <p>Centres that register learners on the L3 Diploma for the Children and Young People's Workforce qualification must ensure that learners have appropriate practical experience in a relevant setting, reflecting the assessment criteria for either:</p> <ul style="list-style-type: none"> <li>• The Social Care Pathway or</li> <li>• The Learning and Development Support Services Pathway</li> </ul> <p>The Children's Social Care pathway serves as the required qualification for the social care workforce, under the National Care Standards Act 2000.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required			
<b>Total Qualification Time (hours)</b>	650			
<b>Guided learning hours</b>	Min	422	Max	486
<b>Credit value</b>	65	<b>Minimum credits at/above Level</b>		65

<b>Minimum age of learner</b>	16
<b>Age ranges covered by the qualification</b>	Birth to 19 years
<b>Real Work Environment (RWE) requirement/recommendation</b>	<p>For those learners who have no previous experience of working with children and young people, it is recommended that 400 hours be spent in a Real Work Environment.</p> <p>Centres that register learners on the L3 Diploma for the Children and Young People's Workforce qualification must ensure that learners have appropriate practical experience in a relevant setting, reflecting the assessment criteria for either:</p> <ul style="list-style-type: none"> <li>• The Social Care Pathway or</li> <li>• The Learning and Development Support Services Pathway</li> </ul>
<b>Rules of Combination</b>	<p>Learners must achieve a minimum of 65 credits for the Diploma.</p> <p>27 credits must be achieved from the Core Mandatory Units (Group A).</p> <p>From the Pathway Units (PG Pathway Gate), learners must achieve either:</p> <ul style="list-style-type: none"> <li>• 13 credits from the Social Care Pathway (P1) or</li> <li>• 13 credits from the Learning Development and Support Services (LDSS) Pathway (P2).</li> </ul> <p>The remaining credits must be achieved from the Optional Units (Group C), to make up a total of 65 credits.</p> <p>The optional unit Understand How to Set Up a Home-based Childcare Service, (unit number: CYPOP 5, unit reference: Y/600/9770) may only be assessed via an externally assessed multiple choice examination.</p>

<p><b>Progression</b> including Job Roles (where applicable)</p>	<p>Learners can progress to Foundation Degrees. Learners can also progress to the following job roles:</p> <p><b>Social Care Pathway:</b></p> <ul style="list-style-type: none"> <li>• education support workers who visit families of pre-school children in their homes</li> <li>• foster carers</li> <li>• children and families support workers</li> <li>• children and family court advisory and support service advisers</li> <li>• progression to further study for youth work</li> <li>• professional assistant in social care</li> <li>• family centre workers</li> <li>• community care officer in social care.</li> </ul> <p><b>Learning and Development Support Services Pathway:</b></p> <ul style="list-style-type: none"> <li>• Learning mentors.</li> </ul>
<p><b>Recommended assessment methods</b></p>	<p>All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*.</p> <p>The optional unit Understand How to Set Up a Home-based Childcare Service, (unit number: CYPOP 5, unit reference: Y/600/9770) may only be assessed via an externally assessed multiple choice examination.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<p><b>Additional assessment requirements</b></p>	<p>The learning outcomes for some of the units in this qualification must be assessed in a Real Work Environment.</p>
<p><b>Grading system</b></p>	<p>The qualification will be achieved or not yet achieved, all the assessment criteria for the chosen units must be achieved.</p>
<p><b>How long will it take to complete?</b></p>	<p>The qualification can usually be completed in one year.</p>
<p><b>Entry requirements/ recommendations</b></p>	<p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p>
<p><b>Regulation information</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 601/3474/4.</p>

### **Qualification support**

This qualification is supported by Skills for Care.

## Qualification introduction and purpose

This qualification guides and assesses development of knowledge and skills relating to the Social Care and Learning Development and Support Services workforces. This qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the social care sector.

The requirement to have 80% of the social care workforce qualified to level 3 was introduced and made mandatory through the National Care Standards Act 2000. The Level 3 Diploma (Social Care pathway) is the accepted qualification to meet this requirement.

This qualification is available for different types of learners: those in full time employment who require little or no formal learning; those in full time employment who require some formal learning; those in full time formal learning who require experience in a Real Work Environment; and those in part time formal learning who require experience in a Real Work Environment.

The Children and Young People's Workforce qualification is only available as a Diploma at Level 3. The learner must achieve the minimum credit requirements (65) to be granted the Diploma.

Learners wishing to work in the early years workforce must study for an Early Years Educator qualification.



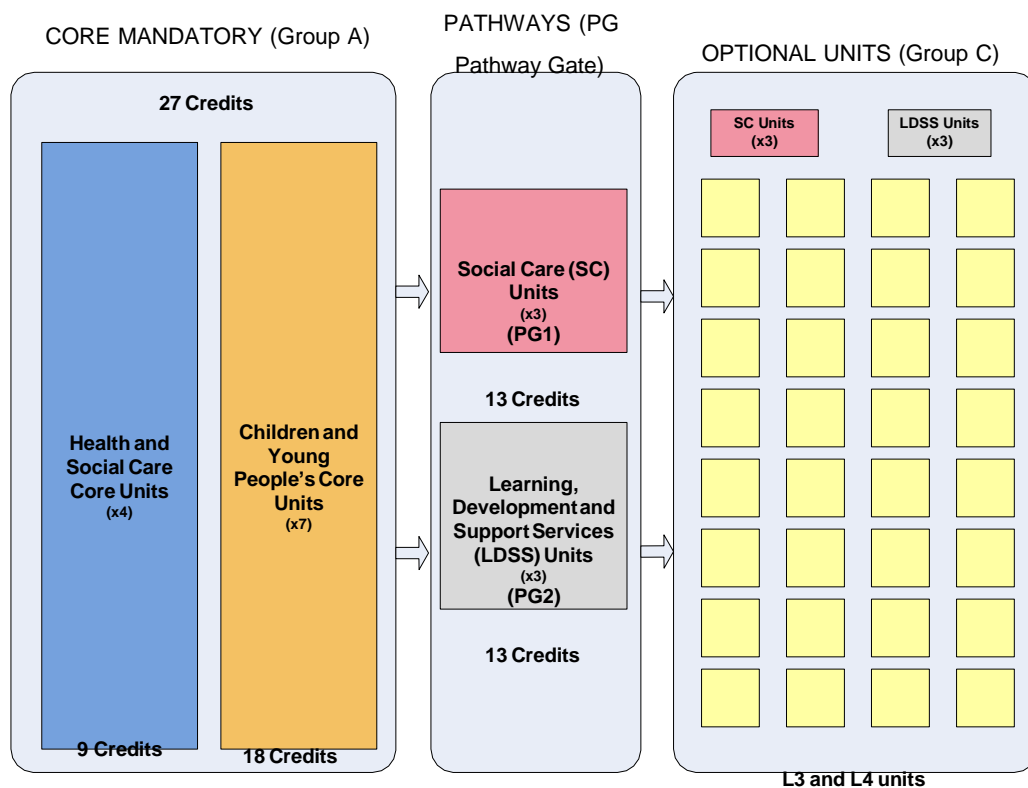
## Rules of combination

The NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England):

- covers the age range from birth to 19 years
- has a minimum credit value of **65** credits
- requires time to be spent in a Real Work Environment.

The qualification is composed of mandatory and optional units. These units can be knowledge-based, skills/competency-based or a combination of both. The qualification has 3 main components (see figure 1):

### CACHE Level 3 Diploma for the Children and Young People's Workforce (England) (QCF)



Learners must take 27 credits of Core Mandatory units.  
The remaining credits will be made up of a combination of Pathway and Optional units to reach a total of 65 credits

Figure1: Structure of the NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England)

The table provides details of each of the components of this qualification.

