



TQUK Level 3 Diploma for the Children and Young People's Workforce (RQF)

Qualification Specification

Qualification Number: 601/6424/4



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 3 Diploma for the Children and Young People's Workforce (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification is designed to develop the knowledge and skills required when working with children and young people from birth to 19 years of age. It is relevant to a wide range of job roles in early years and social care settings and is suitable for learners who are working or want to work at a supervisory level in the Children and Young People's Workforce.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of Level two in literacy and numeracy or equivalent. Learners must be working, volunteering or on a placement in a suitable workplace as the qualification requires the assessment of knowledge and competence.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF)

TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF)

TQUK Level 5 Diploma in Leadership and Management for Children, Young People and Families in the Community (RQF)

or to a Foundation Degree in a relevant subject.

Structure

Learners must achieve a minimum of 65 credits: 27 credits from the Mandatory Unit Group, all units in one selected pathway – Early Learning and Children (22 credits) or Social Care (13 credits) or Learning, Development and Support (13 credits) and any remaining credit must be taken from the Optional Unit Group.

Mandatory Units

Units	Unit ref.	Level	Credit value	Guided Learning Hours
Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
Promote communication in health, social care or children's and young people's settings	J/601/1434	3	3	10
Principles for implementing duty of care in health, social care or children's and young people's settings	R/601/1436	3	1	5
Promote equality and inclusion in health, social care or children's and young people's settings	Y/601/1437	3	2	8
Support Children and Young People's Health and Safety	D/601/1696	3	2	15
Develop Positive Relationship with Children, Young People and Others Involved in Their Care	H/601/1697	3	1	8
Working Together for the Benefit of Children and Young People	K/601/1698	3	2	15
Understand Child and Young Person Development.	L/601/1693	3	4	30
Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3	3	25
Promote Child and Young Person Development	R/601/1694	3	3	25
Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3	3	25

Optional Units

Units	Unit ref.	Level	Credit value	Guided Learning Hours
Assessment and planning with children and young people	M/600/9760	3	5	35
Care for the physical and nutritional needs of babies and young children	D/601/0130	3	6	45
Caseload management	D/601/1343	3	3	21
Context and principles for early years provision.	J/600/9781	3	4	24
Coordinate special educational needs provision.	T/600/9775	4	5	35
Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	H/502/4682	3	3	20
Engage parents in their children's early learning	M/502/3812	3	3	20
Engage young parents in supporting their children's development	J/502/4660	3	3	20
Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	4	30
Improving the attendance of children and young people in statutory education	M/601/1377	3	5	40
Lead and manage a community based early years setting	H/601/0131	4	6	45
Professional practice in children and young people's social care	F/601/0315	3	4	30
Professional practice in early years settings.	H/600/9786	3	3	20
Professional Practice in learning, development and support services	D/600/9799	3	5	35
Promote children's welfare and well being in the early years.	Y/600/9784	3	6	45

Promote creativity and creative learning in young children	A/601/0135	4	5	35
Promote learning and development in the early years	L/600/9782	3	5	40
Promote positive behaviour	F/601/3764	3	6	44
Promote the wellbeing and resilience of children and young people	F/600/9780	3	4	30
Promote young children's physical activity and movement skills.	M/601/0133	3	3	22
Provide information and advice to children and young people	A/601/1334	3	3	22
Support Care within fostering services for vulnerable children and young people.	J/601/1806	3	3	20
Support children and young people to achieve their education potential	D/600/9785	3	4	30
Support children and young people to achieve their learning potential	D/601/1357	3	3	20
Support children and young people to have positive relationships	R/601/1369	3	3	20
Support children and young people to make positive changes in their lives	M/600/9788	3	4	27
Support children and young people's speech, language and communication skills.	L/601/2889	3	3	25
Support children or young people in their own home.	K/601/0132	3	4	30
Support children's speech, language and communication.	T/600/9789	3	4	30
Support disabled children and young people and those with specific requirements.	T/601/0134	4	6	45
Support positive attachments for children and young people	M/503/5877	3	7	55
Support positive practice with children and young people with speech, language and communication needs.	L/601/2861	3	4	28

Support speech, language and communication development.	A/601/2872	3	3	20
Support the creativity of children and young people	M/600/9807	3	3	20
Support the referral process for children and young people	R/601/1386	3	3	20
Support the speech, language and communication development of children who are learning more than one language.	J/601/2888	3	3	26
Support use of medication in social care settings	F/601/4056	3	5	40
Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	2	10
Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
Support young people to move towards independence and manage their lives	F/601/1349	3	3	20
Work with children and young people in a residential care setting	A/600/9809	3	5	35
Work with babies and young children to promote their development and learning.	A/601/0121	3	6	45
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	F/600/9777	4	5	40
Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	M/601/2884	3	3	25
Understand how to set up a home based childcare service.	Y/600/9770	3	4	29
Work with parents, families and carers to support their children's speech, language and communication development.	Y/601/2877	3	3	23
Support young people who are looked after or are leaving care	A/502/5224	3	3	23
Support young people who are involved in anti-social and/or criminal activities	L/502/5261	3	2	10
Support young people with mental health problems	T/502/5240	3	3	23

Work with parents to meet their children's needs	Y/502/4680	3	3	20
Support young people who are socially excluded or excluded from school	R/502/5231	3	2	10
Working within a Social Pedagogic framework with children and young people	L/503/6602	3	5	35

Early Learning and Childcare Pathway

Unit Title	Unit ref.	Level	Credit value	Guided Learning Hours
Professional practice in early years settings	H/600/9786	3	3	20
Context and principles for early years provision	J/600/9781	3	4	24
Promote learning and development in the early years	L/600/9782	3	5	40
Support children's speech, language and communication	T/600/9789	3	4	30
Promote children's welfare and well being in the early years	Y/600/9784	3	6	45

Social care pathway

Unit Title	Unit ref.	Level	Credit value	Guided Learning Hours
Promote the wellbeing and resilience of children and young people	F/600/9780	3	4	30
Professional practice in children and young people's social care	F/601/0315	3	4	30
Assessment and planning with children and young people	M/600/9760	3	5	35

Learning, Development and Support Services Pathway

Unit Title	Unit ref	Level	Credit value	Guided Learning Hours
Support children and young people to achieve their education potential	D/600/9785	3	4	30
Professional Practice in learning, development and support services	D/600/9799	3	5	35
Support children and young people to make positive changes in their lives	M/600/9788	3	4	27

Barred unit combinations

Promote creativity and creative learning in young children. (A/601/0135)	M/600/9807
Support speech, language and communication development. (A/601/2872)	T/600/9789
Support children and young people to achieve their education potential (D/600/9785)	D/601/1357, M/601/1329
Support children and young people's speech, language and communication skills. (L/601/2889)	T/600/9789

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 650 hours.

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is: 442.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement

- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units

Mandatory Units

Title:	Engage in personal development in health, social care or children's and young people's settings A/601/1429	
Level:	3	
Credit value:	3	
Guided learning hours:	10	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
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 standards
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
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 personal development plan	4.1	Identify sources of support for planning and reviewing own development
	4.2	Demonstrate how to work with others 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
<p>Assessment requirements:</p> <p>Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy</p>		

Title:	Promote communication in health, social care or children's and young people's settings J/601/1434	
Level:	3	
Credit value:	3	
Guided learning hours:	10	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
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
	2.3	Demonstrate a range of communication methods 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 services to enable individuals to communicate effectively

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

Assessment requirements:

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Title:	Principles for implementing duty of care in health, social care or children's and young people's settings	
	R/601/1436	
Level:	3	
Credit value:	1	
Guided learning hours:	5	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
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
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
<p>Assessment requirements:</p> <p>Assessment of this unit must adhere to the requirements of Skills for Care and Development/ Skills for Health assessment strategy</p>		

Title:	Promote equality and inclusion in health, social care or children's and young people's settings Y/601/1437	
Level:	3	
Credit value:	2	
Guided learning hours:	8	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> • Diversity • Equality • Inclusion
	1.2	Describe the potential effects 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
	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
Assessment requirements: Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.		

