Unit 022  Understand Child and Young Person Development

Level: 3
Credit value: 4
UAN number: L/601/1693

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

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people’s development and how these affect 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
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people’s development

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 303: Promote children’s development
- HSC 36: Contribute to the assessment of children and young peoples’ needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by either:
- candidate portfolio of evidence (022)
- an assignment covering Learning Outcomes and assessment criteria (023).
Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 022 Understand Child and Young Person Development

Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years

Assessment Criteria
The learner can:
1. Explain the sequence and rate of each aspect of development from birth – 19 years
2. Explain the difference between sequence of development and rate of development and why the difference is important.

Additional Guidance
Developmental aspects are:
- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural
- Moral
Unit 022  Understand Child and Young Person Development

Outcome 2  Understand the factors that influence children and young people’s development and how these affect practice

Assessment Criteria
The learner can:
1. Explain how children and young people’s development is influenced by a range of personal factors
2. Explain how children and young people’s development is influenced by a range of external factors
3. Explain how theories of development and frameworks to support development influence current practice.

Additional Guidance
Personal factors are:
- health status
- disability
- sensory impairment
- learning difficulties

External factors are:
- poverty and deprivation
- family environment and background
- personal choices
- looked after/care status
- education

Theories of development are:
- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- Behaviourist (eg Watson)

Frameworks to support development are:
- social pedagogy
Unit 022  Understand Child and Young Person Development

Outcome 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

Assessment Criteria
The learner can:
1. Explain how to monitor children and young people’s development using different methods
2. Explain the reasons why children and young people’s development may not follow the expected pattern
3. Explain how disability may affect development
4. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.

Additional Guidance
Methods of assessing development needs may include:
- Assessment Frameworks
- Observation
- Standard measurements
- Information from carers and colleagues

Reasons why development is not following expected pattern may include:
- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

Different types of interventions may include:
- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor
Unit 022  

**Understand Child and Young Person Development**

Outcome 4  
Understand the importance of early intervention to support the speech, language and communication needs of children and young people

**Assessment Criteria**

The learner can:

1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2. Explain how multi agency teams work together to support speech, language and communication
3. Explain how play and activities are used to support the development of speech, language and communication.
Unit 022 Understand Child and Young Person Development

Outcome 5 Understand the potential effects of transitions on children and young people’s development

Assessment Criteria
The learner can:
1. Explain how different types of transitions can affect children and young people’s development
2. Evaluate the effect on children and young people of having positive relationships during periods of transition.

Additional Guidance
Types of transitions are:
- emotional, affected by personal experience, eg bereavement, entering/leaving care
- physical, eg moving to a new educational establishment, a new home/locality, from one activity to another
- physiological eg puberty, long-term medical conditions
- intellectual, eg moving from pre-school to primary, to post-primary
Unit 024  Promote Child and Young Person Development

Level:  3  
Credit value:  3  
UAN number:  R/601/1694

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people’s positive behaviour
6. Be able to support children and young people experiencing transitions

Guided learning hours
It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 303: Promote children’s development
- LDSS 10: Support the child or young person’s successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples’ needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by:

• candidate portfolio of evidence.

Learning Outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.

Some reflection on practice should be included in the assessment.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 024  Promote Child and Young Person Development

Outcome 1  Be able to assess the development needs of children or young people and prepare a development plan

Assessment Criteria
The learner can:
1. Explain the factors that need to be taken into account when assessing development
2. Assess a child or young person’s development in the following areas:
   - Physical
   - Communication
   - Intellectual/cognitive
   - Social, emotional and behavioural
   - Moral
3. Explain the selection of the assessment methods used
4. Develop a plan to meet the development needs of a child or young person in the work setting.

Additional Guidance
Factors that need to be taken into account when assessing development may include:
- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children’s wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

Methods may include:
- Assessment Framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

Plan should feature:
- Encouraging child or young person to take responsibility for own development should feature in plan
Unit 024 Promote Child and Young Person Development

Outcome 2 Be able to promote the development of children or young people

Assessment Criteria
The learner can:
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. Evaluate and revise the development plan in the light of implementation
3. Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
4. Listen to children or young people and communicate in a way that encourages them to feel valued
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.

Additional Guidance
A development plan can be drawn from a lead practitioner’s (eg a teacher’s) overarching plan.
Unit 024 Promote Child and Young Person Development

Outcome 3 Be able to support the provision of environments and services that promote the development of children or young people

Assessment Criteria
The learner can:
1. Explain the **features of an environment or service** that promotes the development of children and young people
2. Demonstrate **how own work environment or service is organised** to promote the development of children or young people.

Additional Guidance
**Features of an environment or service** may include:
- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

**How own work environment or service is organised** may include:
- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights
Unit 024  Promotion Child and Young Person Development

Outcome 4 Understand how working practices can impact on the development of children and young people

Assessment Criteria
The learner can:
1. Explain how own working practice can affect children and young people’s development
2. Explain how institutions, agencies and services can affect children and young people’s development.
Unit 024  Promote Child and Young Person Development

Outcome 5  Be able to support children and young people’s positive behaviour

Assessment Criteria
The learner can:
1. Demonstrate how they work with children and young people to encourage positive behaviour
2. Evaluate different approaches to supporting positive behaviour.

Additional Guidance
Supporting positive behaviour may include:
- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people’s reflection on and management of own behaviour
- Anti-bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)
Unit 024  Promote Child and Young Person Development

Outcome 6  Be able to support children and young people experiencing transitions

Assessment Criteria
The learner can:
1. Explain how to support children and young people experiencing different types of transitions
2. Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Additional Guidance
Different types of transitions may include:
- Emotional, affected by personal experience eg. bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Level: 3
Credit value: 3
UAN number: Y/601/1695

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

Learning outcomes
There are seven learning outcomes to this unit. The learner will:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

Guided learning hours
It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CLD 305: Protect and promote children’s rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by either:

- candidate portfolio of evidence (025)
- an assignment covering Learning Outcomes and assessment criteria (026).

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 1  Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

Assessment Criteria
The learner can:
1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
2. Explain child protection within the wider concept of safeguarding children and young people
3. Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Additional Guidance
Day to day work may include:
- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)
- Supporting children and young people and others who may be expressing concerns
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 2  Understand the importance of working in partnership with other organisations to safeguard children and young people

Assessment Criteria
The learner can:
1. Explain the importance of safeguarding children and young people
2. Explain the importance of a child or young person centred approach
3. Explain what is meant by partnership working in the context of safeguarding
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.

Additional Guidance
Different organisations may include:
- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 3 Understand the importance of ensuring children and young people’s safety and protection in the work setting

Assessment Criteria
The learner can:
1. Explain why it is important to ensure children and young people are protected from harm within the work setting
2. Explain policies and procedures that are in place to protect children and young people and adults who work with them
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
4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Additional Guidance
Policies and procedures may include:
- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle-blowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/reporting incidents
Unit 025  
Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 4  Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

Assessment Criteria
The learner can:
1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
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
3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 5 Understand how to respond to evidence or concerns that a child or young person has been bullied

Assessment Criteria
The learner can:
1. Explain different types of bullying and the potential effects on children and young people
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
3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.