		Composition	Type	Credit value
<b>Components</b>	<b>Skills for Care and Development Shared Core and Children and Young People Core</b>	11 units	Mandatory units	27
	<b>Pathway</b>	Learners must choose <b>one</b> pathway		
	Social Care	3 Social Care units	Mandatory units	13
	<b>or</b>			
	Learning, Development and Support Services	3 Learning, Development and Support Services (LDSS) units	Mandatory units	13
	<b>Optional</b>	No set number of units	Optional units	To make the qualification credit value up to 65

NB: The pathway units are also available as optional units. A learner will **not** be able to choose pathway units as optional units if they have opted for that particular pathway.

The optional unit Understand How to Set Up a Home-based Childcare Service, (unit number: CYPOP 5, unit reference: Y/600/9770) may only be assessed via an externally assessed multiple choice examination.

## External assessment

The optional unit Understand How to Set Up a Home-based Childcare Service, (unit number: CYPOP 5, unit reference: Y/600/9770) may only be assessed via an externally assessed multiple choice examination.

The Multiple Choice Examination:

covers 100% of the unit's content  
contributes to 100% of the unit's grade.

The multiple choice examination will be graded Achieved or Not Yet Achieved. Learners must obtain an Achieved grade in the multiple choice examination in order to gain the unit certification.

### Not Yet Achieved in the Multiple Choice Examination

A result that does not reach an Achieved grade will be graded as Not Yet Achieved. If learners intend to take the multiple choice examination for another attempt to obtain an Achieved grade, they will take a different examination paper.

### Examination conditions

For more information on examination conditions, please see our website.

## Real Work Environment requirement

The following statements were agreed in April 2011 by the Children's Workforce Development Council and by Awarding Organisations offering qualifications for the Children and Young People's Workforce in England.

### **The learner in a Real Work Environment whilst taking the qualification**

The Level 3 Diploma for the Children and Young People's Workforce (England) requires experience in a Real Work Environment and so can only be undertaken by learners aged 16 years and older. There is no upper age limit; however, the learner must be able to achieve all of the assessment criteria.

Those learners who are employed in the children and young people's workforce will be able to use their ongoing experience in their work environment to achieve the skills and competence required to meet the assessment criteria of the qualification or units they are undertaking.

For those learners who have no previous experience of working with children and young people, it is recommended that 400 hours be spent in a Real Work Environment.

Centres that register learners on the L3 Diploma for the Children and Young People's Workforce qualification must ensure that learners have appropriate practical experience in a relevant setting, reflecting the assessment criteria for either:

- The Social Care Pathway or
- The Learning and Development Support Services Pathway

Learners could do this through regular placement opportunities, block weeks or a combination of both.

NB: This recommendation relates only to the amount of time a learner should spend in a Real Work Environment. The length of time required to evidence achievement of all assessment criteria will vary from learner to learner. When making judgements against assessment criteria in relation to skills and knowledge, Assessors should consistently ensure that there is sufficient evidence to show that the learner is competent.

## Progression

On completion of this qualification learners can progress to various job roles, dependent on their chosen pathway. The following list is not exhaustive, but indicative of the opportunities available:

### **Social Care**

Specific job roles may include:

- education support workers who visit families of pre-school children in their homes
- foster carers
- children and families support workers
- children and family court advisory and support service advisers
- progression to further study for youth work
- professional assistant in social care
- family centre workers
- community care officer in social care.

### **Learning and Development Support Services**

Specific job roles may include:

- learning mentors.

This qualification does not provide entry to the Early Years Workforce as Early Years Educators.



## Section 3: Units



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

## Unit achievement log

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

### Core mandatory units

The following units must be completed for achievement of the qualification:

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
J/601/1434	SHC 31	Promote communication in health, social care or children's and young people's settings	Knowledge/ Skills	3	3	10	41	
A/601/1429	SHC 32	Engage in personal development in health, social care or children's and young people's settings	Knowledge/ Skills	3	3	10	47	
Y/601/1437	SHC 33	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge/ Skills	3	2	8	53	
 R/601/1436	SHC 34	Principles for implementing duty of care in health, social care or children's and young people's settings	Knowledge	3	1	5	57	
 L/601/1693	CYP Core 3.1	Understand child and young person development	Knowledge	3	4	30	61	





Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
R/601/1694	CYP Core 3.2	Promote child and young person development	Knowledge/ Skills	3	3	25	69	
Y/601/1695	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	Knowledge	3	3	25	77	
D/601/1696	CYP Core 3.4	Support children and young people's health and safety	Knowledge/ Skills	3	2	15	87	
H/601/1697	CYP Core 3.5	Develop positive relationships with children, young people and others involved in their care	Skills	3	1	8	93	
K/601/1698	CYP Core 3.6	Working together for the benefit of children and young people	Knowledge/ Skills	3	2	15	97	
M/601/1699	CYP Core 3.7	Understand how to support positive outcomes for children and young people	Knowledge	3	3	25	103	

## Pathway units

Only one pathway can be chosen. All the units within the pathway must be achieved.

### Social Care (SC) Pathway units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
M/600/9760	SCMP 1	Assessment and planning with children and young people	Knowledge/ Skills	3	5	35	109	
F/600/9780	SCMP 2	Promote the well-being and resilience of children and young people	Knowledge/ Skills	3	4	30	117	
F/601/0315	SCMP 3	Professional practice in children and young people's social care	Knowledge/ Skills	3	4	30	125	

**Learning, Development and Support Services (LDSS) Pathway units**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential	Knowledge/ Skills	3	4	30	131	
M/600/9788	LDSSMP 2	Support children and young people to make positive changes in their lives	Knowledge/ Skills	3	4	27	137	
D/600/9799	LDSSMP 3	Professional practice in learning, development and support services	Knowledge/ Skills	3	5	35	143	





## Optional units

Units are chosen to build the achievement credit to 65. Please refer to the separate Qualification Specification Optional Units document.

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
A/601/0121	CYPOP 1	Work with babies and young children to promote their development and learning	Knowledge/ Skills	3	6	45	
D/601/0130	CYPOP 2	Care for the physical and nutritional needs of babies and young children	Knowledge/ Skills	3	6	45	
H/601/0131	CYPOP 3	Lead and manage a community based early years setting	Knowledge/ Skills	4	6	45	
M/601/0133	CYPOP 4	Promote young children's physical activity and movement skills	Knowledge/ Skills	3	3	22	
Y/600/9770	CYPOP 5	Understand how to set up a home-based childcare service	Knowledge	3	4	29	
T/601/0134	CYPOP 6	Support disabled children and young people and those with specific requirements	Knowledge/ Skills	4	6	45	
A/601/0135	CYPOP 7	Promote creativity and creative learning in young children	Knowledge/ Skills	4	5	35	