Title:	Support Children and Young People's Health and Safety. D/601/1696	
Level:	3	
Credit value:	2	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	Describe the factors 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
	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 potential hazards 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	3.1	Explain why it is important to take a balanced approach to risk management

themselves	3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements
	3.3	Give example 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 accidents, incidents, emergencies and illness
	4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies
<p>Assessment requirements:</p> <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 RQF Assessment Principles.</p>		

Title:	Develop Positive Relationship with Children, Young People and Others Involved in Their Care H/601/1697	
Level:	3	
Credit value:	1	
Guided learning hours:	8	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Be able to develop positive relationships with children and young people	1.1	Explain why positive relationships with children and young people are important and how these are built and maintained
	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
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 people involved 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
<p>Assessment requirements:</p> <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 RQF Assessment Principles.</p>		

Title:	Working Together for the Benefit of Children and Young People. K/601/1698	
Level:	3	
Credit value:	2	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
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
	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 appropriate communication methods for different circumstances
	2.2	Demonstrate use of appropriate communication methods selected for different circumstances
	2.3	Prepare reports that are accurate, legible, concise and meet legal requirements
3 Be able to support organisational processes and procedures for recording, storing and sharing	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information

information	3.2	Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> • paper based • electronic
	3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information.
<p>Assessment requirements:</p> <p>LOs 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 RQF Assessment Principles.</p> <p>AC 3.3</p> <p>Learners should explore a minimum two of the following three scenarios:</p> <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed • where a child is a risk of harm 		

Title:	Understand Child and Young Person Development L/601/1693	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the expected pattern of development for children and young people from birth - 19 years	1.1	Explain the sequence and rate of each aspect of development from birth – 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 personal factors
	2.2	Explain how children and young people's development is influenced by a range of external factors
	2.3	Explain how theories of development and frameworks to support development influence current practice
3 Understand 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 methods
	3.2	Explain the reasons 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 different types of interventions 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
		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 different types of transitions 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
<p>Assessment requirements:</p> <p>Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>			

Title:	Understand How to Support Positive Outcomes for Children and Young People. M/601/1699	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	Describe the social, economic and cultural factors 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
2 Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	Identify the positive outcomes 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	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people

on positive outcomes for 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
	3.4	Explain the different types of support 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
<p>Assessment requirements:</p> <p>Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Promote Child and Young Person Development. R/601/1694	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Be able to assess the development needs of children or young people and prepare a development plan	1.1	Explain the factors that need to be taken into account when assessing development
	1.2	Assess a child or young person's development
	1.3	Explain the selection of the assessment methods used within specified curriculum
	1.4	Develop a plan 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 development plan 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
3 Be able to support the provision of environments and services that promote the development of children or young people	3.1	Explain the features of an environment or service that promotes the development of children and young people
	3.2	Demonstrate how own work environment or service is organised 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 positive behaviour
6 Be able to support children and young people experiencing transitions	6.1	Explain how to support children and young people experiencing different types of transitions
	6.2	Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives

Assessment requirements:

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

LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

Some reflection on practice should be included in the assessment

AC 1.2

When assessing a child's development the following areas must be referenced:

- Communication and Language
- Personal, Social and Emotional
- Physical
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

When assessing a young persons development the following areas must be referenced:

- Physical
- Communication
- Intellectual/ cognitive
- Social, emotional and behavioural
- Moral

Title:	Understand How to Safeguard the Wellbeing of Children and Young People Y/601/1695	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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 day to day work 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
	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 different organisations 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	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting

setting	3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them
	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 bullying and the potential effects on children and young people
	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 wellbeing	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

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"> • social networking • internet use • buying online • using a mobile phone
<p>Assessment requirements:</p> <p>Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Assessment and planning with children and young people M/600/9760	
Level:	3	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to place children and young people at the centre of assessment and planning	1.1	Explain the value of a child centred model of assessment and planning
	1.2	Explain how to identify the needs of children and young people
	1.3	Explain the importance of working with others to assess the needs of children and young people to inform planning
	1.4	Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
	1.5	Explain the importance of permanency planning for children and young people
2 Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1	Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
	2.2	Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
	2.3	Explain how the goals and targets identified will support the achievement of positive outcomes
	2.4	Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes

	2.5	Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3 Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1	Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan
	3.2	Agree with a child, young person and others how goals and targets will be
	3.3	Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
	3.4	Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person
4 Be able to work with children and young people to review and update plans	4.1	Demonstrate how to record relevant information to prepare for a review
	4.2	Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
	4.3	Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
	4.4	Present information to reviews about aspects of the plan that are working well and those that need to be changed
Assessment requirements:		
Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.		

Title:	Care for the physical and nutritional needs of babies and young children. D/601/0130	
Level:	3	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Be able to provide respectful physical care for babies and young children	1.1	Demonstrate culturally and ethnically appropriate care for babies and young children for <ul style="list-style-type: none"> • Skin • Hair • Teeth • Nappy area
	1.2	Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
	1.3	. Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
	1.4	Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary
2 Be able to provide routines for babies and young children that support their health and development	2.1	Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
	2.2	Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines

	2.3	Explain the principles of effective toilet training and how this is incorporated into routines
3 Be able to provide opportunities for exercise and physical activity	3.1	Explain the importance of exercise and physical activity for babies and young children
	3.2	Demonstrate in own practice how to support babies or young children's exercise and physical activity
4 Be able to provide safe and protective environments for babies and young children	4.1	Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
	4.2	Demonstrate and evaluate the safety features within the environment for babies and young children
	4.3	Supervise babies or young children and demonstrate a balanced approach to risk management
	4.4	Explain current advice on minimising sudden infant death syndrome in everyday routines for babies
5 Be able to provide for the nutritional needs of babies under 18 months	5.1	Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning
	5.2	Prepare formula feeds hygienically following current guidance
	5.3	Evaluate the benefits of different types of formula that are commonly available
6 Understand how to provide for the nutritional needs of young children from 18-36 months	6.1	Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
	6.2	Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child
<p>Assessment requirements:</p> <p>All Learning Outcomes must be assessed in a real work environment. Simulation is not permitted except for AC 5.2.</p>		

Title:	Caseload management	
	D/601/1343	
Level:	3	
Credit value:	3	
Guided learning hours:	21	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of managing personal case load	1.1	Explain the importance of managing personal case load
	1.2	Give examples from own practice of pressures on the management of caseloads
2 Be able to prioritise cases in personal case load	2.1	Explain the criteria for prioritising personal case load
	2.2	Review and prioritise existing and new cases against specified criteria
	2.3	Process cases according to priority
	2.4	Explain how to use supervision and other support systems to recognise when additional personal support is required
3 Understand how to review and evaluate the effectiveness of the case management process	3.1	Explain the importance of reviewing and evaluating the effectiveness of the case management process
	3.2	Identify and implement improvements in the case management process based on the evaluation
<p>Assessment requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles. LO 2 must be assessed in a real work environment.</p>		

Title:	Context and principles for early years provision. J/600/9781	
Level:	3	
Credit value:	4	
Guided learning hours:	24	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the purposes and principles of early years frameworks.	1.1	Explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings
	1.2	Explain how different approaches to work with children in the early years has influenced current provision in the UK
	1.3	Explain why early years frameworks emphasise a personal and individual approach to learning and development
2 Be able to provide environments within the work setting that support and extend children's development and learning in their early years.	2.1	Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development
	2.2	Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> • Extending children's learning and development • Encouraging high expectations of their achievement
	2.3	Explain how the environment meets the needs of individual children
3 Understand how to work in partnership with carers.	3.1	Explain the partnership model of working with carers
	3.2	Review barriers to participation for carers and explain ways in which they can be overcome
	3.3	Explain strategies to support carers who may react positively or negatively to partnership opportunities
	3.4	Explain how effective multi agency working operates within early years provision and benefits children and carers

Assessment Requirements:

Learning Outcome 2 must be assessed in real work environments.