Additional Guidance
Bullying may include:
- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (excluding, tormenting, ridicule, humiliation)
- Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities
Unit 025  Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 6  Understand how to work with children and young people to support their safety and wellbeing

Assessment Criteria
The learner can:
1. Explain how to support children and young people’s self-confidence and self-esteem
2. Analyse the importance of supporting resilience in children and young people
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
4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.
Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 7 Understand the importance of e-safety for children and young people

Assessment Criteria
The learner can:

1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone

2. Describe ways of reducing risk to children and young people from:
   - Social networking
   - Internet use
   - Buying online
   - Using a mobile phone.
Unit 027  Support Children and Young People’s Health and Safety

Level:  3
Credit value:  2
UAN number:  D/601/1696

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how to plan and provide environments and services that support children and young people’s health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Guided learning hours
It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS Unit 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- Standard 3: Understand health and safety, and healthy care
- UK Codes of Practice for Social Care Workers.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
**Assessment**

This unit will be assessed by:
- candidate portfolio of evidence.

**Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 027  Support Children and Young People’s Health and Safety

Outcome 1  Understand how to plan and provide environments and services that support children and young people’s health and safety

Assessment Criteria
The learner can:
1. Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
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
3. Identify sources of current guidance for planning healthy and safe environments and services
4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Additional Guidance
Factors may include:
- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability
Unit 027  Support Children and Young People’s Health and Safety

Outcome 2  Be able to recognise and manage risks to health, safety and security in a work setting or off site visits

Assessment Criteria
The learner can:
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. Demonstrate ability to deal with hazards in the work setting or in off site visits
3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
4. Explain how health and safety risk assessments are monitored and reviewed.

Additional Guidance
Potential hazards may include:
- Physical
- Security
- Fire
- Food safety
- Personal safety
Unit 027  
Support Children and Young People’s Health and Safety

Outcome 3  Understand how to support children and young people to assess and manage risk for themselves

Assessment Criteria
The learner can:
1. Explain why it is important to take a balanced approach to risk management
2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements
3. Give example from own practice of supporting children or young people to assess and manage risk.

Additional Guidance
**Balanced approach to risk management** must include:
- Taking into account child or young person’s age, needs and abilities
- Avoiding excessive risk taking
- Not being excessively risk averse
- Recognising the importance of risk and challenge to a child or young person’s development
Unit 027  Support Children and Young People's Health and Safety
Outcome 4  Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Assessment Criteria
The learner can:
1. Explain the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Additional Guidance
**Accidents, incidents, emergencies and illness** may include:
- Accidents involving children, young people or adults
- Incidents – all types
- Emergencies such as fire, missing children or young people, evacuation
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action
Unit 028  Develop Positive Relationships with Children, Young People and Others Involved in their Care

Level: 3  
Credit value: 1  
UAN number: H/601/1697

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

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Be able to develop positive relationships with children and young people
2. Be able to build positive relationships with people involved in the care of children and young people

Guided learning hours
It is recommended that 8 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

This unit must be assessed in a real work environment. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 028  Develop Positive Relationships with Children, Young People and Others Involved in their Care

Outcome 1  Be able to develop positive relationships with children and young people

Assessment Criteria
The learner can:
1. Explain why positive relationships with children and young people are important and how these are built and maintained
2. Demonstrate how to listen to and build relationships with children and young people
3. Evaluate own effectiveness in building relationships with children or young people.

Additional Guidance
How positive relationships are built and maintained may include:
- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships
Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Outcome 2 Be able to build positive relationships with people involved in the care of children and young people

Assessment Criteria
The learner can:
1. Explain why positive relationships with people involved in the care of children and young people are important
2. Demonstrate how to build positive relationships with people involved in the care of children and young people.

Additional Guidance
People involved may include:
- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners
Unit 029  Working Together for the Benefit of Children and Young People

Level:  3
Credit value:  2
UAN number:  K/601/1698

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

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information

Guided learning hours
It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the:
- CCLD 301: Promote children’s’ development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in real work environments. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 029  Working Together for the Benefit of Children and Young People

Outcome 1  Understand integrated and multi agency working

Assessment Criteria
The learner can:
1. Explain the importance of multi-agency working and integrated working
2. Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
3. Describe the functions of external agencies with whom your work setting or service interacts
4. Explain common barriers to integrated working and multi-agency working and how these can be overcome
5. Explain how and why referrals are made between agencies
6. Explain the assessment frameworks that are used in own UK home nation
Unit 029  Working Together for the Benefit of Children and Young People

Outcome 2  Be able to communicate with others for professional purposes

Assessment Criteria
The learner can:
1. Select **appropriate communication** methods for different circumstances
2. Demonstrate use of appropriate communication methods selected for different circumstances
3. **Prepare reports** that are accurate, legible, concise and meet legal requirements.

Additional Guidance
**Appropriate communication** may include:
- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- **Written communication**
  - Notes of meetings
  - Personal records
  - Presentations
  - Letters
  - Formal reports
  - Email

**Prepare Reports**
In some settings where this is not a practitioner's lead responsibility (e.g. a school) it is acceptable for practitioners to produce an ‘example report’ or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.
Unit 029  Working Together for the Benefit of Children and Young People

Outcome 3  Be able to support organisational processes and procedures for recording, storing and sharing information

Assessment Criteria
The learner can:
1. Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
2. Demonstrate how to maintain secure recording and storage systems for information:
   - paper based
   - electronic
3. Analyse the potential tension between maintaining confidentiality with the need to disclose information:
   - where abuse of a child or young person is suspected
   - when it is suspected that a crime has been/may be committed.
Unit 030  Understand How to Support Positive Outcomes for Children and Young People

Level: 3  
Credit value: 3  
UAN number: M/601/1699

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Guided learning hours
It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by either:
- candidate portfolio of evidence (030)
- an assignment covering Learning Outcomes and assessment criteria (031).

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 030  Understand How to Support Positive Outcomes for Children and Young People

Outcome 1  Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

Assessment Criteria
The learner can:
1. Describe the social, economic and cultural factors that will impact on the lives of children and young people
2. Explain the importance and impact of poverty on outcomes and life chances for children and young people
3. Explain the role of children and young people’s personal choices and experiences on their outcomes and life chances.

Additional Guidance
Social, economic and cultural factors may include:
- Personal choice
- Being in care system
- Poverty
- Housing and community
- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A & E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion
Unit 030 Understand How to Support Positive Outcomes for Children and Young People

Outcome 2 Understand how practitioners can make a positive difference in outcomes for children and young people

Assessment Criteria
The learner can:
1. Identify the positive outcomes for children and young people that practitioners should be striving to achieve
2. Explain the importance of designing services around the needs of children and young people
3. Explain the importance of active participation of children and young people in decisions affecting their lives
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.

Additional Guidance
Positive outcomes for children and young people may include:
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing
Unit 030  
Understand How to Support Positive Outcomes for Children and Young People

Outcome 3  
Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

Assessment Criteria
The learner can:
1. Explain the potential impact of disability on the outcomes and life chances of children and young people
2. Explain the importance of positive attitudes towards disability and specific requirements
3. Explain the social and medical models of disability and the impact of each on practice
4. Explain the different types of support that are available for disabled children and young people and those with specific requirements.