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
M/601/1329	CYPOP 8	Support young people to develop, implement and review a plan of action	Knowledge/ Skills	3	3	25	
A/601/1334	CYPOP 9	Provide information and advice to children and young people	Knowledge/ Skills	3	3	22	
L/601/1337	CYPOP 10	Develop interviewing skills for work with children and young people	Knowledge/ Skills	3	3	21	
D/601/1343	CYPOP 11	Caseload management	Knowledge/ Skills	3	3	21	
F/601/1349	CYPOP 12	Support young people to move towards independence and manage their lives	Knowledge/ Skills	3	3	20	
D/601/1357	CYPOP 13	Support children and young people to achieve their learning potential	Knowledge/ Skills	3	3	20	
R/601/1369	CYPOP 14	Support children and young people to have positive relationships	Knowledge/ Skills	3	3	20	
L/601/2861	CYPOP 15	Support positive practice with children and young people with speech, language and communication needs	Knowledge/ Skills	3	4	28	
T/600/9775	CYPOP 16	Coordinate special educational needs provision	Knowledge/ Skills	4	5	35	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
	F/600/9777	CYPOP 17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	
	L/502/5261	YP016-03	Support young people who are involved in anti-social and/or criminal activities	Knowledge	3	2	10	
	A/502/5224	YP006-03	Support young people who are looked after or are leaving care	Knowledge	3	3	23	
	A/601/2872	CYPOP 20	Support speech, language and communication development	Knowledge/ Skills	3	3	20	
	Y/601/2877	CYPOP 21	Work with parents, families and carers to support their children's speech, language and communication development	Knowledge/ Skills	3	3	23	
	M/601/2884	CYPOP 22	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	Knowledge	3	3	25	
	J/601/2888	CYPOP 23	Support the speech, language and communication development of children who are learning more than one language	Knowledge/ Skills	3	3	26	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
L/601/2889	CYPOP 24	Support children and young people's speech, language and communication skills	Knowledge/ Skills	3	3	25	
R/502/5231	YP007-03	Support young people who are socially excluded or excluded from school	Knowledge/ Skills	3	2	10	
F/502/5242	YP010-03	Support young people in relation to sexual health and risk of pregnancy	Knowledge/ Skills	3	2	10	
H/502/4682	LLUK 302	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	Knowledge/ Skills	3	3	20	
Y/502/4680	LLUK 301	Work with parents to meet their children's needs	Knowledge/ Skills	3	3	20	
T/502/5240	YP009-03	Support young people with mental health problems	Knowledge/ Skills	3	3	23	
M/600/9807	CYPOP 30	Support the creativity of children and young people	Knowledge/ Skills	3	3	20	
A/600/9809	CYPOP 35	Work with children and young people in a residential care setting	Knowledge/ Skills	3	5	35	
K/601/0132	CYPOP 37	Support children or young people in their own home	Knowledge/ Skills	3	4	30	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
J/502/4660	LLUK 312	Engage young parents in supporting their children's development	Knowledge/ Skills	3	3	20	
Y/502/4663	LLUK 313	Engage fathers in their children's early learning	Knowledge/ Skills	3	3	20	
M/502/3812	CYPOP 40	Engage parents in their children's early learning	Knowledge/ Skills	3	3	20	
F/601/3764	HSC 3045	Promote positive behaviour	Knowledge/ Skills	3	6	44	
J/601/1806	CYPOP 42	Support care within fostering services for vulnerable children and young people	Knowledge/ Skills	3	3	20	
M/601/1377	CYPOP 43	Improving the attendance of children and young people in statutory education	Knowledge/ Skills	3	5	40	
T/601/1381	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	Knowledge/ Skills	3	4	30	
R/601/1386	CYPOP 45	Support the referral process for children and young people	Knowledge/ Skills	3	3	20	
F/601/4056	HSC 3047	Support use of medication in social care settings	Knowledge/ Skills	3	5	40	



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Notes
J/600/9781	EYMP 1	Context and principles for early years provision	Knowledge/ Skills	3	4	24	
L/600/9782	EYMP 2	Promote learning and development in the early years	Knowledge/ Skills	3	5	40	
Y/600/9784	EYMP 3	Promote children's welfare and well-being in the early years	Knowledge/ Skills	3	6	45	
H/600/9786	EYMP 4	Professional practice in early years settings	Knowledge/ Skills	3	3	20	
T/600/9789	EYMP 5	Support children's speech, language and communication	Knowledge/ Skills	3	4	30	
M/600/9760	SCMP 1	Assessment and planning with children and young people	Knowledge/ Skills	3	5	35	
F/600/9780	SCMP 2	Promote the well-being and resilience of children and young people	Knowledge/ Skills	3	4	30	
F/601/0315	SCMP 3	Professional practice in children and young people's social care	Knowledge/ Skills	3	4	30	
D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential	Knowledge/ Skills	3	4	30	



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

The Rules of Combination for the NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England) will not allow the following units to be taken together:

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
A/601/0135	CYPOP 7	Promote creativity and creative learning in young children	M/600/9807	CYPOP 30	Support the creativity of children and young people
M/601/1329	CYPOP 8	Support young people to develop, implement and review a plan of action	D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential
D/601/1357	CYPOP 13	Support children and young people to achieve their learning potential	D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential
A/601/2872	CYPOP 20	Support speech, language and communication development	T/600/9789	EYMP 5	Support children's speech, language and communication
L/601/2889	CYPOP 24	Support children and young people's speech, language and communication skills	T/600/9789	EYMP 5	Support children's speech, language and communication



## Unit layout

For each unit the following material has been provided:

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

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

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

## Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.

Summarise	Give the main ideas or facts in a concise way.
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## SHC 31: Promote communication in health, social care or children's and young people's settings

**Unit reference** J/601/1434 **Level** 3

**Credit value** 3 **GLH** 10

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</b>			
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Demonstrate a range of <b>communication methods</b> and styles to meet individual needs.		
	2.4. Demonstrate how to respond to an individual's reactions when communicating.		
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term confidentiality.		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 31**

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

Assessor name:

Signature:

Date:

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health Assessment Strategy.
Unit assessment guidance – provided by the sector	<p><b>Communication methods</b> include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch.</li> </ul> </li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul>
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 – SHC 31 Promote communication in health and social care or children's and young people's settings**

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

Communication is a vital skill required to effectively work with children and/or young people.

Evidence of your practice will be assessed in your work setting. To establish the context of this, you will need to carry out some research to provide:

- an identification of the different reasons people communicate
- an explanation of how communication affects relationships in the work setting.

You may choose to present your written response as a formal report with an introduction. Make sure that the body of the report is set out with clear headings which identify the content of each section, eg introduction, main body and conclusion.

It is good practice to reference the source(s) of your information using an established format for presenting references and bibliography.



## SHC 32: Engage in personal development in health, social care or children's and young people's settings

**Unit reference** A/601/1429 **Level** 3

**Credit value** 3 **GLH** 10

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</b>			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant <b>standards</b> .		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a <b>personal development plan</b> .	4.1. Identify <b>sources of support</b> for planning and reviewing own development.		
	4.2. Demonstrate how to work with <b>others</b> to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to personal development.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 32**

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health Assessment Strategy.
Unit assessment guidance – provided by the sector	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>A personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	Learning outcomes 2, 3, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.

## **Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings**

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

Personal development and reflective practice is an integral part of working with children and/or young people. To support you in reviewing the need for personal development in relation to your work role produce the following:

- write a description of the duties and responsibilities of your own work role
- prepare an explanation of the expectations about your own work role as expressed in relevant **standards**.

(Standards may include: codes of practice, regulations, minimum standards or national occupational standards.)



## SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

**Unit reference** Y/601/1437 **Level** 3

**Credit value** 2 **GLH** 8

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
<b>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</b>			
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion.</li> </ul>		
	1.2. Describe the potential <b>effects</b> of discrimination.		
	1.3. Explain how inclusive practice promotes equality and supports diversity.		
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.		
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice.		
	3.2. Demonstrate how to support others to promote equality and rights.		
	3.3. Describe how to challenge discrimination in a way that promotes 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: SHC 33**

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

Assessor name:

Signature:

Date:

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health Assessment Strategy.
Unit assessment guidance – provided by the sector	<p><b>Effects</b> may include effects on:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• families or friends of the individual</li> <li>• those who inflict discrimination</li> <li>• wider society.</li> </ul> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
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 – SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings**

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

In your work role with children and/or young people you have been asked to produce an information area in your work place for stakeholders, who may include staff, adult carers, children and young people. To support understanding and raise awareness of equality, diversity and inclusion, present the following information:

- an explanation of what is meant by:
  - diversity
  - equality
  - inclusion
- a description of the potential effects of discrimination
- an explanation of how inclusive practice promotes equality and supports diversity.

Produce your work on A4 sheets and ensure that it is clearly presented.

Reference the sources of information you have used.



## SHC 34: Principles for implementing duty of care in health, social care or children's and young people's settings



**Unit reference** R/601/1436 **Level** 3

**Credit value** 1 **GLH** 5

**Unit aim:** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how duty of care contributes to safe practice.	1.1. Explain what it means to have a duty of care in own work role.		
	1.2. Explain how duty of care contributes to the safeguarding or protection of individuals.		
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.		
	2.3. Explain where to get additional support and advice about conflicts and dilemmas.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Explain the main points of agreed procedures for handling complaints.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 34**

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements – provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health Assessment Strategy.
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

## **Assessment task – SHC 34 Principles for implementing duty of care in health, social care or children's and young people's settings**

When working with children and young people in any setting understanding 'Duty of Care' is paramount. Prepare an information document to be used during the induction process of a new member of staff. Carefully consider how the information is presented to ensure that each area is produced under clear headings and clearly identify any reference to other documentation.

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

- Write an explanation of:
  - what it means to have a duty of care in own work role
  - how duty of care contributes to the safeguarding or protection of individuals.

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

- Write a description of:
  - potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
  - how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.

**Task 2 (b)** links to learning outcome 2, assessment criterion 2.3.

- Produce an explanation of where to get additional support and advice about conflicts and dilemmas.

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

- Write a description of how to respond to complaints.
- Write an explanation of the main points of agreed procedures for handling complaints.

NB: Please ensure that all the information given relates to a setting working with children and/or young people.

Reference the sources of information you have used.



## CYP Core 3.1: Understand child and young person development



**Unit reference** L/601/1693 **Level** 3

**Credit value** 4 **GLH** 30

**Unit aim** This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the expected pattern of development for children and young people from birth to 19 years.	1.1. Explain the sequence and rate of each <b>aspect of development</b> from birth to 19 years.		
	1.2. Explain the difference between sequence of development and rate of development and why the difference is important.		
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by a range of <b>personal factors</b> .		
	2.2. Explain how children and young people's development is influenced by a range of <b>external factors</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain how <b>theories of development and frameworks to support development</b> influence current practice.		
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.	3.1. Explain how to monitor children and young people's development using different <b>methods</b> .		
	3.2. Explain the <b>reasons</b> why children and young people's development may not follow the expected pattern.		
	3.3. Explain how disability may affect development.		
	3.4. Explain how <b>different types of interventions</b> can promote positive outcomes for children and young people where development is not following the expected pattern.		
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.		
	4.2. Explain how multi-agency teams work together to support speech, language and communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Explain how play and activities are used to support the development of speech, language and communication.		
5. Understand the potential effects of transitions on children and young people's development.	5.1. Explain how <b>different types of transitions</b> can affect children and young people's development.		
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition.		

**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: CYP Core 3.1**

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:	
Additional guidance provided with the unit	Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	<p><b>Aspects of development</b> including:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral.</li> </ul> <p><b>Personal factors</b> including:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties.</li> </ul> <p><b>External factors</b> including:</p> <ul style="list-style-type: none"> <li>• poverty and deprivation</li> <li>• family environment and background</li> <li>• personal choices</li> <li>• looked after/care status</li> <li>• education.</li> </ul> <p><b>Theories of development</b> including:</p> <ul style="list-style-type: none"> <li>• cognitive (eg Piaget)</li> <li>• psychoanalytic (eg Freud)</li> <li>• humanist (eg Maslow)</li> <li>• social learning (eg Bandura)</li> <li>• operant conditioning (eg Skinner)</li> <li>• behaviourist (eg Watson).</li> </ul> <p><b>Frameworks to support development</b> including:</p> <ul style="list-style-type: none"> <li>• social pedagogy.</li> </ul>



	<p><b>Methods</b> of assessing development needs eg:</p> <ul style="list-style-type: none"><li>• assessment framework/s</li><li>• observation</li><li>• standard measurements</li><li>• information from carers and colleagues.</li></ul> <p><b>Reasons</b> why development is not following expected pattern eg:</p> <ul style="list-style-type: none"><li>• disability</li><li>• emotional</li><li>• physical</li><li>• environmental</li><li>• cultural</li><li>• social</li><li>• learning needs</li><li>• communication.</li></ul> <p><b>Different types of interventions</b> eg:</p> <ul style="list-style-type: none"><li>• social worker</li><li>• speech and language therapist</li><li>• psychologist</li><li>• psychiatrist</li><li>• youth justice</li><li>• physiotherapist</li><li>• nurse specialist</li><li>• additional learning support</li><li>• assistive technology</li><li>• health visitor.</li></ul> <p><b>Models of and attitudes to disability</b> eg:</p> <ul style="list-style-type: none"><li>• social model</li><li>• medical model</li><li>• cultural differences</li><li>• stereotyping</li><li>• low expectations</li><li>• benefits of positive attitudes to disability.</li></ul>
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	<p><b>Different types of transitions</b> including:</p> <ul style="list-style-type: none"><li>• emotional, affected by personal experience eg bereavement, entering/leaving care</li><li>• physical eg moving to a new educational establishment, a new home/locality, from one activity to another</li><li>• physiological eg puberty, long term medical conditions</li><li>• intellectual eg moving from pre-school to primary to post-primary.</li></ul>
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## Assessment task – CYP Core 3.1 Understand child and young person development

The opportunity for children and young people to develop in a loving caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder for reference for use in your setting by yourself and colleagues, which contains the following:

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

- An explanation of the sequence and rate of each **aspect of development** from birth to 19 years. You may find a timeline useful as part of your explanation.
- An explanation of the difference between:
  - the sequence of and rate of development
  - and why this difference is important.

**Task 2** links to learning outcome 2, assessment criteria 2.1-2.3.

- An explanation of how children and young people's development is influenced by:
  - a range of **external factors**
  - a range of **personal factors**.
- An explanation of how current practice is influenced by:
  - **theories of development**
  - **frameworks to support development**.

**Task 3** links to learning outcome 3, assessment criteria 3.1-3.4.

- An explanation of how to monitor children and young people's development using different **methods**. You may find it helpful to use work products to illustrate your answer, eg child observations assessment frameworks.
- An explanation of the **reasons** why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer.
- An explanation of how disability may affect development.
- An explanation of how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

**Task 4** links to learning outcome 4, assessment criteria 4.1-4.3.

- An analysis that shows the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.
- An explanation of how multi-agency teams work together to support speech, language and communication.
- An explanation of how play and activities are used to support the development of speech, language and communication.

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

- An explanation of how **different types of transitions** can affect children and young people's development.
- An evaluation of the effect on children and young people of having positive relationships during periods of transition. You may find it helpful to use work products to support your evidence.

NB: Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

Knowledge evidence of this unit "Understand child and young person development" and unit "Promote child and young person development" can be retained in your development folder but the evidence of assessment must be recorded on the relevant Unit Assessment Record.