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:	Coordinate special educational needs provision. T/600/9775	
Level:	4	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the role of the special educational needs coordinator	1.1	Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation
	1.2	Explain the responsibilities of the special educational needs coordinator
	1.3	Explain the importance of early recognition and intervention
	1.4	Explain the policies and/or procedures of the setting in respect of special educational needs
	1.5	Explain the importance of liaison and partnerships with carers, other agencies and professionals
2 Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.1	Coordinate and lead the observation, assessment and recording progress of children with special educational needs
	2.2	Coordinate and plan the next steps for children with special educational needs in collaboration with: <ul style="list-style-type: none"> • Colleagues including those in other agencies • Children and their carers
	2.3	Demonstrate how the children's individual play/education plans are developed, monitored and regularly updated
	2.4	Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting
3 Be able to engage with children with special educational needs and their carers	3.1	Assess barriers to communication and engagement, and explain how these can be overcome

	3.2	Demonstrate engagement with children who have special educational needs in own work setting or service
	3.3	Demonstrate engagement with families of children who have special educational needs in own work setting or service
4 Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1	Demonstrate in own practice how to coordinate provision for special educational needs
	4.2	Identify sources of support and professional development for special educational needs practitioners and coordinators
	4.3	Demonstrate in own practice how to share new information and act as an agent of change and improvement.
	4.4	Demonstrate in own practice how to work directly with colleagues to mentor and support practice
<p>Assessment Requirements:</p> <p>Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Develop interviewing skills for work with children and young people L/601/1337	
Level:	3	
Credit value:	3	
Guided learning hours:	21	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the process of preparing for and planning the interviews	1.1	Identify why it is important to plan for the interview
	1.2	Explain the components of the interview planning process
2 Be able to conduct the interview with individual children or young people	2.1	Use appropriate communication skills to encourage the participation of and engagement with the child or young person
	2.2	Provide any relevant information about the interview to the child or young person
	2.3	Conduct the interview to achieve the desired outcomes
	2.4	Record the details of the interview according to confidentiality and information sharing protocols
3 Be able to implement interview follow up procedures	3.1	Identify the interview follow up procedures
	3.2	Implement interview follow up procedures
<p>Assessment Requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development. RQF Assessment Principles. LO2 and 3 must be assessed in a real work environment.</p>		

Title:	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children H/502/4682	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Know how to enable parents to understand and respond to children's feelings and behaviours	1.1	Explain the importance of modelling behaviour for children and parents
	1.2	Explain the effects of harsh parenting on children
	1.3	Explain the importance of boundaries
	1.4	Explain parental strategies for holding boundaries
	1.5	Explain ways of promoting children's progression towards self discipline
	1.6	Explain and demonstrate how to enable parents to understand their children's feelings and behaviour
	1.7	Explain and demonstrate how to enable parents to assist children to recognise their feelings
	1.8	Explain how to enable parents to identify strategies for them and their children to manage conflict
	1.9	Explain when particular/specialist help is needed, and how to refer parents to appropriate services
2 Understand how to support parents to interact with their children in positive ways	2.1	Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
	2.2	Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children

	2.3	Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others
3 Understand how to develop parents' knowledge of how to support children's play, learning and creativity	3.1	Explain the role of play in children's development
	3.2	Explain ways in which parents can support children's play in developmentally appropriate ways
	3.3	Explain how children can be encouraged to take the lead and develop their own ideas
	3.4	Describe sources of information and advice for parents on meeting children's play and learning needs
4 Understand how to work with parents to find positive ways to meet children's physical needs	4.1	Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home
	4.2	Explain how to enable parents to find strategies for addressing eating and sleeping issues
	4.3	Describe sources of information and advice on meeting children's physical needs
5 Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1	Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development
Assessment Requirements: N/A		

Title:		Professional Practice in learning, development and support services	
		D/600/9799	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 Learning, Development and Support Services
		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 principles and values that underpin and inform the work of Learning, Development and Support Services 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 Learning, Development and Support Services practitioners on children, young people and carers
4	Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1	Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
		4.2	Explain how the views of children, young people and carers can be obtained
		4.3	Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision
5	Be able to use supervision to support continuing professional development and personal effectiveness	5.1	Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance

		5.2	Agree and implement changes to practice to enhance performance and promote continuing professional development
6	Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1	Evaluate own skills, knowledge and practice against agreed criteria and objectives
		6.2	Develop a personal development plan and reflective practice log
		6.3	Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Assessment Requirements:

LOs 3, 5 and 6 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development.

RQF Assessment Principles.

Title:	Engage parents in their children's early learning	
	M/502/3812	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the policy context and research that underpins parental involvement in their children's early learning	1.1	Explain key research findings which show the importance of parental involvement in their children's learning in their early years
	1.2	Explain the concept of positive home learning environments and identify ways of promoting and supporting them
	1.3	Explain why it is important to work in partnership with parents, including fathers
	1.4	Explain the importance of clear principles and policies to support the engagement of parents in their child's early learning
2 Understand how to work in partnership with parents to support their children's early learning	2.1	Explain and demonstrate how parents are engaged as partners in their children's early learning
	2.2	Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
	2.3	Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
	2.4	Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator
3 Understand barriers to parents being involved in their children's early learning	3.1	Explain personal, social and cultural barriers to parents being involved in their children's early learning

	3.2	Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
	3.3	Explain how attitudes can be barriers to engaging parents in their children's early learning
4 Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning	4.1	Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
	4.2	Reflect on ways of working with parents to help them provide appropriate support for their children's early learning
	4.3	Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
<p>Assessment Requirements:</p> <p>Assessment will be by portfolio and none of the learning outcomes will be assessed by observation</p>		

Title:	Engage young parents in their children's development J/502/4660	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the context of pregnancy and parenthood for young people	1.1	Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.2	Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.3	Demonstrate how the strategy and guidance applies to own work with young parents
2 Understand transition issues for young people and their potential impact on parenthood	2.1	Reflect on own transitional experiences as a young person
	2.2	Describe issues facing young parents in their transition from child to young adult
3 Understand the impact of stress on a young parent's relationship with their child/children	3.1	Explain how stress experienced by young parents may affect their relationships with their children
	3.2	Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting
4 Understand how to engage young parents with services	4.1	Explain factors which impact on a young parent's engagement with services
	4.2	Reflect on the potential effectiveness of the range of services that can be offered to young parents
	4.3	Demonstrate how young parents engage with services/settings in own practice
5	Understand the specific needs of	5.1 Explain the specific needs of young fathers

young fathers in engaging with their child's needs and development	5.2	Explain factors that may lead to young fathers engaging with the needs of their children
	5.3	Explain how services/settings can support young fathers to engage with their child's needs and development
Assessment Requirements: N/A		

Title:	Facilitate the learning and development of children and young people through mentoring	
	T/601/1381	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
	1.2	Explain how different learning styles and methods impact on the learning and development of children and young people
2 Be able to support children and young people to address their individual learning and development needs	2.1	Support children or young people to express their goals and aspirations
	2.2	Support children or young people to identify ways of removing barriers to achievement
	2.3	Develop an action plan to address individual learning and development needs of children or young people
3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1	Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
	3.2	Demonstrate mentoring strategies and activities with children or young people that support their well being and resilience
4 Be able to review the effectiveness of the mentoring process	4.1	Assess the progress of individual children or young people against their action plans, suggesting improvements
	4.2	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Assessment Required:

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

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

Title:	Improving the attendance of children and young people in statutory education M/601/1377	
Level:	3	
Credit value:	5	
Guided learning hours:	40	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the factors that impact on the attendance of children and young people in statutory education	1.1	Explain the factors that can affect the attendance of children and young people in statutory education
	1.2	Explain how the factors that affect attendance of children and young people in statutory education can be minimised
2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1	Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
	2.2	Explain the role of key individuals in improving whole school attendance
	2.3	Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance
3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1	Obtain data on attendance of children and young people in statutory education
	3.2	Analyse data to identify patterns of attendance of children and young people in statutory education
	3.3	Store data records in compliance with all organisational and legislative requirements
	3.4	Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence
4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1	Support engagement with children, young people and their families to address attendance issues
	4.2	Demonstrate in own practice ability to support planning and monitoring activities to improve attendance

4.3	Liaise effectively with other agencies to improve attendance of children and young people in statutory education
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Assessment Requirements:

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles. LOs 3 and 4 must be assessed in a real work environment.

Title:	Lead and manage a community based early years setting H/601/0131	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the purposes, benefits and key features of community based early years provision	1.1	Explain the purpose and features of community based setting
	1.2	Explain how a community based early years setting can be an agent of community development
	1.3	Describe the benefits arising from community based early years provision for: a) children b) parents/carers c) the early years setting d) the local community
2 Be able to lead the team in a community based early years setting	2.1	Demonstrate leadership skills in own practice
	2.2	Implement activities with the setting's staff team to share and promote their understanding of good practice
	2.3	Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
	2.4	Examine the effectiveness of own practice in implementing the principles of community based early years provision
3 Be able to engage parents as partners in the community based early years setting	3.1	Establish and maintain a relationship of partners with the parents of an early years setting
	3.2	Exchange information with parents about the progress of their child's learning and development

	3.3	Involve parents in decisions about plans and activities to progress their child's learning and development
	3.4	Involve parents in the activities of the early years setting
4 Be able to engage parents in the management/decision making processes of an early years setting	4.1	Explain the role of the parent management committee/support group in a community based early years setting
	4.2	Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting
5 Be able to provide learning opportunities to support parents' participation in a community based early years setting	5.1	Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children
	5.2	Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: a) why the activity was appropriate for the setting's parents b) how the setting encouraged parents to participate in the activity
	5.3	Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting
6 Be able to manage the resource, regulatory and financial requirements for a community based early years setting	6.1	Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
	6.2	Explain how human resources are managed within the setting
	6.3	Demonstrate how systems of resource management operate in the work setting
	6.4	Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards
Assessment Requirements:		
Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.		