Additional Guidance
Support may include:
- Speech and language therapy
- Support from health professionals additional learning support
- Assistive technology
- Specialised services
Unit 030/031 Understand How to Support Positive Outcomes for Children and Young People

Outcome 4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Assessment Criteria
The learner can:
1. Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
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.
Unit 051  Promote Communication in Health, Social Care or Children's and Young People’s Settings

Level: 3
Credit value: 3
UAN number: J/601/1434

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

Learning outcomes
There are four learning outcomes to this unit. The learner will be able to:
1. Understand why effective communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

Guided learning hours
It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 301
- GCU 1
- GEN 22
- HSC 31
Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Simulation is not allowed.
Unit 051 Promote Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 1 Understand why effective communication is important in the work setting

Assessment Criteria
The learner can:
1. Identify the different reasons people communicate
2. Explain how communication affects relationships in the work setting.
Unit 051  Promote Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  Be able to meet the communication and language needs, wishes and preferences of individuals

Assessment Criteria
The learner can:
1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
2. Describe the factors to consider when promoting effective communication
3. Demonstrate a range of communication methods and styles to meet individual needs
4. Demonstrate how to respond to an individual’s reactions when communicating.

Additional Guidance
Communication methods may include:

- non-verbal communication, eg
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour

- verbal communication, eg
  - vocabulary
  - linguistic tone
  - pitch.
Unit 051 Promote Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 3 Be able to overcome barriers to communication

Assessment Criteria
The learner can:
1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways
2. Identify barriers to effective communication
3. Demonstrate ways to overcome barriers to communication
4. Demonstrate strategies that can be used to clarify misunderstandings
5. Explain how to access extra support or services to enable individuals to communicate effectively.

Additional Guidance
Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services.
Unit 051  Promote Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 4  Be able to apply principles and practices relating to confidentiality

Assessment Criteria
The learner can:
1. Explain the meaning of the term confidentiality
2. Demonstrate ways to maintain confidentiality in day to day communication
3. Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns.
Unit 052  Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Level:  3  
Credit value:  3  
UAN number:  A/601/1429

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

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand what is required for competence in own work role
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

Guided learning hours
It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to
• CCLD 304
• GCU 6
• GEN 12 GEN 13
• HSC 33

Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 052 Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 1 Understand what is required for competence in own work role

Assessment Criteria
The learner can:
1. Describe the duties and responsibilities of own work role
2. Explain expectations about own work role as expressed in relevant standards.

Additional Guidance
Standards may include:
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
Unit 052  Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  Be able to reflect on practice

Assessment Criteria
The learner can:
1. Explain the importance of reflective practice in continuously improving the quality of service provided
2. Demonstrate the ability to reflect on practice
3. Describe how own values, belief systems and experiences may affect working practice.
Unit 052  Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 3  Be able to evaluate own performance

Assessment Criteria
The learner can:
1. Evaluate own knowledge, performance and understanding against relevant standards
2. Demonstrate use of feedback to evaluate own performance and inform development.
Unit 052  Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 4  Be able to agree a personal development plan

Assessment Criteria
The learner can:
1. Identify **sources of support** for planning and reviewing own development
2. Demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
3. Demonstrate how to work with others to agree own **personal development plan**.

Additional Guidance
**A personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Sources of support** may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

**Others** may include:
- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals
Unit 052  Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 5  Be able to use learning opportunities and reflective practice to contribute to personal development

Assessment Criteria
The learner can:
1. Evaluate how learning activities have affected practice
2. Demonstrate how reflective practice has led to improved ways of working
3. Show how to record progress in relation to personal development.
Unit 053  Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Level: 3
Credit value: 2
UAN number: Y/601/1437

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Guided learning hours
It is recommended that 8 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 305
- GCU 5
- HSC 34, HSC 35, HSC 3116
Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 053  Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings
Outcome 1 Understand the importance of diversity, equality and inclusion

**Assessment Criteria**
The learner can:
1. Explain what is meant by:
   - Diversity
   - Equality
   - Inclusion
2. Describe the potential **effects** of discrimination
3. Explain how inclusive practice promotes equality and supports diversity.

**Additional Guidance**
**Effects** may include effects on:
- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society.
Unit 053  Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  Be able to work in an inclusive way

Assessment Criteria

The learner can:

1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
2. Show interaction with individuals that respects their beliefs, culture, values and preferences.
Unit 053  Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings
Outcome 3  Be able to promote diversity, equality and inclusion

**Assessment Criteria**
The learner can:
1. Demonstrate actions that model inclusive practice
2. Demonstrate how to support others to promote equality and rights
3. Describe how to challenge discrimination in a way that promotes change.
Unit 054  Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Level:  3
Credit value:  1
UAN number:  R/601/1436

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

Guided learning hours
It is recommended that 5 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 305
- GCU 2
- HSC 24, HSC 34, HSC 35
Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by either:
- candidate portfolio of evidence (054)
- an assignment covering Learning Outcomes and assessment criteria (055).

Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 054  Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Outcome 1  Understand how duty of care contributes to safe practice

Assessment Criteria
The learner can:
1. Explain what it means to have a duty of care in own work role
2. Explain how duty of care contributes to the safeguarding or protection of individuals.
Unit 054  Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care

Assessment Criteria
The learner can:
1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights
2. Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care
3. Explain where to get additional support and advice about conflicts and dilemmas.
Unit 054  Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Outcome 3  Know how to respond to complaints

Assessment Criteria
The learner can:
1. Describe how to respond to complaints
2. Explain the main points of agreed procedures for handling complaints.
Unit 069  Assessment and Planning with Children and Young People

Level: 3
Credit value: 5
UAN number: M/600/9760

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how to place children and young people at the centre of assessment and planning
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

Guided learning hours
It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- Professional Practice in residential child care
- Standard: 4.1
- Training Support and Development Standards for Foster Care: 1.3
- Health and Social Care NOS Unit 36.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 069  Assessment and Planning with Children and Young People

Outcome 1  Understand how to place children and young people at the centre of assessment and planning

Assessment Criteria
The learner can:
1. Explain the value of a child-centred model of assessment and planning
2. Explain how to identify the needs of children and young people
3. Explain the importance of working with others to assess the needs of children and young people to inform planning
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
5. Explain the importance of permanency planning for children and young people.

Additional Guidance
Others may include:
- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Effective methods/Ways to engage may include:
- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

Outcome 1 continues on next page
Unit 069  
Assessment and Planning with Children and Young People

Outcome 1  
Understand how to place children and young people at the centre of assessment and planning

Additional Guidance (continued)

Permanency planning
Permanency planning is necessary for looked-after children and young people who need plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.
Unit 069  Assessment and Planning with Children and Young People

Outcome 2  Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes

Assessment Criteria
The learner can:
1. Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
2. Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
3. Explain how the goals and targets identified will support the achievement of positive outcomes
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
5. Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan.

Additional Guidance
Others may include:
- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies
Unit 069               Assessment and Planning with Children and Young People

Outcome 3               Be able to work with children and young people to implement the plan for the achievement of positive outcomes

Assessment Criteria
The learner can:
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
2. Agree with a child, young person and others how goals and targets will be achieved
3. Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
4. Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person.