## CYP Core 3.2: Promote child and young person development

**Unit reference** R/601/1694**Level** 3**Credit value** 3**GLH** 25

**Unit aim** This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

**Learner name:****Centre no:****PIN:****ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 3, 5 and 6 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</b>			
1. Be able to assess the development needs of children or young people and prepare a development plan.	1.1. Explain the <b>factors that need to be taken into account when assessing development.</b>		
	1.2. Assess a child or young person's development in the following areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/ cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral.</li> </ul>		
	1.3. Explain the selection of the assessment <b>methods</b> used.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Develop a <b>plan</b> to meet the development needs of a child or young person in the work setting.		
2. Be able to promote the development of children or young people.	2.1. Implement the <b>development plan</b> for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected.		
	2.2. Evaluate and revise the development plan in the light of implementation.		
	2.3. Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work.		
	2.4. Listen to children or young people and communicate in a way that encourages them to feel valued.		
	2.5. Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
3. Be able to support the provision of environments and services that promote the development of children or young people.	3.1. Explain the <b>features of an environment or service</b> that promotes the development of children and young people.		
	3.2. Demonstrate <b>how own work environment or service is organised</b> to promote the development of children or young people.		
4. Understand how working practices can impact on the development of children and young people.	4.1. Explain how own working practice can affect children and young people's development.		
	4.2. Explain how institutions, agencies and services can affect children and young people's development.		
5. Be able to support children and young people's positive behaviour.	5.1. Demonstrate how they work with children and young people to encourage positive behaviour.		
	5.2. Evaluate different approaches to supporting <b>positive behaviour</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Be able to support children and young people experiencing transitions.	6.1. Explain how to support children and young people experiencing <b>different types of transitions</b> .		
	6.2. Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on 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:** CYP Core 3.2

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

Assessor name:

Signature:

Date:

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



<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Unit should be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a Real Work Environment. Simulation is not permitted.</p> <p>Some reflection on practice should be included in the assessment.</p>
Unit assessment guidance – provided by the sector	<p><b>Factors that need to be taken into account when assessing development</b> eg:</p> <ul style="list-style-type: none"> <li>• confidentiality, and when, for the safety of the child or young person, confidentiality must be breached</li> <li>• children's wishes and feelings</li> <li>• ethnic, linguistic and cultural background</li> <li>• disability or specific requirements (additional needs)</li> <li>• reliability of information</li> <li>• avoiding bias.</li> </ul> <p><b>Methods</b> of assessing development needs eg:</p> <ul style="list-style-type: none"> <li>• assessment framework/s</li> <li>• observations</li> <li>• standard measurements</li> <li>• information from parents, carers, children and young people, other professionals and colleagues.</li> </ul> <p><b>Plan:</b> Encouraging child or young person to take responsibility for own development should feature in plan.</p> <p><b>Development plan:</b> A development plan can be drawn from a lead practitioner (eg a teacher's) overarching plan.</p>

	<p><b>Features of an environment or service eg:</b></p> <ul style="list-style-type: none"> <li>• stimulating and attractive</li> <li>• well planned and organised</li> <li>• personalised and inclusive</li> <li>• encouraging and practising participation</li> <li>• high quality policies in place and followed</li> <li>• regulatory requirements met</li> <li>• varied</li> <li>• meeting individual and group needs</li> <li>• providing appropriate risk and challenge</li> <li>• involving parents and carers where appropriate to setting or service.</li> </ul> <p><b>How own work environment or service is organised eg:</b></p> <ul style="list-style-type: none"> <li>• taking into account personal and external factors</li> <li>• providing specific activities such as play, learning, home visiting</li> <li>• providing services</li> <li>• measuring outcomes</li> <li>• communicating effectively and showing appropriate empathy and understanding</li> <li>• supporting participation</li> <li>• involving parents and carers where appropriate to setting or service</li> <li>• supporting children and young people's rights.</li> </ul>
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	<p><b>Positive behaviour</b> support eg:</p> <ul style="list-style-type: none"> <li>• least restrictive principle</li> <li>• reinforcing positive behaviour</li> <li>• modelling/positive culture</li> <li>• looking for reasons for inappropriate behaviour and adapting responses</li> <li>• individual behaviour planning</li> <li>• phased stages</li> <li>• planning interventions to reduce inappropriate behaviour</li> <li>• de-escalate and diversion</li> <li>• containment</li> <li>• following management plans</li> <li>• boundary setting and negotiation</li> <li>• supporting children and young people's reflection on and management of own behaviour</li> <li>• anti-bullying strategies</li> <li>• time out (following up to date guidance)</li> <li>• use of physical intervention (following up to date guidance).</li> </ul> <p><b>Different types of transitions</b> eg:</p> <ul style="list-style-type: none"> <li>• emotional, affected by personal experience eg bereavement, entering/leaving care</li> <li>• physical eg moving to a new educational establishment, a new home/locality, from one activity to another</li> <li>• physiological eg puberty, long term medical conditions</li> <li>• intellectual eg moving from pre-school to primary to post-primary, smaller daily transitions.</li> </ul>
Unit assessment guidance - provided by us	<p>Learning outcomes 1, 2, 3, 5 and 6 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</p>

## **Assessment task – CYP Core 3.2 Promote child and young person development**

The knowledge evidence for this unit can be added to your development folder produced for unit “Understand child and young person development”, but your Assessor must record evidence of achievement on the documentation for this unit “Promote child and young person development.”

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

You will need to present evidence that you understand the following points in relation to promoting development:

- an explanation of how your own working practice can affect children and young people’s development
- an explanation of how institutions, agencies and services can affect children and young people’s development.

## CYP Core 3.3: Understand how to safeguard the well-being of children and young people



**Unit reference** Y/601/1695

**Level** 3

**Credit value** 3

**GLH** 25

**Unit aim** This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.		
	1.2. Explain child protection within the wider concept of safeguarding children and young people.		
	1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect <b>day to day work</b> with children and young people.		
	1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.		
2. Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1. Explain the importance of safeguarding children and young people.		
	2.2. Explain the importance of a child or young person-centred approach.		
	2.3. Explain what is meant by partnership working in the context of safeguarding.		
	2.4. Describe the roles and responsibilities of the <b>different organisations</b> that may be involved when a child or young person has been abused or harmed.		
3. Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting.		
	3.2. Explain <b>policies and procedures</b> that are in place to protect children and young people and adults who work with them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.		
	3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.		
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		
	4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.		
5. Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1. Explain different types of <b>bullying</b> and the potential effects on children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.		
	5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.		
6. Understand how to work with children and young people to support their safety and well-being.	6.1. Explain how to support children and young people's self-confidence and self-esteem.		
	6.2. Analyse the importance of supporting resilience in children and young people.		
	6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.		
	6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
7. Understand the importance of e-safety for children and young people.	7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.		
	7.2. Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone.</li> </ul>		

**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: CYP Core 3.3**

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.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	<p><b>Day to day work</b> eg:</p> <ul style="list-style-type: none"> <li>• childcare practice</li> <li>• child protection</li> <li>• risk assessment</li> <li>• ensuring the voice of the child or young person is heard (eg providing advocacy services)</li> <li>• supporting children and young people and others who may be expressing concerns.</li> </ul> <p><b>Different organisations</b> eg:</p> <ul style="list-style-type: none"> <li>• social services</li> <li>• NSPCC</li> <li>• health visiting</li> <li>• GP</li> <li>• probation</li> <li>• police</li> <li>• school</li> <li>• psychology service.</li> </ul> <p><b>Policies and procedures</b> for safe working eg:</p> <ul style="list-style-type: none"> <li>• working in an open and transparent way</li> <li>• listening to children and young people</li> <li>• duty of care</li> <li>• whistle blowing</li> <li>• power and positions of trust</li> <li>• propriety and behaviour</li> <li>• physical contact</li> <li>• intimate personal care</li> <li>• off site visits</li> <li>• photography and video</li> <li>• sharing concerns and recording/reporting incidents.</li> </ul>

	<p><b>Bullying</b> eg:</p> <ul style="list-style-type: none"><li>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</li><li>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)</li><li>• emotional (excluding, tormenting, ridicule, humiliation)</li><li>• cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)</li><li>• specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.</li></ul>
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## Assessment task – CYP Core 3.3 Understand how to safeguard the well-being of children and young people

**Task 1** links to learning outcome 1, assessment criteria 1.1-1.5.

‘Please keep me safe.’ This simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend. *Protection of Children in England ‘A progress report 12<sup>th</sup> March 2009’.*

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

**Task 2** links to learning outcome 2, assessment criteria 2.1-2.4.

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person-centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.