Title:	Professional practice in children and young people's social care F/601/0315	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the legislation and policy framework for working with children and young people in social care work settings	1.1	Explain how current and relevant legislation and policy affects work with children and young people
	1.2	Describe the impact of social care standards and codes of practice on work with children and young people
	1.3	Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2 Understand the professional responsibilities of working with children and young people	2.1	Explain the responsibilities of a <ul style="list-style-type: none"> • corporate parent • professional carer • professional parent
	2.2	Explain what is meant by a 'duty of care'
	2.3	Analyse the impact of professional relationships on children and young people
	2.4	Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
	2.5	Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
3 Be able to meet professional responsibilities by reflecting on own performance and practice	3.1	Explain the professional responsibility to maintain current and competent practice
	3.2	Engage with professional supervision in order to improve practice

	3.3	Seek, and learn from, feedback on own practice from colleagues and children and young people
	3.4	Explain the importance of understanding the limits of personal competence and when to seek advice
4 Be able to develop effective working relationships with professional colleagues	4.1	Respect and value the professional competence and contribution of colleagues
	4.2	Explain own rights and expectations as a professional and how to assert them
5 Understand the implications of equalities legislation for working with children, young people and families	5.1	Explain how current equalities legislation affects work with children 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
<p>Assessment Requirements:</p> <p>LOs 3 and 4 must be assessed in a real work environment.</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>		

Title:	Professional practice in early years settings. H/600/9786	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the scope and purposes of the early years sector	1.1	Explain how the range of early years settings reflects the scope and purpose of the sector
2 Understand current policies and influences on the early years sector	2.1	Identify current policies, frameworks and influences on the early years
	2.2	Explain the impact of current policies, frameworks and influences on the early years sector
	2.3	Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years
3 Understand how to support diversity, inclusion and participation in early years settings	3.1	Explain what is meant by: <ul style="list-style-type: none"> • Diversity • Inclusion • Participation
	3.2	Explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers
	3.3	Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
4 Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1	Explain the importance of reviewing own practice as part of being an effective practitioner
	4.2	Undertake a reflective analysis of own practice

4.3	Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings
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Assessment Requirements:

Learning Outcome 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:	Professional Practice in learning, development and support services D/600/979	
Level:	3	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the purposes of learning, development and support services	1.1	Explain the purposes of learning, development and support services
	1.2	Explain the roles and responsibilities of those working within learning, development and support services
2 Understand current legislation, policies and influences on LDSS	2.1	Explain the impact of current legislation, policies, and influences on LDSS
	2.2	Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1	Explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice
	3.2	Implement the principles and values in own practice
	3.3	Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers
4 Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1	Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
	4.2	Explain how the views of children, young people and carers can be obtained
	4.3	Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision

5 Be able to use supervision to support continuing professional development and personal effectiveness	5.1	Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
	5.2	Agree and implement changes to practice to enhance performance and promote continuing professional development
6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1	Evaluate own skills, knowledge and practice against agreed criteria and objectives
	6.2	Develop a personal development plan and reflective practice log
	6.3	Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Assessment Requirements:

LOs 3, 5 and 6 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:	Promote children's welfare and well being in the early years. Y/600/9784	
Level:	3	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the welfare requirements of the relevant early years framework	1.1	Explain the welfare requirements and guidance of the relevant early years framework
	1.2	Explain the lines of reporting and responsibility within the work setting
2 Be able to keep early years children safe in the work setting	2.1	Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
	2.2	Explain systems for supporting children's safety when: <ul style="list-style-type: none"> • Receiving children into the setting • Ensuring their safety on departure • During off site visits
	2.3	Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
	2.4	Explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> • Space • Staff ratios are necessary for children's safety
3 Understand the importance of promoting positive health and well being for early years children	3.1	Explain how to promote children's health and well being in an early years work setting
	3.2	Describe the roles of key health professionals and sources of professional advice in promoting positive health and well being for early years children and their families and carers

4 Be able to support hygiene and prevention of cross infection in the early years setting	4.1	Demonstrate how equipment and each area of the setting is kept clean and hygienic
	4.2	Demonstrate and evaluate measures taken in the setting to prevent cross infection
	4.3	Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines
5 Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs	5.1	Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
	5.2	Recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances
	5.3	Identify the dietary requirements of different cultural or religious groups
	5.4	Describe methods of educating children and adults in effective food management
6 Be able to provide physical care for children	6.1	Demonstrate how to support children's personal care routines, showing respect to the child and using opportunities to encourage learning and development
	6.2	Explain the regulations concerning management of medicines and how these are interpreted in the work setting.
	6.3	Explain how to protect themselves when lifting and handling children and equipment in the work setting

Assessment Requirements:

Learning Outcomes 2, 4 and 6 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:	Promote creativity and creative learning in young children. A/601/0135	
Level:	4	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development	1.1	Analyse the differences between creative learning and creativity
	1.2	Explain current theoretical approaches to creativity and creative learning in early childhood
	1.3	Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development
2 Be able to provide opportunities for young children to develop their creativity and creative learning	2.1	Demonstrate in own practice how to promote creativity and creative learning
	2.2	Explain why young children require extended and unhurried periods of time to develop their creativity
3 Be able to develop the environment to support young children's creativity and creative learning	3.1	Explain the features of an environment that supports creativity and creative learning
	3.2	Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning
4 Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1	Evaluate and reflect on own practice in promoting creativity and creative thinking
	4.2	Support others to develop their practice in promoting creativity and creative learning

	4.3	Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change
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Assessment Requirements:

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

Creativity and creative thinking - Learners must make links to the expressive arts and design area for development and associated early learning goals within the EYFS framework.

Title:	Promote learning and development in the early years L/600/9782	
Level:	3	
Credit value:	5	
Guided learning hours:	40	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework	1.1	Explain each of the areas of learning and development and how these are interdependent
	1.2	Describe the documented outcomes for children that form part of the relevant early years framework
	1.3	Explain how the documented outcomes are assessed and recorded
2 Be able to plan work with children and support children's participation in planning	2.1	Use different sources to plan work for an individual child or group of children
	2.2	Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
	2.3	Support the planning cycle for children's learning and development
3 Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1	Explain how practitioners promote children's learning within the relevant early years framework
	3.2	Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework
4 Be able to engage with children in activities and experiences that support their learning and development	4.1	Work alongside children engaging with them in order to support their learning and development
	4.2	Explain the importance of engaging with a child to support sustained shared thinking

	4.3	Use language that is accurate and appropriate in order to support and extend children’s learning when undertaking activities
5 Be able to review own practice in supporting the learning and development of children in their early years	5.1	Reflect on own practice in supporting learning and development of children in their early years
	5.2	Demonstrate how to use reflection to make changes in own practice
<p>Assessment Requirements:</p> <p>Learning Outcomes 2-5 must be assessed in real work environments. Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Promote positive behaviour F/601/3764	
Level:	3	
Credit value:	6	
Guided learning hours:	44	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
	1.2	Define what is meant by restrictive interventions
	1.3	Explain when restrictive interventions may and may not be used
	1.4	Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
	1.6	Describe safeguards that must be in place if restrictive physical interventions are used
2 Understand the context and use of proactive and reactive strategies	2.1	Explain the difference between proactive and reactive strategies
	2.2	Identify the proactive and reactive strategies that are used within own work role
	2.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
	2.4	Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
	2.5	Explain the importance of reinforcing positive behaviour with individuals

	2.6	Evaluate the impact on an individual's well being of using reactive rather than proactive strategies
3 Be able to promote positive behaviour	3.1	Explain how a range of factors may be associated with challenging behaviours
	3.2	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3	Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	3.4	Demonstrate how to model to others best practice in promoting positive behaviour
4 Be able to respond appropriately to incidents of challenging behaviour	4.1	Identify types of challenging behaviours
	4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines.
	4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
	4.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour
5 Be able to support individuals and others following an incident of challenging behaviour	5.1	Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
	5.2	Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequence of their behaviour • How they were feeling after the incident
	5.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
	5.4	Demonstrate how to debrief others involved in an incident of challenging behaviour

	5.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
6 Be able to review and revise approaches to promoting positive behaviour	6.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	6.2	Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities
	6.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour
<p>Assessment Requirements:</p> <p>This unit must be assessed in line with Skills for Care and Development's RQF Assessment Principles.</p> <p>LO 3, 4, 5 & 6 must be assessed in a real work environment.</p>		