Additional Guidance
Others may include:
- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies
Unit 069  
**Assessment and Planning with Children and Young People**

**Outcome 4**  
Be able to work with children and young people to review and update plans

**Assessment Criteria**

The learner can:

1. Demonstrate how to record relevant information to prepare for a review
2. Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
3. Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
4. Present information to reviews about aspects of the plan that are working well and those that need to be changed.
Unit 069  
Assessment and Planning with Children and Young People

Notes for guidance

General guidance for all Learning Outcomes in this unit
All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.
Unit 070 Promote the Well-being and Resilience of Children and Young People

Level: 3  
Credit value: 4  
UAN number: F/600/9780

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the importance of promoting positive well-being and resilience of 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
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- HSC NOS Units 34 and 313
- CCLD NOS Units 307 and 308
- Professional Practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3
- Training Support and Development Standards for Foster Care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning Outcomes 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 070 Promote the Well-being and Resilience of Children and Young People

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

Assessment Criteria
The learner can:
1. Explain the factors that influence the well-being of children and young people
2. Explain the importance of resilience for children and young people
3. Analyse effective ways of promoting well being and resilience in the work setting
4. Describe ways of working with carers to promote well being and resilience in children and young people.

Additional Guidance
Factors that influence well-being may include:
• Attachment
• Relationships
• Emotional security
• Health
• Self esteem
• Diet
• Exercise
• Rest and sleep
• Prompt medical/dental attention when needed
• Preventive health programmes
Unit 070  Promote the Well-being and Resilience of Children and Young People

Outcome 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

Assessment Criteria
The learner can:
1. Explain why social and emotional identity are important to the well being and resilience of children and young people
2. Explain **how to support children and young people to identify with their own self image and identity**
3. Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
4. Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
5. Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

Additional Guidance
**How to support children and young people to identify with their own self image and identity** may include:
- Positive role models
- Cultural/ethnic networks
- Life story work
Unit 070
Promote the Well-being and Resilience of Children and Young People

Outcome 3
Be able to provide children and young people with a positive outlook on their lives

Assessment Criteria
The learner can:
1. Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
2. Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
3. Support and encourage children and young people to respond positively to challenges and disappointments
4. Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
5. Support children and young people to reflect on the impact of their own actions and behaviour.
Unit 070  Promote the Well-being and Resilience of Children and Young People

Outcome 4  Be able to respond to the health needs of children and young people

**Assessment Criteria**

The learner can:

1. Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
2. Encourage children and young people to make positive choices about all of their health needs
3. Assess any risks or concerns to the health and well-being of children and young people and take appropriate action
4. Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
5. Record concerns about a child or young person's health or well being following recognised procedures.

**Additional Guidance**

**Health needs** may include:
- Physical
- Mental
- Sexual

**Concerns** may include:
- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

**Relevant people** may include:
- Carers
- Social worker
- Lead professional
- Residential workers
Unit 070  Promote the Well-being and Resilience of Children and Young People

Notes for guidance

**General guidance and all Learning Outcomes in this unit**
All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.
Unit 071  Professional Practice in Children and Young People’s Social Care

Level: 3  
Credit value: 4  
UAN number: F/601/0315

Unit aim
This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand the legislation and policy framework for working with children and young people in social care work settings
2. Understand the professional responsibilities of working with children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice
4. Be able to develop effective working relationships with professional colleagues
5. Understand the implications of equalities legislation for working with children, young people and families
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD NOS Unit 305
- Professional Practice in residential child care Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3
- Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning Outcomes 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 071   Professional Practice in Children and Young People’s Social Care

Outcome 1 Understand the legislation and policy framework for working with children and young people in social care work settings

Assessment Criteria
The learner can:
1. Explain how current and relevant legislation and policy affects work with children and young people
2. Describe the impact of social care standards and codes of practice on work with children and young people

Additional Guidance
Current and relevant legislation and policies as appropriate to UK Home Nation.
Unit 071  
Professional Practice in Children and Young People’s Social Care

Outcome 2  
Understand the professional responsibilities of working with children and young people

Assessment Criteria

The learner can:

1. Explain the responsibilities of a
   - corporate parent
   - professional carer
2. Explain what is meant by a ‘duty of care’
3. Analyse the impact of professional relationships on children and young people
4. Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
5. Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Additional Guidance

Impact of professional relationships may include:

- Power relationships
- Dealing with a employed professional
- Feelings of powerlessness
- Uncertainties about how to behave and relate
Unit 071  Professional Practice in Children and Young People’s Social Care

Outcome 3  Be able to meet professional responsibilities by reflecting on own performance and practice

**Assessment Criteria**

The learner can:

1. Explain the professional responsibility to maintain current and competent practice
2. Engage with professional supervision in order to improve practice
3. Demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people
4. Explain the importance of understanding the limits of personal competence and when to seek advice.
Unit 071 Professional Practice in Children and Young People’s Social Care

Outcome 4 Be able to develop effective working relationships with professional colleagues

Assessment Criteria
The learner can:
1. Demonstrate how to respect and value the professional competence and contribution of colleagues
2. Explain own rights and expectations as a professional and how to assert them.
Unit 071 Professional Practice in Children and Young People’s Social Care

Outcome 5 Understand the implications of equalities legislation for working with children, young people and families

**Assessment Criteria**
The learner can:
1. Explain how current equalities legislation affects work with children young people and families
2. Identify examples of good practice in promoting equality and explain how and why they are effective.

**Additional Guidance**
Equalities legislation as appropriate to UK Home Nation
Unit 071 Professional Practice in Children and Young People’s Social Care

Outcome 6 Understand the value of diversity and the importance of equality and anti-discriminatory practice

Assessment Criteria
The learner can:

1. Explain what is meant by diversity
2. Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families
3. Describe the effects of discrimination and explain the potential results for children and young people.
Unit 075 Work with Babies and Young Children to Promote their Development and Learning

Outcome 1 Understand the development and learning of babies and young children

Assessment Criteria
The learner can:
- Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
- Explain:
  - how development and learning are interconnected
  - how and why variations occur in rate and sequence of development and learning
  - that learning may take place in different ways
  - the importance of play
- Explain the potential effects on development, of pre conceptual, pre birth and birth experiences
- Explain the impact of current research into the development and learning of babies and young children.

Additional Guidance
Pre conceptual, pre birth and birth experiences may include:
- Smoking
- Alcohol
- Maternal ill health
- Poor maternal diet
- Substance abuse
- Assisted birth
- Birth trauma
Unit 075  Work with Babies and Young Children to Promote their Development and Learning

Outcome 2  Be able to promote the development and learning of babies and young children

Assessment Criteria
The learner can:
- Undertake assessments of babies or young children’s development and learning needs
- Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
- Plan play based activities and experiences based on assessments to support development and learning
- 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.

Additional Guidance
Environment may include:
- Well-equipped, clean and safe with age appropriate equipment and materials
- Provides appropriate challenge
- Offers appropriate levels of sensory stimulation
- Provides quiet calming spaces for babies and young children
- Planned and organised around individual needs of babies and young children
Unit 075  Work with Babies and Young Children to Promote their Development and Learning

Outcome 3  Understand the attachment needs of babies and young children

Assessment Criteria
The learner can:
• Explain the benefits of the key worker/person system in early years settings
• 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
• Analyse the possible effects of poor quality attachments on the development of babies and children.