**Task 3** links to learning outcome 3, assessment criteria 3.1-3.4.

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of **policies and procedures** that are in place to protect children and young people and adults who work with them
- an evaluation of ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

**Task 4** links to learning outcome 4, assessment criteria 4.1-4.3.

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights those children, young people and their carers have in situations where harm or abuse is suspected or alleged.

**Task 5** links to learning outcome 5, assessment criteria 5.1-5.3.

The Anti-Bullying Alliance of the UK states:

“We want to stop bullying and create a safer environment in which children and young people can grow, play and learn”.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

As a practitioner you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of bullying and the potential effects on children and young people
- an outline of the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

**Task 6** links to learning outcome 6, assessment criteria 6.1-6.4.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add to your folder the following:

- an explanation of how to support children and young people's self-confidence and self esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well-being and safety.

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

E-safety is an area of growing importance and you need to be informed of the issues involved in children and young people using technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone.

## CYP Core 3.4: Support children and young people's health and safety

**Unit reference** D/601/1696

**Level** 3

**Credit value** 2

**GLH** 15

**Unit aim** This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
<b>Learning outcome 2 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</b>			
1. Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1. Describe the <b>factors</b> to take into account when planning healthy and safe indoor and outdoor environments and services.		
	1.2. Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.		
	1.3. Identify sources of current guidance for planning healthy and safe environments and services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.		
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.	2.1. Demonstrate how to identify <b>potential hazards</b> to the health, safety and security of children or young people, families and other visitors and colleagues.		
	2.2. Demonstrate ability to deal with hazards in the work setting or in off site visits.		
	2.3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.		
	2.4. Explain how health and safety risk assessments are monitored and reviewed.		
3. Understand how to support children and young people to assess and manage risk for themselves.	3.1. Explain why it is important to take a <b>balanced approach to risk management</b> .		
	3.2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Give examples from own practice of supporting children or young people to assess and manage risk.		
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off site visits.	4.1. Explain the policies and procedures of the setting or service in response to <b>accidents, incidents, emergencies and illness.</b>		
	4.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.		

**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: CYP Core 3.4**

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:	
Additional unit assessment requirements provided with the unit	<p>Assessment of learning outcome 2 must take place in a Real Work Environment. Simulation is not permitted.</p> <p>Unit should be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p><b>Factors</b> eg:</p> <ul style="list-style-type: none"> <li>• the individual needs, age and abilities of the children and young people</li> <li>• specific risks to individuals such as pregnancy and sensory impairments</li> <li>• the needs of carers where relevant</li> <li>• the function and purpose of environments and services offered</li> <li>• the duty of care</li> <li>• desired outcomes for the children and young people</li> <li>• lines of responsibility and accountability.</li> </ul> <p><b>Potential hazards</b> eg:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• security</li> <li>• fire</li> <li>• food safety</li> <li>• personal safety.</li> </ul> <p><b>Balanced approach to risk management:</b></p> <ul style="list-style-type: none"> <li>• taking into account child or young person's age, needs and abilities</li> <li>• avoiding excessive risk taking</li> <li>• not being excessively risk averse</li> <li>• recognising the importance of risk and challenge to a child or young person's development.</li> </ul>

	<p><b>Accidents, incidents, emergencies and illness</b> eg:</p> <ul style="list-style-type: none"><li>• accidents involving children, young people or adults</li><li>• incidents – all types</li><li>• emergencies such as fire, missing children or young people and evacuation</li><li>• recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.</li></ul>
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 – CYP Core 3.4 Support children and young people's health and safety

Providing a safe environment for children and young people requires knowledge and understanding of hazards and an ability to assess and manage risk.

**Task 1** links to learning outcome 1, assessment criteria 1.1-1.4.

You are asked to provide a resource to inform staff in the setting about health and safety issues. You will need to provide:

- a description of the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
- an explanation of how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- an identification of sources of current guidance for planning healthy and safe environments and services
- an explanation of how current health and safety legislation, policies and procedures are implemented in own work setting or service.

**Task 2** links to learning outcome 3, assessment criteria 3.1-3.3.

Include in your resource:

- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between the rights and choices of children and young people and health and safety requirements
- an example from own practice of supporting children or young people to assess and manage risk.

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

Include in your resource:

- an explanation of the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
- an identification of the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

## CYP Core 3.5: Develop positive relationships with children, young people and others involved in their care

**Unit reference** H/601/1697 **Level** 3

**Credit value** 1 **GLH** 8

**Unit aim** To enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1 and 2 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
1. Be able to develop positive relationships with children and young people.	1.1. Explain why <b>positive relationships</b> with children and young people are important and how these are <b>built and maintained</b> .		
	1.2. Demonstrate how to listen to and build relationships with children and young people.		
	1.3. Evaluate own effectiveness in building relationships with children or young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to build positive relationships with people involved in the care of children and young people.	2.1. Explain why positive relationships with <b>people involved</b> in the care of children and young people are important.		
	2.2. Demonstrate how to build positive relationships with people involved in the care 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: CYP Core 3.5**

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:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in a Real Work Environment.</p> <p>Unit should be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p><b>Positive relationships are built and maintained</b> eg:</p> <ul style="list-style-type: none"> <li>• communicating effectively</li> <li>• identifying and sorting out conflicts and disagreements</li> <li>• being consistent and fair</li> <li>• showing respect and courtesy</li> <li>• valuing and respecting individuality</li> <li>• keeping promises and honouring commitments</li> <li>• monitoring impact of own behaviour on others</li> <li>• keeping confidentiality as appropriate</li> <li>• recognising and responding appropriately to the power base underpinning relationships.</li> </ul> <p><b>People involved</b> eg:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• organisational managers and supervisors (where appropriate)</li> <li>• carers</li> <li>• official visitors eg inspectorate for the UK Home Nation (where appropriate)</li> <li>• other visitors</li> <li>• colleagues from other agencies and services</li> <li>• external partners.</li> </ul>
Unit assessment guidance - provided by us	<p>Learning outcomes 1 and 2 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

## **Assessment task – CYP Core 3.5 Develop positive relationships with children, young people and others involved in their care**