Title:	Promote the well being and resilience of children and young people F/600/9780	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of promoting positive well being and resilience of children and young people	1.1	Explain the factors that influence the well being of children and young people
	1.2	Explain the importance of resilience for children and young people
	1.3	Analyse effective ways of promoting well being and resilience in the work setting
	1.4	Describe ways of working with carers to promote well being and resilience in children and young people
2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding	2.1	Explain why social and emotional identity are important to the well being and resilience of children and young people
	2.2	Explain how to support children and young people to identify with their own self image and identity
	2.3	Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
	2.4	Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
	2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people
3 Be able to provide children and young people with a	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable

positive outlook on their lives	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 health needs
	4.3	Assess any risks or concerns to the health and well being of children and young people and take appropriate action
	4.4	Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
	4.5	Record concerns about a child or young person's health or well being following recognised procedures
<p>Assessment Requirements:</p> <p>LOs 3 and 4 must be assessed in a real work environment.</p> <p>Units need to be assessed in line with the Skills for Care and development RQF Assessment Principles.</p>		

Title:	Promote young children's physical activity and movement skills. M/601/0133	
Level:	3	
Credit value:	3	
Guided learning hours:	22	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of physical activity and the development of movement skills for young children's development, health and well being	1.1	Explain why physical activity is important to the short and long term health and well being of children
	1.2	Explain the development of movement skills in young children and how these skills affect other aspects of development
2 Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills	2.1	Prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities
	2.2	Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
	2.3	Explain the importance of natural outdoor environments for young children's physical activity and movement skills.
3 Be able to plan and implement physical activities for young children	3.1	Plan opportunities for physical activity for young children
	3.2	Explain how the plan: <ul style="list-style-type: none"> • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play
	3.3	Demonstrate in own practice how planned physical activities are implemented
4 Be able to build opportunities for physical activity into everyday	4.1	Explain the importance of building physical activity into everyday routines

routines for young children	4.2	Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines
5 Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1	Assess effectiveness of planned provision in: <ul style="list-style-type: none"> • supporting physical activity • supporting confidence and progression in movement skills
	5.2	Identify and record areas for improvement
	5.3	Reflect on own practice in supporting young children's physical development and movement skills
<p>Assessment Requirements:</p> <p>Learning Outcomes 2, 3, 4 and 5 must be assessed in real work environments.</p>		

Title:	Provide information and advice to children and young people A/601/1334	
Level:	3	
Credit value:	3	
Guided learning hours:	22	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the role of practitioners in providing information and advice to children and young people	1.1	Explain the importance of providing accurate and up to date information and advice to children and young people
	1.2	Explain the role of practitioners in providing impartial information and advice to children and young people
2 Be able to establish and address the information and advice needs of children and young people	2.1	Encourage the participation of and engagement with children and young people to establish their information and advice needs
	2.2	Select information from appropriate sources that will best meet the needs of the young person
	2.3	Verify the accuracy and currency of information before presenting it to the young person
	2.4	Explain approaches to managing situations when the child and young person's choices are different to those of their carers
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1	Explain why it is important to provide opportunities for children and young people to make informed choices
	3.2	Evaluate with the young person the choices available to them
	3.3	Demonstrate in own practice how to check that the young person has understood the range of options available to them
	3.4	Record the interaction with the young person following all organisational procedures and legal requirements
Assessment Requirements:		

Units need to be assessed in line with the Skills for Care and Development RQF Assessment.

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

Title:	Support Care within fostering services for vulnerable children and young people. J/601/1806	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the role of support care in fostering services for vulnerable children, young people and carers	1.1	Explain the principles, aims and legal status of support care in fostering services
	1.2	Explain own role and responsibilities and that of others involved in support care in fostering services
	1.3	Identify sources of information and support for the support carer role within fostering services
2 Be able to offer support care within fostering services to a vulnerable child or young people	2.1	Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background
	2.2	Explain, giving examples from own practice <ul style="list-style-type: none"> • how placement agreements are reached and typical content • the types of tasks and activities to be undertaken with the child or young person and the reason for the selection
	2.3	Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations
3 Be able to support carers of vulnerable children or young people	3.1	Demonstrate and explain how to build positive relationships with carers
	3.2	Explain the barriers that may exist in positive relationships with carers and how these may be overcome

	3.3	Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate
<p>Assessment Requirements:</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Support children and young people to achieve their education potential D/600/9785	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1	Explain the principles and values that underpins work to support children and young people to achieve their educational potential
	1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
	1.3	Evaluate the factors that can contribute to low achievement by children and young people
2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1	Support children or young people to articulate their educational needs and aspirations
	2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development
3 Be able to support children and young people to work towards their educational goals	3.1	Identify and celebrate individual children or young people's successes and achievements
	3.2	Identify barriers to achievement and support individual children or young people to work towards finding Solutions
	3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals

4 Be able to review educational achievements with children and young people	4.1	Evaluate with individual children or young people, their achievements against their action plans
	4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Assessment Requirements:
 LOs 2, 3 and 4 must be assessed in a real work environment.
 Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles

Title:	Support children and young people to achieve their learning potential D/601/1357	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the legislation and policies that underpin education and learning for children and young people	1.1	Describe the legislation that affects children and young people's access to education and learning opportunities
	1.2	Explain how policies have influenced access to learning opportunities for children and young people
2 Be able to support children and young people to work out what they want to learn and achieve	2.1	Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
	2.2	Work with a child or young person to help them to see how they can build on their interests, talents and abilities
3 Be able to work with children and young people to make the most of learning opportunities	3.1	Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
	3.2	Support children or young people's learning activities
	3.3	Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
	3.4	Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
	3.5	Provide children or young people with enthusiastic feedback to celebrate achievement
4 Know how to work with others to support children and young people to achieve the best possible outcomes from learning	4.1	Explain the importance of engaging carers in children and young people's learning
	4.2	Identify key professionals and their roles in supporting and developing children and young people's learning

opportunities		
	4.3	Explain the importance of effective communication between all those involved in a child or young person's learning
<p>Assessment Requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2 and 3 should be assessed in a real work situation.</p>		

Title:	Support children and young people to have positive relationships R/601/1369	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of positive relationships for the development and well being of children and young people	1.1	Identify the different relationships children and young people may have
	1.2	Explain the importance of positive relationships for development and wellbeing
	1.3	Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships
2 Be able to support children and young people to make and maintain positive relationships	2.1	Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
	2.2	Explain how to support children or young people to make new relationships
	2.3	Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
3 Understand how to support children and young people when there are relationship difficulties	3.1	Explain why it is important to encourage children or young people to resolve conflict for themselves if possible
	3.2	Explain how to support a child or young person who is distressed by relationship difficulties
	3.3	Explain how to support a child or young person to end relationships that are making them unhappy
	3.4	Describe the circumstances that would result in a relationship causing concern and the actions that should follow

	3.5	Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships
<p>Assessment Requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles. Learning outcome two must be assessed in real work situations.</p>		

Title:	Support children and young people to make positive changes in their lives M/600/9788	
Level:	3	
Credit value:	4	
Guided learning hours:	27	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to support children and young people to make positive changes in their lives	1.1	Identify the factors that can impact on the lives of children and young people
	1.2	Analyse the impact such factors can have on the lives of children and young people
	1.3	Explain how individuals and agencies support children and young people to make positive changes in their lives
2 Be able to support children and young people to make positive changes in their lives	2.1	Explain interventions that can be provided to support children and young people to make positive changes in their lives
	2.2	Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
	2.3	Work with a child or young person to develop an action plan to support positive changes in their lives
3 Be able to review support to children and young people to make positive changes in their lives	3.1	Support children or young people to review and amend their action plan
	3.2	Give examples from own practice of supporting children or young people to access further interventions
	3.3	Reflect on own practice in supporting children or young people to make positive changes in their lives
<p>Assessment Requirements:</p> <p>LOs 2 and 3 must be assessed in a real work environment.</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>		