Additional Guidance
Possible effects of poor quality attachments may include:
• Effects on social and emotional development and emotional security
• Effects on ability to settle, take risks and make the most of learning opportunities
• Possible effects on short and long term mental health
• Effects on relationships with parents and professional carers
Unit 075  Work with Babies and Young Children to Promote their Development and Learning

Outcome 4  Be able to engage with babies and young children and be sensitive to their needs

Assessment Criteria
The learner can:

- Engage sensitively with babies and young children giving them time to respond
- Engage in playful activity with babies and young children
- Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice
- Explain why it is important to manage transitions for babies and young children
- Explain when and why babies and young children require periods of quiet to rest and sleep.

Additional Guidance
Responsive care may include:

- Where carer responds sensitively, consistently and promptly
- Responses are sensitive to individual needs and preferences
- Consistency of response
- Responding promptly and managing situations to avoid delay
Unit 075  Work with Babies and Young Children to Promote their Development and Learning

Outcome 5  Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

Assessment Criteria
The learner can:
- Explain the primary importance of carers in the lives of babies and young children
- Demonstrate in own practice how to exchange information with carers
- Evaluate ways of working in partnership with carers.
Unit 075  Work with Babies and Young Children to Promote their Development and Learning

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 076 Care for the Physical and Nutritional Needs of Babies and Young Children

Level: 3
Credit value: 6
NDAQ number: D/601/0130

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

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:
1. Be able to provide respectful physical care for babies and young children
2. Be able to provide routines for babies and young children that support their health and development
3. Be able to provide opportunities for exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children
5. Be able to provide for the nutritional needs of babies under 18 months
6. Understand how to provide for the nutritional needs of young children from 18 – 36 months

Guided learning hours
It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

**All Learning Outcomes must be assessed in a real work environment.**

**Simulation is not permitted, except for Learning Outcome 5.2.**
Unit 076  Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 1  Be able to provide respectful physical care for babies and young children

Assessment Criteria
The learner can:

- Demonstrate culturally and ethnically appropriate care for babies and young children for:
  - Skin
  - Hair
  - Teeth
  - Nappy area
- 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
- 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
- Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.
Unit 076  Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 2  Be able to provide routines for babies and young children that support their health and development

Assessment Criteria
The learner can:

• Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
• Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
• Explain the principles of effective toilet training and how this is incorporated into routines.

Additional Guidance
Toilet training may include:

• Encouraging and praising
• Treating child with respect and avoiding guilt
• Working in partnership with carers
• Flexible personalised approach
• Starting training when the child is ready and not rushing process
• Being positive and supportive to the child's efforts
• Structuring physical environment to facilitate training
• Avoiding confrontation
• Providing plenty of fluids and fibre to prevent hard stools
Unit 076

Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 3

Be able to provide opportunities for exercise and physical activity

Assessment Criteria

The learner can:

- Explain the importance of exercise and physical activity for babies and young children
- Demonstrate in own practice how to support babies or young children’s exercise and physical activity.
Unit 076 Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 4 Be able to provide safe and protective environments for babies and young children

Assessment Criteria
The learner can:
- Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
- Demonstrate and evaluate the safety features within the environment for babies and young children
- Supervise babies or young children and demonstrate a balanced approach to risk management
- Explain current advice on minimising sudden infant death syndrome in everyday routines for babies.

Additional Guidance
Safety features may include:
- Socket covers
- Safety gates
- Corner protectors
- Cupboard locks
- Finger guards on doors
Unit 076  Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 5  Be able to provide for the nutritional needs of babies under 18 months

Assessment Criteria
The learner can:

- 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
- Prepare formula feeds hygienically following current guidance
- Evaluate the benefits of different types of formula that are commonly available.
Unit 076  Care for the Physical and Nutritional Needs of Babies and Young Children

Outcome 6  Understand how to provide for the nutritional needs of young children from 18 – 36 months

**Assessment Criteria**

The learner can:

- Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers.
- Explain food allergies and intolerances that a young child may experience and the importance of following carers’ instructions on the needs of their child.
See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 081   Support Disabled Children and Young People and those with Specific Requirements

Level: 4
Credit value: 6
NDAQ number: T/601/0134

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

Learning outcomes
There are five learning outcomes to this unit. The learner will be able to:
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
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
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
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

Guided learning hours
It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 312 Support children with disabilities or special educational needs and their families
- 418 Co-ordinate and support provision for disabled children and those with special educational needs
- NOS for Sensory Services-Standards 1 – 7

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.
**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

**Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.**
Unit 081  Support Disabled Children and Young People and those with Specific Requirements

Outcome 1  Understand the principles of working inclusively with disabled children and young people and those with specific requirements

**Assessment Criteria**

The learner can:

- 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
- Compare service led and child and young person led models of provision for disabled children and young people
- Critically analyse the difference between the social model and medical model of disability and how each model affects provision
- Explain the importance of:
  - advocacy
  - facilitated advocacy for children and young people who require it
  - the personal assistant role
- Explain the importance of encouraging the participation of disabled children and young people.
Unit 081 Support Disabled Children and Young People and those with Specific Requirements

Outcome 2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

Assessment Criteria
The learner can:

- Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
- Explain the types of support and information carers may require
- Demonstrate in own practice partnership working with families.

Additional Guidance
Types of support and information may include:
- Learning to use sign language, Makaton speech board
- Social and emotional support required in circumstances such as coming to terms with impact of disability on own family
- Financial
- Information about services and availability
- Information about children’s and families rights
Unit 081 Support Disabled Children and Young People and those with Specific Requirements

Outcome 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

Assessment Criteria
The learner can:

• Demonstrate in own practice engagement with disabled children or young people
• Encourage children or young people to express their preferences and aspirations in their chosen way of communication
• 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
• Develop a plan with an individual child or young person to support learning, play or leisure needs
• Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

Additional Guidance
Assess a child or young person’s learning, play or leisure needs may include:

• Carrying out observations
• Gathering information from others
• Finding out the preferences of the child or young person
• Finding solutions to obstacles
• Looking at how to overcome barriers
Unit 081  Support Disabled Children and Young People and those with Specific Requirements

Outcome 4  Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

Assessment Criteria
The learner can:

- Demonstrate in own practice how barriers which restrict children and young people's access are overcome
- Explain the importance of evaluating and challenging existing practice and becoming an agent of change
- Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
- Describe the impact of disability within different cultures and the importance of culturally sensitive practice
- Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.
Unit 081  Support Disabled Children and Young People and those with Specific Requirements

Outcome 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

Assessment Criteria
The learner can:
- Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
- Analyse examples of multi agency and partnership working from own practice.
See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 092 Support Young People to Move Towards Independence and Manage their Lives

Level: 3  
Credit value: 3  
NDAQ number: F/601/1349

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

Learning outcomes  
There are four learning outcomes to this unit. The learner will be able to:
1. Understand the way that young people move from dependence to independence  
2. Be able to prepare young people for the practical challenges of independence  
3. Be able to prepare young people for the emotional challenges of independence  
4. Be able to prepare young people to assess personal risks and protect themselves

Guided learning hours  
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards  
This unit is linked to:
- HSC NOS Units 38 and 310

Support of the unit by a sector or other appropriate body  
This unit is endorsed by Skills for Care and Development.