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



## CYP Core 3.6: Working together for the benefit of children and young people

**Unit reference** K/601/1698

**Level** 3

**Credit value** 2

**GLH** 15

**Unit aim** This unit is designed to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
1. Understand integrated and multi-agency working.	1.1. Explain the importance of multi-agency working and integrated working.		
	1.2. Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people.		
	1.3. Describe the functions of external agencies with whom your work setting or service interacts.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain common barriers to integrated working and multi-agency working and how these can be overcome.		
	1.5. Explain how and why referrals are made between agencies.		
	1.6. Explain the assessment frameworks that are used in own UK Home Nation.		
2. Be able to communicate with others for professional purposes.	2.1. Select <b>appropriate communication</b> methods for different circumstances.		
	2.2. Demonstrate use of appropriate communication methods selected for different circumstances.		
	2.3. <b>Prepare reports</b> that are accurate, legible, concise and meet legal requirements.		
3. Be able to support organisational processes and procedures for recording, storing and sharing information.	3.1. Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> <li>• paper based</li> <li>• electronic.</li> </ul>		
	3.3. Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> <li>• where abuse of a child or young person is suspected</li> <li>• when it is suspected that a crime has been/may be committed.</li> </ul>		

**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: CYP Core 3.6**

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.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 2 and 3 must be assessed in Real Work Environments.</p> <p>Unit should be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p><b>Appropriate communication eg:</b></p> <ul style="list-style-type: none"> <li>• use of electronic communication aids</li> <li>• use of pictorial and design communication aids such as Makaton</li> <li>• use of an interpreter when appropriate including British/Irish Sign Language interpreters</li> <li>• effective use of the telephone</li> <li>• preparing and delivering presentations</li> <li>• written communication</li> <li>• notes of meetings</li> <li>• personal records</li> <li>• presentations</li> <li>• letters</li> <li>• formal reports</li> <li>• e-mail.</li> </ul> <p><b>Prepare reports:</b> In some settings where this is not a practitioner's lead responsibility (eg a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible and concise and meet legal requirements.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified vocationally competent Assessor. Simulation is not permitted.</p>

## **Assessment task – CYP Core 3.6 Working together for the benefit of children and young people**

Multi-agency and integrated working is one of the developments in the field of caring for children and young people. To make this model of working effective, you need to increase your knowledge of this area.

You have a new member of staff in your organisation, and your manager has asked you to be responsible for the part of their induction which deals with multi-agency and integrated working.

**Task** links to learning outcome 1, assessment criteria 1.1-1.6.

Prepare handouts that:

- explain the importance of multi-agency working and integrated working
- analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
- describe the functions of external agencies with whom your work setting or service interacts
- explain common barriers to integrated working and multi-agency working and how these can be overcome
- explain how and why referrals are made between agencies
- explain the assessment frameworks that are used in own UK Home Nation.



## CYP Core 3.7: Understand how to support positive outcomes for children and young people



**Unit reference** M/601/1699 **Level** 3

**Credit value** 3 **GLH** 25

**Unit aim** This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how the social, economic and cultural environment can impact on the outcomes of life chances of children and young people.	1.1. Describe the <b>social, economic and cultural factors</b> that will impact on the lives of children and young people.		
	1.2. Explain the importance and impact of poverty on outcomes and life chances for children and young people.		
	1.3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how practitioners can make a positive difference in outcomes for children and young people.	2.1. Identify the <b>positive outcomes</b> for children and young people that practitioners should be striving to achieve.		
	2.2. Explain the importance of designing services around the needs of children and young people.		
	2.3. Explain the importance of active participation of children and young people in decisions affecting their lives.		
	2.4. Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.		
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people.	3.1. Explain the potential impact of disability on the outcomes and life chances of children and young people.		
	3.2. Explain the importance of positive attitudes towards disability and specific requirements.		
	3.3. Explain the social and medical models of disability and the impact of each on practice.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Explain the different <b>types of support</b> that are available for disabled children and young people and those with specific requirements.		
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.	4.1. Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people.		
	4.2. Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.		

**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: CYP Core 3.7**

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

Assessor name:

Signature:

Date:

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	<p><b>Social, economic and cultural factors</b> eg:</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• being in care system</li> <li>• poverty</li> <li>• housing and community</li> <li>• educational environment</li> <li>• offending or anti-social behaviour</li> <li>• health status of self or family member</li> <li>• disability</li> <li>• health support (GP, health clinic, access to A&amp;E etc)</li> <li>• addictions in family or self</li> <li>• bereavement and loss</li> <li>• family expectations and encouragement</li> <li>• religious beliefs and customs</li> <li>• ethnic/cultural beliefs and customs</li> <li>• marginalisation and exclusion.</li> </ul> <p><b>Positive outcomes</b> for children and young people eg:</p> <ul style="list-style-type: none"> <li>• be healthy</li> <li>• stay safe</li> <li>• enjoy and achieve</li> <li>• make a positive contribution</li> <li>• achieve economic well-being.</li> </ul> <p><b>Types of support</b> eg:</p> <ul style="list-style-type: none"> <li>• speech and language therapy</li> <li>• support from health professionals</li> <li>• additional learning support</li> <li>• assistive technology</li> <li>• specialised services.</li> </ul>

## Assessment task – CYP Core 3.7 Understand how to support positive outcomes for children and young people

We live in a multi-faceted society where diverse factors can affect children and young people. You are asked by your manager to give a talk to parents about some of the factors.

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

Prepare a handout for this talk which includes:

- a description of the **social, economic and cultural factors** that will impact on the lives of children and young people
- an explanation of the importance and impact of poverty on outcomes and life chances for children and young people
- an explanation of the role of children and young people's personal choices and experiences on their outcomes and life chances.

**Task 2** links to learning outcome 2, assessment criteria 2.1-2.4.

Create information for the parents, which includes the following:

- identification of the **positive outcomes** for children and young people that practitioners should be striving to achieve
- an explanation of the importance of designing services around the needs of children and young people
- an explanation of the importance of active participation of children and young people in decisions affecting their lives
- an explanation of how to support children and young people according to their age, needs and abilities to make personal choices and experiences.

**Task 3** links to learning outcome 3, assessment criteria 3.1-3.4.

Following the success of your talk with the parents you have been asked by your manager to undertake some professional development with staff in a team meeting in the area of disability. Prepare the following:

- an explanation of the potential impact of disability, special requirements (additional needs) and attitudes on positive outcomes, and life chances of children and young people
- an explanation of the importance of positive attitudes towards disability and specific requirements
- an explanation of the social and medical models of disability and the impact of each on practice
- an explanation of the different types of support that are available for disabled children and young people and those with specific requirements.

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

Your manager has allocated a volunteer to work with you for one afternoon a week for six months. As part of your support for the volunteer:

- explain the meaning of equality, diversity and inclusion in the context of **positive outcomes** for children and young people
- compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote **positive outcomes**.

## 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
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 <b>others</b> to assess the needs of children and young people to inform planning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Analyse current evidence about <b>effective methods</b> of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning.		
	1.5. Explain the importance of <b>permanency planning</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 eg:**

- 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 eg:**

- appropriate venue/location
- contributions through play
- contributions through pictures
- children and young people setting ground rules
- written contributions
- video/audio contributions.

	<p><b>Permanency planning</b></p> <p>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.</p>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 2, 3 and 4 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

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

**Task** links to learning outcome 1, assessment criteria 1.1-1.5.

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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted</b>			
1. Understand the importance of promoting positive well-being and resilience of children and young people.	1.1. Explain the <b>factors that influence the well-being</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> 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 <b>encourage</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
	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 <b>health needs</b> .		
	4.3. Assess any risks or <b>concerns</b> to the health and well-being of children and young people and take appropriate action.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Explain the importance of informing <b>relevant people</b> 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 eg:**

- attachment
- relationships
- emotional security
- health
- self-esteem
- diet
- exercise
- rest and sleep
- prompt medical/dental attention when needed
- preventive health programmes.