Title:	Support children and young people's speech, language and communication skills. L/601/2889	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups: 0-5 5-11 11-16 16-25
	1.2	Evaluate relevant positive effects of adult support for children, young people and their families
2 Be able to provide support for the speech, language and communication development of children and young people	2.1	Demonstrate methods of providing support taking into account the - specific needs - abilities - home language - interests of children and young people in their setting
	2.2	Initiate and implement planning for speech, language and communication support to children and young people in work setting
	2.3	Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting
3 Understand how environments support speech, language and	3.1	Explain the importance of the environment in supporting speech, language and communication development

communication		
	3.2	Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
	3.3	Apply research evidence to planning an environment that supports speech, language and communication
4 Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1	Identify the range of speech language and communication needs that children and young people may have
	4.2	Identify the indicators which may suggest that a child or young person has speech, language and communication needs
	4.3	Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support
<p>Assessments Requirements:</p> <p>Learning outcome 4 should be assessed in relation to real work activities. This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Support children or young people in their own home. K/601/0132	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1	Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
	1.2	Explain why it is important to be reliable and dependable when working with children or young people in their own home
	1.3	Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
	1.4	Explain what needs to be recorded when working with children or young people in their own home
	1.5	Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
2 Be able to build positive relationships with children or young people and their carers when working in their home	2.1	Explain the importance of gathering information about the needs and preferences of children or young people
	2.2	Demonstrate methods of gathering information about the needs and preferences of children or young people

	2.3	Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
	2.4	Explain why a sensitive approach is needed when working with children or young people in their own home
	2.5	Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers
3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1	Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> • Preparation of the environment • Preparation of resources • Consideration of the level of support required
	3.2	Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
	3.3	Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result
<p>Assessment Requirements:</p> <p>Learning Outcomes 2 and 3 must be assessed in a real work environment.</p>		

Title:	Support children's speech, language and communication. T/600/9789	
Level:	3	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs
	1.2	Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social
	1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years
	2.2	Explain the relevant positive effects of adult support for the children and their carers
	2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

3 Be able to provide support for the speech, language and communication development of the children in own setting	3.1	Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • Age • Specific needs • Abilities • Home language where this is different to that of setting • Interests of the children in own setting
	3.2	Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
	3.3	. Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • Groups
	3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development
	4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment
	4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children
<p>Assessment Requirements:</p> <p>Learning Outcomes 3 and 4 must be assessed in a real work environment. Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>		

Title:	Support disabled children and young people and those with specific requirements. T/601/0134	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1	Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
	1.2	Compare service led and child and young person led models of provision for disabled children and young people
	1.3	Critically analyse the difference between the social model and medical model of disability and how each model affects provision
	1.4	Explain the importance of <ul style="list-style-type: none"> • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role
	1.5	Explain the importance of encouraging the participation of disabled children and young people
2 Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1	Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
	2.2	Explain the types of support and information carers may require

	2.3	Demonstrate in own practice partnership working with families
3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1	Demonstrate in own practice engagement with disabled children or young people
	3.2	Encourage children or young people to express their preferences and aspirations in their chosen way of communication
	3.3	Demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
	3.4	Develop a plan with an individual child or young person to support learning, play or leisure needs
	3.5	Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future
4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1	Demonstrate in own practice how barriers which restrict children and young people's access are overcome
	4.2	Explain the importance of evaluating and challenging existing practice and becoming an agent of change
	4.3	Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
	4.4	Describe the impact of disability within different cultures and the importance of culturally sensitive practice
	4.5	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people
5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1	Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
	5.2	Analyse examples of multi agency and partnership working from own practice
Assessment Requirements:		

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

Title:	Support positive attachments for children and young people	
	M/503/5877	
Level:	3	
Credit value:	7	
Guided learning hours:	55	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of positive attachment for the well being of children and young people	1.1	Summarise theories of attachment
	1.2	Explain why positive attachment is important for children and young people
	1.3	Evaluate the potential impact on the well being of children and young people of not forming positive attachments
	1.4	Explain the role of carers in supporting children and young people to form positive attachments
2 Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1	Describe what is meant by the term resilience
	2.2	Explain how the development of resilience can help children and young people cope with separation and loss
	2.3	Explain ways carers can help develop resilience in children and young people
3 Be able to promote positive attachments for children or young people	3.1	Engage a child or young person in routines and activities that promote positive relationships and well being
	3.2	Use active listening with a child or young person to promote the development of positive relationships and well being
	3.3	Seek advice and support from others when concerned about the attachment behaviour of a child or young person
	3.4	Implement agreed strategies with a child or young person to promote positive relationships and well being

4 Be able to develop own practice in supporting positive attachments for children or young people	4.1	Describe how a child or young person has been supported by own practice to develop positive attachments
	4.2	Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person
	4.3	Reflect on how own practice can be adapted to support a child or young person in the future
<p>Assessment Requirements:</p> <p>This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.</p>		

Title:	Support positive practice with children and young people with speech, language and communication needs.	
	L/601/2861	
Level:	3	
Credit value:	4	
Guided learning hours:	28	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1	Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
	1.2	Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
	1.3	Provide examples of how current research evidence supports positive practice
2 Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1	Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
	2.2	Explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs
	2.3	Explain own role in the process of how targets are set, monitored and evaluated along with specialist
	2.4	Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3 Be able to place children and young people at the centre of professional practice when working with children and young	3.1	Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication

people with speech, language and communication needs	3.2	Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
	3.3	Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice
4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people	4.1	Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
	4.2	Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
	4.3	Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support
<p>Assessment Requirements:</p> <p>Learning Outcome 3 must be assessed in relation to a real work situation This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>		

Title:	Support speech, language and communication development. A/601/2872	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: <ul style="list-style-type: none"> - Speech - Language - Communication - Speech language and communication needs
	1.2	Explain how speech, language and communication skills support the following areas in children and young people's development: <ul style="list-style-type: none"> - Learning - Emotional - Behaviour - Social
	1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
	1.4	Explain the factors that increase the risk of children and young people having speech language and communication needs
2 Understand typical speech, language and communication development in children and young people	2.1	Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> - 0-5 years old - 5-11 - 11-16

	2.2	Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
	2.3	Explain how speech, language and communication work together to enable effective interaction
	2.4	Explain the different ways in which a child or young person may not follow typical speech language and development
3 Be able to identify typical speech, language and communication development of children and young people	3.1	Observe and report examples of a child or young person using their communication skills in different contexts
	3.2	Plan and carry out an observation of a child or young person using their communication skills in different contexts
	3.3	Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people
<p>Assessment Requirements:</p> <p>Assessment of learning outcome 3 should relate to real work activities</p> <p>This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>		

Title:	Support the creativity of children and young people	
	M/600/9807	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how creativity promotes well being for children and young people	1.1	Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
	1.2	Identify the potential benefits of different types of creative activity
	1.3	Explain the difference between formal and informal creative activity
2 Be able to encourage children and young people to recognise and value their own and others' creativity	2.1	Demonstrate how to work with children and young people to promote and encourage creativity
	2.2	Explain the importance of encouraging children and young people to recognise and value creativity
	2.3	Demonstrate how to encourage children or young people to explore their opportunities for creative activity
3 Be able to support children and young people to take part in creative activities	3.1	Identify potential resources to support children and young people to take part in organised creative activities
	3.2	Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
	3.3	Explain the importance of encouraging carers to support children and young people's creative activities
4 Be able to participate in creative, day to day activities with children and young people	4.1	Explain the importance of spending creative time with children and young people and the benefits that can result

	4.2	Demonstrate how to spend time with children and young people in creative activity
	4.3	Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

Assessment Requirements:

Learning outcomes 2,3 and 4 should be assessed in real work situations.

The unit needs to be assessed in line with Skills for Care and Development RQF Assessment Principles

Title:	Support the referral process for children and young people R/601/1386	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the referral options that are available for children and young people	1.1	Explain the services provided by individuals and agencies that children and young people can be referred to
	1.2	Explain how to identify the most appropriate referral opportunity for children and young people
2 Be able to work with children and young people in order to encourage their participation in the referral process.	2.1	Demonstrate in own practice how to encourage participation of children or young people during the referral process
	2.2	Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3 Be able to support children and young people through the referral process	3.1	Explain how children and young people are supported through difficult decisions and conflict situations
	3.2	Facilitate the referral process between the child or young person and the referral opportunity
4 Be able to evaluate the effectiveness of the referral process suggesting improvements	4.1	Evaluate the referral process
	4.2	Suggest improvements to the referral process in the light of the evaluation
Assessment Requirements:		

LOs 2, 3 and 4 must be assessed in a real work environment. Simulation will not be permitted.