Assessment  
This unit will be assessed by:
- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.
Unit 092  Support Young People to Move Towards Independence and Manage their Lives

Outcome 1  Understand the way that young people move from dependence to independence

Assessment Criteria
The learner can:

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

Additional Guidance
Reasons why some young people may find it difficult to move to independence may include:

- Incomplete attachment
- Abuse/exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats
Outcome 2 Be able to prepare young people for the practical challenges of independence

Assessment Criteria
The learner can:

- Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
- Prepare plans with young people that will assist them in maintaining their own health and well being
- Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
- Provide young people with information about how to manage personal finances
- Explain why practical support and advice for independence is a long term project.

Additional Guidance
Maintaining health and well being may include:

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check-ups
- Healthy balanced diet
- Regular exercise
- Rest and sleep

Manage and maintain accommodation may include:

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance – changing lightbulbs etc
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

Outcome 2 continues on next page
Unit 092  Support Young People to Move Towards Independence and Manage their Lives

Outcome 2  Be able to prepare young people for the practical challenges of independence

Additional Guidance (continued)
Manage personal finances may include:
- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers’ rights
- Financial rights
- Where to get financial advice
Unit 092  Support Young People to Move Towards Independence and Manage their Lives

Outcome 3  Be able to prepare young people for the emotional challenges of independence

Assessment Criteria
The learner can:

- Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
- Provide young people with information about where to find support if they feel isolated or lonely
- Explain how to support young people who may feel worried and ambivalent about becoming independent
- Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
- Explain the importance of having somewhere that is ‘home’.
Unit 092  Support Young People to Move Towards Independence and Manage their Lives

Outcome 4  Be able to prepare young people to assess personal risks and protect themselves

Assessment Criteria
The learner can:

- Explain to young people how to assess risks in day to day situations
- Demonstrate how to prepare young people to minimise risks
- Provide young people with information and skills to protect themselves and know when to seek help.

Additional Guidance
Day to day risk situations may include:

- In pubs and clubs
- Shopping in crowds
- Obtaining cash
- Shopping online
- Meeting people through the internet
- Opening the door to strangers
- Purchasing on the doorstep
Unit 092 Support Young People to Move Towards Independence and Manage their Lives

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 093  Support Children and Young People to
Achieve their Learning Potential

Level:  3
Credit value:  3
NDAQ number:  D/601/1357

Unit aim
This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the legislation and policies that underpin education and learning for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve
3. Be able to work with children and young people to make the most of learning opportunities
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• HSC NOS Unit 39
• LDSS NOS Unit 317
• Professional Practice in residential child care, Standard: 4.6
• Training Support and Development Standards for Foster Care, Standard 4.5

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2 and 3 should be assessed in a real work situation. Simulation is not allowed.
Unit 093 Support Children and Young People to Achieve their Learning Potential

Outcome 1 Understand the legislation and policies that underpin education and learning for children and young people

Assessment Criteria
The learner can:
- Describe the legislation that affects children and young people’s access to education and learning opportunities
- Explain how policies have influenced access to learning opportunities for children and young people.

Additional Guidance
Legislation
As appropriate to relevant UK Home nation
Unit 093  Support Children and Young People to Achieve their Learning Potential

Outcome 2  Be able to support children and young people to work out what they want to learn and achieve

Assessment Criteria
The learner can:

- Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
- Work with a child or young person to help them to see how they can build on their interests, talents and abilities.
Unit 093  Support Children and Young People to Achieve their Learning Potential

Outcome 3  Be able to work with children and young people to make the most of learning opportunities

Assessment Criteria
The learner can:

• Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
• Support children or young people’s learning activities
• Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
• Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
• Provide children or young people with enthusiastic feedback to celebrate achievement.
Unit 093  Support Children and Young People to Achieve their Learning Potential

Outcome 4  Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

Assessment Criteria
The learner can:

- Explain the importance of engaging carers in children and young people’s learning
- Identify key professionals and their roles in supporting and developing children and young people’s learning
- Explain the importance of effective communication between all those involved in a child or young person’s learning.
Unit 093  Support Children and Young People to Achieve their Learning Potential

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 094  Support Children and Young People to Have Positive Relationships

Level:  3  
Credit value:  3  
NDAQ number:  R/601/1369

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand the importance of positive relationships for the development and well being of children and young people
2. Be able to support children and young people to make and maintain positive relationships
3. Understand how to support children and young people when there are relationship difficulties

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- HSC NOS Unit 311
- CCLD NOS Unit 301
- Professional Practice in residential child care, Standard: 4.7
- Training support and development standards for Foster Care, Standard 2.3

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcome 2 must be assessed in real work situations.

Simulation is not allowed.
Unit 094 Support Children and Young People to Have Positive Relationships

Outcome 1 Understand the importance of positive relationships for the development and well being of children and young people

Assessment Criteria
The learner can:
- Identify the different relationships children and young people may have
- Explain the importance of positive relationships for development and well-being
- Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships.

Additional Guidance
Different relationships may include:
- Parental
- Carer
- Sibling
- Family
- Friendship
- Emotional/Sexual
- Acquaintance
- Professional
Unit 094 Support Children and Young People to Have Positive Relationships

Outcome 2 Be able to support children and young people to make and maintain positive relationships

Assessment Criteria
The learner can:

- Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
- Explain how to support children or young people to make new relationships
- Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships.
Unit 094  Support Children and Young People to Have Positive Relationships

Outcome 3  Understand how to support children and young people when there are relationship difficulties

Assessment Criteria
The learner can:

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

Additional Guidance
Relationship difficulties may include:

- Parents or carers
- Families
- Peers
- Close friends
- Colleagues or other professionals
Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Level: 3
Credit value: 4
NDAQ number: L/601/2861

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
3. Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people

Guided learning hours
It is recommended that 28 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
There are links to:
• Some of the competencies from CCLD Units 302, 306, 308, 312.
• Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C

Support of the unit by a sector or other appropriate body
This unit is endorsed by the Communications Trust, and Skills for Learning and Development.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcome 3 must be assessed in relation to a real work situation. Simulation is not allowed.
Unit 097  Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 1  Understand the concept of positive practice when working with children and young people with speech, language and communication needs

Assessment Criteria
The learner can:

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

Additional Guidance
Positive strategies may include:
• Adapting adult language
• Adapting the environment to support communication
• Modelling and expanding the child or young person's language
• Demonstrating specific communication behaviours
• Facilitating communication between children and young people
• Providing time and supported opportunities to communicate
• Supporting and developing confidence and self-esteem
Unit 097  Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 2  Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people

Assessment Criteria
The learner can:

• Identify and describe the different strategies and targets that can support children and young people’s speech, language and communication needs

• Explain the process of how supportive strategies are selected and implemented to support children and young people’s speech, language and communication needs

• Explain own role in the process of how targets are set, monitored and evaluated along with specialist

• Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.
Unit 097  Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 3  Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs

Assessment Criteria
The learner can:
- Review and identify the particular issues and implications of work setting for children and young people’s speech, language and communication
- Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people’s speech, language and communication
- Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

Additional Guidance
Resources and tasks may include:
- Everyday activities within the work setting
- Specific resources or activities within, for example a curriculum
- Daily routines within the setting
- Published resources; written information
Unit 097  Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Outcome 4  Understand how to work with others to support the social, emotional and cognitive needs of children and young people

Assessment Criteria
The learner can:

• Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
• Explain how social, emotional and cognitive needs can affect children and young people’s speech, language and communication
• Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.
Unit 097 Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Level: 4
Credit value: 5
NDAQ number: F/600/9777

Unit aim
This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the factors that may impact on the outcomes and life chances of children and young people
2. Understand how poverty and disadvantage affect children and young people’s development
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Guided learning hours
It is recommended that 40 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to: DCSF Narrowing the Gap Guidance 2008.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by either:
• candidate portfolio of evidence (033)
• an assignment covering Learning Outcomes and assessment criteria (034).