**Ways to encourage eg:**

- positive role models
- cultural/ethnic networks
- life story work.

**Health needs eg:**

- physical
- mental
- sexual.

**Concerns eg:**

- 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.

	<b>Relevant people eg:</b> <ul style="list-style-type: none"> <li>• carers</li> <li>• social worker</li> <li>• lead professional</li> <li>• residential workers.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 3 and 4 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

## 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 1.1-1.4.

- 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 2.1-2.5.

- 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
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 <b>legislation and policy</b> 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).		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the professional responsibilities of working with children and young people.	2.1. Explain the responsibilities of a: <ul style="list-style-type: none"> <li>• corporate parent</li> <li>• professional carer.</li> </ul>		
	2.2. Explain what is meant by a 'duty of care'.		
	2.3. Analyse the <b>impact of professional relationships</b> 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.		
5. Understand the implications of equalities legislation for working with children, young people and families.	5.1 Explain how current <b>equalities legislation</b> affects work with children, young people and families.		
	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	<p>Current and relevant <b>legislation and policies</b> as appropriate to UK Home Nation.</p> <p><b>Impact of professional relationships</b> eg:</p> <ul style="list-style-type: none"> <li>• power relationships</li> <li>• dealing with an employed professional</li> <li>• feelings of powerlessness</li> <li>• uncertainties about how to behave and relate.</li> </ul> <p><b>Equalities legislation</b> as appropriate to UK Home Nation.</p>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 3 and 4 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 3 and 4 must be assessed in Real Work Environments by a qualified vocationally competent Assessor.</p>



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

**Task 1** links to learning outcome 1, assessment criteria 1.1-3.

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 2.1-2.5.

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 to 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 6.1-6.3.

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 education potential.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
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 <b>principles and values</b> that underpins work to support children and young people to achieve their educational potential.		
	1.2. Explain <b>current legislation</b> and guidance relating to the provision of and access to educational opportunities for children and young people.		
	1.3. Evaluate the <b>factors that can contribute to low achievement</b> by children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> 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 <b>plan of action</b> 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 <b>successes and achievements</b> .		
	3.2. Identify <b>barriers</b> 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.

	<p><b>Plan of action</b> which:</p> <ul style="list-style-type: none"> <li>• sets out clear short, medium and long term goals</li> <li>• identifies the resources needed to achieve the goals (eg physical resources such as books, electronic learning aids, appropriate environment and time)</li> <li>• identifies any additional support needed by the child/young person (eg additional formal teaching support, literacy, numeracy support or speech and language therapy)</li> <li>• identifies support to address inappropriate and/or aggressive behaviour</li> <li>• includes working with carers to enable them to support the child/young person</li> <li>• identifies the process for reviewing achievement and revising goals.</li> </ul> <p><b>Successes and achievements:</b> 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.</p> <p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• lack of appropriate/sufficient physical resources</li> <li>• lack of available appropriate learning environment at a time suitable for the child/young person</li> <li>• lack of carer/peer support</li> <li>• lack of motivation of individual child/young person.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 2, 3 and 4 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 2, 3 and 4 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

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

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

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 underpin 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
1. Understand how to support children and young people to make positive changes in their lives.	1.1. Identify the <b>factors</b> that can impact on the lives of children and young people.		
	1.2. Analyse the <b>impact</b> such factors can have on the lives of children and young people.		
	1.3. Explain how <b>individuals and agencies</b> support children and young people to make positive changes in their lives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support children and young people to make positive changes in their lives.	2.1. Explain <b>interventions</b> 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.		
	2.3. Work with a child or young person to develop an <b>action plan</b> 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. <b>Support children or young people to review and amend their action plan.</b>		
	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	<p><b>Factors</b> eg:</p> <ul style="list-style-type: none"> <li>• poor socio-economic background</li> <li>• poor parenting background</li> <li>• poor literacy/numeracy/speech and language skills.</li> </ul> <p><b>Impact</b> eg:</p> <ul style="list-style-type: none"> <li>• inappropriate and/or aggressive behaviour</li> <li>• low educational achievement</li> <li>• low self esteem</li> <li>• self harm</li> <li>• inability to establish and maintain relationships</li> <li>• offending or at risk of offending behaviour</li> <li>• misuse of substances (drugs, alcohol, solvents).</li> </ul> <p>Roles of <b>individuals and agencies</b> eg:</p> <ul style="list-style-type: none"> <li>• youth workers</li> <li>• parent support workers</li> <li>• education professionals</li> <li>• drug and alcohol support agencies</li> <li>• CAMHS</li> <li>• social services</li> <li>• IAG professionals</li> <li>• speech and language therapists</li> <li>• behaviour and education support teams (BEST).</li> </ul> <p><b>Interventions</b> eg:</p> <ul style="list-style-type: none"> <li>• learning and development support</li> <li>• anger management</li> <li>• behaviour support classes</li> <li>• restorative justice</li> <li>• support to address substance misuse</li> <li>• support to address mental health issues.</li> </ul>

	<p><b>Action plan that:</b></p> <ul style="list-style-type: none"> <li>• identifies the positive changes the child/young person needs to achieve</li> <li>• identifies the barriers to achievement</li> <li>• identifies achievable and realistic goals for the child/young person to achieve</li> <li>• identifies the interventions required to support achievement</li> <li>• agrees a review process.</li> </ul> <p><b>Support children or young people to review and amend their action plan eg:</b></p> <ul style="list-style-type: none"> <li>• identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations)</li> <li>• identify where goals have not been met</li> <li>• agree reasons for non-achievement</li> <li>• agree any additional interventions that might support children/young people to achieve positive changes in their lives</li> <li>• revise the action plan in light of the review process.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 2 and 3 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 2 and 3 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

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

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

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.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3, 5 and 6 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</b>			
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people.		
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners.	3.1. Explain the current <b>principles and values</b> 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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		
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 <b>personal development plan and reflective practice log</b> .		
	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	<p><b>Principles and values:</b></p> <p>This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home Nation.</p> <p><b>Personal development plan and reflective practice log</b> that identifies:</p> <ul style="list-style-type: none"> <li>• personal strengths and weaknesses</li> <li>• SMART objectives</li> <li>• personal and professional development needs</li> <li>• proposals for meeting development needs including additional training if required</li> <li>• the review process</li> <li>• potential barriers to meeting the SMART objectives and how they can be overcome</li> <li>• remedial actions that can be implemented if objectives are not being achieved</li> <li>• a reflective practice log to be completed on an agreed timescale eg weekly.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 3, 5 and 6 must be assessed in a Real Work Environment.</p> <p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance - provided by us	<p>Learning outcomes 3, 5 and 6 must be assessed in Real Work Environments by a qualified occupationally competent Assessor. Simulation is not permitted.</p>

## **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 4.1-4.3.

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.

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

## Recommended assessment methods

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

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

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

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

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

- \* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
  - a rarely occurring situation, such as dealing with an accident or illness
  - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an Assessor to observe the learner's performance.
- \*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

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

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

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

## Skills for Care and Development Assessment Principles

### Knowledge learning outcomes

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

### Competence/Skills learning outcomes

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



## Learning and Skills Improvement Service (formerly Lifelong Learning UK) Assessment Strategy

### Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two Assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement, **or**
  - A1 Assess Candidate Performance Using a Range of Methods, **or**
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- show current evidence of continuing professional development in assessment and quality assurance

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

### Assessors and Internal Quality Assurance

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

## Section 5: Documents

## Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- QCF Glossary (Skills for Health).

## 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 our templates.

- Evidence Record
- Record of Assessment Cycle

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

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

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