Title:	Support the speech, language and communication development of children who are learning more than one language J/601/2888	
Level:	3	
Credit value:	3	
Guided learning hours:	26	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1	Explain how to identify which languages are used by children and young people in the work setting
	1.2	Explain how to collect information on a child or young person's use of their languages at home and in the work setting
	1.3	Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
	1.4	Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs
2 Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1	Explain what is meant by bilingualism
	2.2	Explain the advantages of bilingualism
	2.3	Define culture and identify how to integrate different cultures within own work setting
	2.4	Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
	2.5	Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English

3 Be able to work with parents of children and young people whose home language is not English	3.1	Provide appropriate advice to parents on supporting their child's speech, language and communication development
	3.2	Demonstrate approaches to support parents in promoting their child's speech, language and communication development
	3.3	Explain how language and resources can be adapted to enable close work with parents whose home language is not English
4 Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1	Explain the different ways in which professionals can work together in the interests of children and young people
	4.2	Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
	4.3	Identify and describe when and how to contact and work with relevant agencies and services
<p>Assessment Requirement:</p> <p>Learning outcome 3 should be assessed in relation to real work activities. This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>		

Title:	Support use of medication in social care settings F/601/4056	
Level:	3	
Credit value:	5	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the legislative framework for the use of medication in social care settings	1.1	Identify legislation that governs the use of medication in social care settings
	1.2	Outline the legal classification system for medication
	1.3	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2 Know about common types of medication and their use	2.1	Identify common types of medication
	2.2	List conditions for which each type of medication may be prescribed
	2.3	Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3 Understand roles and responsibilities in the use of medication in social care settings	3.1	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
	3.2	Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4 Understand techniques for administering medication	4.1	Describe the routes by which medication can be administered
	4.2	Describe different forms in which medication may be presented
	4.3	Describe materials and equipment that can assist in administering medication

5 Be able to receive, store and dispose of medication supplies safely	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of working
	5.2	Demonstrate how to store medication safely
	5.3	Demonstrate how to dispose of un-used or unwanted medication safely
6 Know how to promote the rights of the individual when managing medication	6.1	Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality
	6.2	Explain how risk assessment can be used to promote an individual's independence in managing medication
	6.3	Describe how ethical issues that may arise over the use of medication can be addressed
7 Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication
	7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
	7.3	Demonstrate strategies to ensure that medication is used or administered correctly
	7.4	Demonstrate how to address any practical difficulties that may arise when medication is used
	7.5	Demonstrate how and when to access further information or support about the use of medication
8 Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it
	8.2	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Assessment Requirements:

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

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

Title:	Support young people in relation to sexual health and risk of pregnancy	
	F/502/5242	
Level:	3	
Credit value:	2	
Guided learning hours:	10	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1	Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
	1.2	Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
	1.3	Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy
2 Understand how to support young people in relation to sexual health and risk of pregnancy	2.1	Describe relevant sources of information, guidance and support and the range of health services available for these young people
	2.2	Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
	2.3	Enable young people to make informed choices in relation to their identified needs and priorities
	2.4	Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent
Assessment Requirements: N/A		

Title:	Support young people to develop, implement and review a plan of action	
	M/601/1329	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the importance for young people of developing a personal action plan for their future development needs	1.1	Explain why young people should be encouraged to develop a personal action plan to support their future development
	1.2	Evaluate the role of the support worker in encouraging young people to develop the action plan
2 Be able to support young people to develop an action plan	2.1	Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
	2.2	Demonstrate how young people are encouraged to identify their needs and aspirations
	2.3	Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
	2.4	Demonstrate in own practice work with young people to develop an action plan
3 Be able to support young people to work towards implementation of their action plan	3.1	Give examples from own practice of support required by young people implementing actions within their plan
	3.2	Demonstrate how to give practical support for young people working towards implementation of actions within their plan
4 Be able to support young people to review and revise their action plan	4.1	Explain why it is important for young people to review their progress against their action plan

	4.2	Demonstrate in own practice how to review the action plan with young people
5 Be able to review own role in supporting the development and implementation of the young person's action plan	5.1	Explain why it is important to review own contribution to the development and implementation of the young person's action plan
	5.2	Evaluate own contribution to the process
<p>Assessment Requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>LOs 2, 3, 4 and 5 must be assessed in a real work environment.</p>		

Title:	Support young people to move towards independence and manage their lives	
	F/601/1349	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the way that young people move from dependence to independence	1.1	Explain the reasons why some young people may find it difficult to move to independence
	1.2	Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
	1.3	Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times
2 Be able to prepare young people for the practical challenges of independence	2.1	Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
	2.2	Prepare plans with young people that will assist them in maintaining their own health and well being
	2.3	Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
	2.4	Provide young people with information about how to manage personal finances
	2.5	Explain why practical support and advice for independence is a long term project

3 Be able to prepare young people for the emotional challenges of independence	3.1	Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
	3.2	Provide young people with information about where to find support if they feel isolated or lonely
	3.3	Explain how to support young people who may feel worried and ambivalent about becoming independent
	3.4	Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
	3.5	Explain the importance of having somewhere that is 'home'
4 Be able to prepare young people to assess personal risks and protect themselves	4.1	Explain to young people how to assess risks in day to day situations
	4.2	Demonstrate how to prepare young people to minimise risks
	4.3	Provide young people with information and skills to protect themselves and know when to seek help
<p>Assessment Requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2,3 and 4 must be assessed in a real work environment.</p>		

Title:	Work with children and young people in a residential care setting A/600/9809	
Level:	3	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1	Outline current theoretical approaches to residential provision for children and young people
	1.2	Explain the relevant legal and rights framework that underpins work with children and young people in residential care
	1.3	Explain the influence of current policies and legislation on residential care provision
	1.4	Describe how the life chances and outcomes of children and young people in residential care compare with those who are not
2 Understand own role and professional responsibilities in a residential care setting	2.1	Explain the requirements of professional codes of conduct and how they apply to day to day work activities
	2.2	Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
	2.3	Analyse how power, prejudice and discrimination can affect children and young people
	2.4	Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
	2.5	Explain the professional requirement to maintain current, competent practice

	2.6	Explain the importance of maintaining positive relationships with people in the local community
3 Be able to work with children and young people through the day to day activities involved in sharing a living space	3.1	Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
	3.2	Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
	3.3	Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
	3.4	Demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person
	3.5	Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living
4 Be able to work with children and young people in a residential setting	4.1	Demonstrate how to facilitate agreement of arrangements for living together regardless of group size
	4.2	Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
	4.3	Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives
5 Be able to safeguard children and young people in a residential care setting	5.1	Demonstrate how to equip children or young people to feel safe and to manage risks
	5.2	Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
	5.3	Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential

		setting
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Assessment requirements: Learning outcomes 3, 4 and 5 must be assessed in real work situations.
Simulation is not permitted.

Title:	Work with babies and young children to promote their development and learning. A/601/0121	
Level:	3	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the development and learning of babies and young children	1.1	Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
	1.2	Explain: <ul style="list-style-type: none"> • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways. • the importance of play
	1.3	Explain the potential effects on development, of pre conceptual, pre birth and birth experiences
	1.4	Explain the impact of current research into the development and learning of babies and young children
2 Be able to promote the development and learning of babies and young children	2.1	Undertake assessments of babies or young children's development and learning needs
	2.2	Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
	2.3	Plan play based activities and experiences based on assessments to support development and learning
	2.4	Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies

		or young children's needs
3 Understand the attachment needs of babies and young children	3.1	Explain the benefits of the key worker/person system in early years settings
	3.2	Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings.
	3.3	Analyse the possible effects of poor quality attachments on the development of babies and children
4 Be able to engage with babies and young children and be sensitive to their needs	4.1	Engage sensitively with babies and young children giving them time to respond
	4.2	Engage in playful activity with babies and young children
	4.3	Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice.
	4.4	Explain why it is important to manage transitions for babies and young children
	4.5	Explain when and why babies and young children require periods of quiet to rest and sleep
5 Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1	Explain the primary importance of carers in the lives of babies and young children
	5.2	Demonstrate in own practice how to exchange information with carers
	5.3	Evaluate ways of working in partnership with carers
Assessment requirements: Assessment of Learning Outcomes 2, 4 and 5 must take place in a real work environment.		

Title:	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage F/600/9777	
Level:	4	
Credit value:	5	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1	Identify the factors that impact on outcomes and life chances for children and young people
	1.2	Explain the critical importance of poverty in affecting outcomes and life chances
	1.3	Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people
2 Understand how poverty and disadvantage affect children and young people's development	2.1	Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning
3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1	Explain what is meant by both disadvantage and vulnerability
	3.2	Explain the importance of early intervention for

		disadvantaged and/or vulnerable children and young people
	3.3	Evaluate the impact of early intervention
4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1	Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
	4.2	Explain how carers can be engaged in the strategic planning of services
	4.3	Analyse how practitioners can encourage carers to support children and young people's learning and development
	4.4	Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1	Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
	5.2	Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background
	5.3	Analyse how and why practitioners should act as agents and facilitators of change in own work setting.
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles.		