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 1 Understand the factors that may impact on the outcomes and life chances of children and young people

Assessment Criteria
The learner can:
• Identify the factors that impact on outcomes and life chances for children and young people
• Explain the critical importance of poverty in affecting outcomes and life chances
• Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
• Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people.

Additional Guidance:
Factors impacting on children and young people’s life chances may include:
• Poverty
• Social and community pressures
• Health status
• Abuse and neglect
• Violent and/or offending family or personal backgrounds
• Race, gender, sexual orientation
• Asylum seeking or victims of trafficking
Unit 033  Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 2  Understand how poverty and disadvantage affect children and young people’s development

Assessment Criteria
The learner can:

- Analyse how poverty and disadvantage may affect children and young people’s:
  - physical development
  - social and emotional development
  - communication development
  - intellectual development
  - learning.
Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

Assessment Criteria
The learner can:

• Explain what is meant by both disadvantage and vulnerability
• Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
• Evaluate the impact of early intervention.

Additional Guidance
A vulnerable child/young person is defined as:
A child/young person and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.
Unit 033  Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 4  Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

Assessment Criteria
The learner can:

- Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
- Explain how carers can be engaged in the strategic planning of services
- Analyse how practitioners can encourage carers to support children and young people's learning and development
- Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.
Unit 033  Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 5  Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Assessment Criteria
The learner can:

• Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence

• Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background

• Analyse how and why practitioners should act as agents and facilitators of change in own work setting.
Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 106  Support Young People who are Looked After or are Leaving Care

Level: 3  
Credit value: 3  
NDAQ number: A/502/5224

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

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Understand the issues affecting young people who are looked after or leaving care
2. Understand how to support young people who are looked after or leaving care
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

Guided learning hours
It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Justice.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners’ performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.
Unit 106 Support Young People who are Looked After or are Leaving Care

Outcome 1 Understand the issues affecting young people who are looked after or leaving care

Assessment Criteria
The learner can:

- Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
- Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others.
Unit 106  Support Young People who are Looked After or are Leaving Care

Outcome 2  Understand how to support young people who are looked after or leaving care

Assessment Criteria
The learner can:

• Describe the sources of information and support services which are available to support young people who are looked after or leaving care
• Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
• Encourage young people to maintain positive relationships and contact with family, carers and/or significant others.
Unit 106  Support Young People who are Looked After or are Leaving Care

Outcome 3  Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

Assessment Criteria
The learner can:

• Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care

• Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.
Support Young People who are Looked After or are Leaving Care

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 111  Support Young People with Mental Health Problems

Level: 3
Credit value: 3
NDAQ number: T/502/5240

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand the issues affecting young people with mental health problems
2. Understand how to support young people with mental health problems
3. Know about the statutory and legal frameworks in relation to young people with mental health problems

Guided learning hours
It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• Skills for Justice
• B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended
• B606 Contribute to promoting health and social well-being of children and young people
• Skills for Care and Development
• HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3)
• CWDC Common Core
  o Effective communication and engagement with children, young people, their families and carers
  o Child and young person development
  o Safeguarding and promoting the welfare of the child
  o Supporting transitions
  o Multi-agency working

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Justice.
Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners’ performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.
Unit 111  Support Young People with Mental Health Problems

Outcome 1  Understand the issues affecting young people with mental health problems

Assessment Criteria
The learner can:

- Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
- Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours.
Unit 111  Support Young People with Mental Health Problems

Outcome 2  Understand how to support young people with mental health problems

Assessment Criteria
The learner can:

• Describe the sources of information, agencies and support services which are available to help young people with mental health problems
• Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
• Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement.
Unit 111 Support Young People with Mental Health Problems

Outcome 3 Know about the statutory and legal frameworks in relation to young people with mental health problems

Assessment Criteria
The learner can:

- Describe the statutory and legal frameworks for protecting young people with mental health problems
- Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.
Unit 111  Support Young People with Mental Health Problems

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 032 Support the Creativity of Children and Young People

Level: 3
Credit value: 3
NDAQ number: M/600/9807

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how creativity promotes well being for children and young people
2. Be able to encourage children and young people to recognise and value their own and others’ creativity
3. Be able to support children and young people to take part in creative activities
4. Be able to participate in creative, day to day activities with children and young people

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)
This unit is linked to:
- HSC NOS Unit 38 c
- Professional Practice in residential child care Standard: 4.5
- Training Support and Development Standards for Foster Care Standard 5.4

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Learning Outcomes 2, 3 and 4 should be assessed in real work situations. Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 032 Support the Creativity of Children and Young People

Outcome 1 Understand how creativity promotes well being for children and young people

Assessment Criteria
The learner can:
• Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
• Identify the potential benefits of different types of creative activity
• Explain the difference between formal and informal creative activity.

Additional Guidance
Different types of creative activity may include:
• Solitary
• Shared
• Group
• Sedentary, eg writing
• Active, eg gardening, sport
• Cerebral, eg chess, computer games

Formal creative activity may include:
• Drama groups
• Music groups
• Art classes
• Creative writing groups
• Discussion/debating groups
• Fashion design classes
• Architectural design/drawing

Informal creative activity may include:
• Creative thinking
• Cooking
• Baking
• Flower arranging
• Decorating
• Computer gaming
Unit 032 Support the Creativity of Children and Young People

Outcome 2 Be able to encourage children and young people to recognise and value their own and others’ creativity

Assessment Criteria
The learner can:

- Demonstrate how to work with children and young people to promote and encourage creativity
- Explain the importance of encouraging children and young people to recognise and value creativity
- Demonstrate how to encourage children or young people to explore their opportunities for creative activity.
**Unit 032** Support the Creativity of Children and Young People

Outcome 3 Be able to support children and young people to take part in creative activities

**Assessment Criteria**

The learner can:

- Identify potential resources to support children and young people to take part in organised creative activities
- Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
- Explain the importance of encouraging carers to support children and young people's creative activities.
Unit 032 Support the Creativity of Children and Young People

Outcome 4 Be able to participate in creative, day to day activities with children and young people

Assessment Criteria
The learner can:

- Explain the importance of spending creative time with children and young people and the benefits that can result
- Demonstrate how to spend time with children and young people in creative activity
- Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.
See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 087  Work with Children and Young People in a Residential Care Setting