Title:	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties M/601/2884	
Level:	3	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the links between language, behaviour, emotional and social development difficulties	1.1	Explain why behaviour can be seen as a means of communication
	1.2	Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
	1.3	Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
	1.4	Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development
2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1	Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
	2.2	Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
	2.3	Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their

		communication development
	2.4	Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties
3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	3.1	Identify and explain current evidence based approaches to understanding children and young people's behaviour
	3.2	Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
	3.3	Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs	4.1	Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour
	4.2	Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles		

Title:	Understand how to set up a home based childcare service Y/600/9770	
Level:	3	
Credit value:	4	
Guided learning hours:	29	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to set up a home based childcare service	1.1	Outline the current legislation covering home based child care and the role of regulatory bodies
	1.2	Develop policies and procedures for: <ul style="list-style-type: none"> • Accidents, illness and emergencies • Behaviour • Safeguarding • Equal opportunities and explain how these will be implemented
	1.3	Explain the importance of confidentiality and data protection
	1.4	Develop a marketing plan for own home based childcare service
	1.5	Demonstrate financial planning for own home based service
	1.6	Identify sources of support and information for the setting up and running of your home based childcare business
2 Understand how to establish a safe and healthy home based environment for children	2.1	Explain the key components of a healthy and safe home based environment
	2.2	Explain the principles of safe supervision of children in the home based setting and off site

	2.3	Identify ways of ensuring that equipment is suitable for children and meet safety requirements
	2.4	Know where to obtain current guidance on health and safety risk assessment of the home based work setting
	2.5	Explain how to store and administer medicines
3 Understand the importance of partnerships with parents for all aspects of the home based childcare service	3.1	Explain the importance of partnership with parents for all aspects of the child care service
	3.2	Describe how partnership with parents are set up and maintained
4 Understand the principles of development of routines for home based child care	4.1	Explain how routines are based on: <ul style="list-style-type: none"> • Meeting a child's needs • Agreements with parents • Participation of children
	4.2	Explain how they would adapt routines to meet the needs of children at different ages and stages of development
	4.3	Explain how they ensure that each child is welcomed and valued in the home based work setting
5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion	5.1	Explain the importance of play to children's learning and development and the need for an inclusive approach
	5.2	Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
	5.3	Explain what can be learned about children by observing them at play
	5.4	Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
	5.5	Compare how other resources available for children support their play
6 Understand how home based childcarers can support the safeguarding of children in their care	6.1	Explain the concept of safeguarding and the duty of care that applies to all practitioners
	6.2	Outline the possible signs, symptoms, indicators and

		behaviours that may cause concern in the context of safeguarding	
	6.3	Outline regulatory requirements for safeguarding children that affect home based childcare	
	6.4	Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties	
7	Understand the principles of supporting positive behaviour in home based childcare settings	7.1	Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
		7.2	Explain how ground rules for behaviour and expectations are developed and implemented
<p>Assessment requirements: Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country.</p> <p>Units need to be assessed in line with the Skills for Care and Development Assessment Principles.</p>			

Title:	Work with parents, families and carers to support their children's speech, language and communication development. Y/601/2877	
Level:	3	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the importance of parental support for the development of speech, language and communication	1.1	Outline the nature of the parent, family or carer /child relationship at key stages of a child's life in relation to speech, language and communication
	1.2	Explain the influences of different parenting styles on speech, language and communication development
	1.3	Explain how supporting effective speech, language and communication between parents, families or carers and children could influence their relationship and overall development at home
2 Be able to work in partnership with parents to support their child's speech, language and communication development	2.1	Explain issues and challenges for parents, families or carers which may influence how they support their child's speech, language and communication development
	2.2	Support parents, families or carers to understand their valuable role in supporting a child's speech, language and communication development
	2.3	Explain a range of ways to work with parents, families or carers to support a child's speech, language and communication development
	2.4	Demonstrate ways on how to develop and maintain a parent's confidence in supporting a child's speech, language and communication development
3 Be able to support parents to use activities and approaches to support their child's speech,	3.1	Provide parents, families or carers with appropriate advice and sources of information to support a child's speech, language and communication development.

language and communication development	3.2	Explain ways to support parents, families or carers in how to use activities and approaches to support a child's speech, language and communication development
	3.3	Evaluate the ways in which own role can be effective in supporting parents, families or carers to support a children's speech, language and communication development
4 Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	4.1	Explain why it is important to be able to work in partnership with parents, families or carers of children with SLCN
	4.2	Identify useful sources of information and relevant organisations and services to support parents, families or carers of children who have SLCN
	4.3	Explain the importance of partnership working across professionals, agencies and parents, families or carers when supporting children with SLCN
<p>Assessment requirements: Learning outcome 2 and part of learning outcome 3 must be assessed in real work situations.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>		

Title:	Support young people who are looked after or are leaving care A/502/5224	
Level:	3	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the issues affecting young people who are looked after or leaving care	1.1	Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
	1.2	Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2 Understand how to support young people who are looked after or leaving care	2.1	Describe the sources of information and support services which are available to support young people who are looked after or leaving care
	2.2	Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
	2.3	Encourage young people to maintain positive relationships and contact with family, carers and/or significant others
3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1	Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
	3.2	Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care

Assessment requirements: n/a

Title:	Support young people who are involved in anti-social and/or criminal activities L/502/5261	
Level:	3	
Credit value:	2	
Guided learning hours:	10	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1	Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
	1.2	Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2 Understand how to support young people who are involved in anti-social and/or criminal activities	2.1	Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
	2.2	Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person
	2.3	Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies
Assessment requirements: n/a		

Title:	Support young people with mental health problems T/502/5240	
Level:	3	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the issues affecting young people with mental health problems	1.1	Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
	1.2	Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2 Understand how to support young people with mental health problems	2.1	Describe the sources of information, agencies and support services which are available to help young people with mental health problems
	2.2	Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
	2.3	Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3 Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1	Describe the statutory and legal frameworks for protecting young people with mental health problems
	3.2	Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

Assessment requirements: n/a

Title:	Work with parents to meet their children's needs Y/502/4680	
Level:	3	
Credit value:	3	
Guided learning hours:	20	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the nature of the parent and child relationship	1.1	Explain the evolving and interdependent nature of the relationship between parents and their children
	1.2	Explain key factors which affect the relationship between parents and children through all developmental stages
	1.3	Explain key types of transitions that a child or young person may experience
	1.4	Explain changes which parenthood makes to the lives of parents
	1.5	Explain key factors in the process and function of bonding and attachment
	1.6	Explain key factors in the process of children's development of a sense of self
2 Know how to work with parents to understand the nature of the parent and child relationship	2.1	Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
	2.2	Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
	2.3	Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child

		and parent
	2.4	Explain ways of challenging parents assertively and when it is appropriate to do so
3 Understand how to work with parents to provide age appropriate support for a specified age group of children	3.1	Identify key features of expected patterns of child development.
	3.2	Explain the development and maturational tasks of a specified age group of children
	3.3	Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
	3.4	Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children
4 Understand how to reflect on own practice in working with parents to meet their children's needs	4.1	Reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for development
Assessment requirements: n/a		

Title:	Support young people who are socially excluded or excluded from school R/502/5231	
Level:	3	
Credit value:	2	
Guided learning hours:	10	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the issues affecting young people who are socially excluded or excluded from school	1.1	Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
	1.2	Explain the potential effects of exclusion on the health, safety and well-being of these young people
2 Understand how to support young people who are socially excluded or excluded from school	2.1	Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
	2.2	Describe the information, support and community services which are available to support excluded young people
	2.3	Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others
Assessment requirements: n/a		

Title:	Working within a Social Pedagogic framework with children and young people L/503/6602	
Level:	3	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand how to apply the principles of social pedagogy	1.1	Explain how social pedagogical principles can be applied in working with children and young people: <ul style="list-style-type: none"> · As individuals · In group settings
	1.2	Explain how to use the three different aspects of pedagogy in developing relationships
	1.3	Explain how to use the principles of social pedagogy in engaging with children and young people
2 Understand the concept of holistic wellbeing and happiness of individual children and young people	2.1	Explain how to work with a holistic approach to wellbeing and happiness: <ul style="list-style-type: none"> · Emotional · Physical · Psychological · Social
	2.2	Explain how the concept of zone of proximal development applies to holistic wellbeing and happiness
	2.3	Explain the benefits of working with children and young people: <ul style="list-style-type: none"> · as a group · as individuals
3 Be able to engage with children or young people to create supportive	3.1	Develop safe, supporting and nurturing relationships with children or young people

learning opportunities		
	3.2	Use own relationship to create learning opportunities with children or young people
	3.3	Apply creative skills to create learning opportunities with children or young people
	3.4	Evaluate how creative skills provide learning opportunities for children or young people
Assessment requirements: This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.		