Level: 3  
Credit value: 5  
NDAQ number: A/600/9809

Unit aim
This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
2. Understand own role and professional responsibilities in a residential care setting
3. Be able to work with children and young people through the day to day activities involved in sharing a living space
4. Be able to work with children and young people in a residential setting
5. Be able to safeguard children and young people in a residential care setting

Guided learning hours
It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• SC NOS Unit 323
• Professional Practice in residential child care: all Standards

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not allowed.
Unit 087 Work with Children and Young People in a Residential Care Setting

Outcome 1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people

Assessment Criteria
The learner can:

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

Additional Guidance
Current theoretical approaches may include:

- Therapeutic communities childcare
- Social pedagogy
- All systems
- Outcome based
- Life space
- Solution focused

Current legal and rights framework, policies and legislation
As relevant to UK Home nation
Unit 087  Work with Children and Young People in a Residential Care Setting

Outcome 2  Understand own role and professional responsibilities in a residential care setting

Assessment Criteria

The learner can:

- Explain the requirements of professional codes of conduct and how they apply to day to day work activities
- Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
- Analyse how power, prejudice and discrimination can affect children and young people
- Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
- Explain the professional requirement to maintain current, competent practice
- Explain the importance of maintaining positive relationships with people in the local community.
Unit 087  Work with Children and Young People in a Residential Care Setting

Outcome 3  Be able to work with children and young people through the day to day activities involved in sharing a living space

Assessment Criteria
The learner can:
- Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
- Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
- Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
- 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
- Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living.
Unit 087  Work with Children and Young People in a Residential Care Setting

Outcome 4  Be able to work with children and young people in a residential setting

Assessment Criteria
The learner can:

- Demonstrate how to facilitate agreement of arrangements for living together regardless of group size
- Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
- Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives.
Unit 087  Work with Children and Young People in a Residential Care Setting
Outcome 5  Be able to safeguard children and young people in a residential care setting

Assessment Criteria
The learner can:

- Demonstrate how to equip children or young people to feel safe and to manage risks
- Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
- 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.
Unit 087  Work with Children and Young People in a Residential Care Setting

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 086  Support Children or Young People in their Own Home

**Level:** 3  
**Credit value:** 4  
**NDAQ number:** K/601/0132

**Unit aim**
This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence required to work in someone else's home in order to support the achievement of positive outcomes.

**Learning outcomes**
There are **three** learning outcomes to this unit. The learner will:
1. Understand roles and responsibilities in relation to supporting children or young people in their own home
2. Be able to build positive relationships with children or young people and their carers when working in their home
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences

**Guided learning hours**
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**
This unit is linked to:
- HSC NOS Unit 319

**Support of the unit by a sector or other appropriate body**
This unit is endorsed by Skills for Care and Development.

**Assessment**
This unit will be assessed by:
- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

**Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.**
Unit 086  
Support Children or Young People in their Own Home

Outcome 1  
Understand roles and responsibilities in relation to supporting children or young people in their own home

Assessment Criteria
The learner can:

- Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
- Explain why it is important to be reliable and dependable when working with children or young people in their own home
- Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
- Explain what needs to be recorded when working with children or young people in their own home
- Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case.
Unit 086  Support Children or Young People in their Own Home

Outcome 2  Be able to build positive relationships with children or young people and their carers when working in their home

Assessment Criteria
The learner can:

- Explain the importance of gathering information about the needs and preferences of children or young people
- Demonstrate methods of gathering information about the needs and preferences of children or young people
- Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
- Explain why a sensitive approach is needed when working with children or young people in their own home
- Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers.
Unit 086  Support Children or Young People in their Own Home

Outcome 3  Be able to provide support for children or young people to engage in activities that meet their needs and preferences

Assessment Criteria
The learner can:

- Demonstrate how activities with children or young people are planned to include:
  - Preparation of the environment
  - Preparation of resources
  - Consideration of the level of support required
- Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
- 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.
Unit 086 Support Children or Young People in their Own Home

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 112  Engage Young Parents in Supporting their Children’s Development

Level: 3
Credit value: 3
NDAQ number: J/502/4660

Unit aim
This unit aims to enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children’s development.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the context of pregnancy and parenthood for young people
2. Understand transition issues for young people and their potential impact on parenthood
3. Understand the impact of stress on a young parent’s relationship with their child/children
4. Understand how to engage young parents with services
5. Understand the specific needs of young fathers in engaging with their child’s needs and development

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units in the Work with Parents Qualification) and for Children’s Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children’s Workforce.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Simulation is not allowed.
Unit 112 Engage Young Parents in Supporting their Children’s Development

Outcome 1 Understand the context of pregnancy and parenthood for young people

Assessment Criteria
The learner can:

- Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
- Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
- Demonstrate how the strategy and guidance applies to own work with young parents.
Unit 112 Engage Young Parents in Supporting their Children’s Development

Outcome 2 Understand transition issues for young people and their potential impact on parenthood

Assessment Criteria
The learner can:
- Reflect on own transitional experiences as a young person
- Describe issues facing young parents in their transition from child to young adult.
Unit 112  Engage Young Parents in Supporting their Children’s Development

Outcome 3  Understand the impact of stress on a young parent’s relationship with their child/children

Assessment Criteria
The learner can:

• Explain how stress experienced by young parents may affect their relationships with their children
• Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting.
Unit 112  Engage Young Parents in Supporting their
Children’s Development

Outcome 4  Understand how to engage young parents with services

Assessment Criteria
The learner can:

• Explain factors which impact on a young parent’s engagement with services
• Reflect on the potential effectiveness of the range of services that can be offered to young parents
• Demonstrate how young parents engage with services/settings in own practice.
Unit 112  Engage Young Parents in Supporting their Children’s Development

Outcome 5  Understand the specific needs of young fathers in engaging with their child’s needs and development

Assessment Criteria

The learner can:

• Explain the specific needs of young fathers
• Explain factors that may lead to young fathers engaging with the needs of their children
• Explain how services/settings can support young fathers to engage with their child’s needs and development.
It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents’ service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with young parents in a specific setting/environment, is a good way of starting the unit.

**Suggested resources**

Access to resources for investigation and research will be needed within the learning environment and can be linked to the ‘Functional Skills’ units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link: [www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx](http://www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx)

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important further guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 113  Engage Fathers in their Children’s Early Learning

Level: 3  
Credit value: 3  
NDAQ number: Y/502/4663

Unit aim
This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children’s early learning.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the policy context and research that underpins the involvement of fathers in their children’s early learning
2. Understand how to work in partnership with fathers to support their children’s early learning
3. Understand the barriers to fathers being involved in their children’s early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children’s early learning

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children’s Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children’s Workforce.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Simulation is not allowed.
Unit 113  Engage Fathers in their Children’s Early Learning

Outcome 1  Understand the policy context and research that underpins the involvement of fathers in their children’s early learning

Assessment Criteria

The learner can:

- Explain key research studies that show the importance of fathers' involvement in their children's early learning
- Summarise the role of a father in family life, structure and functioning in diverse communities
- Explain the concept of positive home learning environments and ways of promoting and supporting them
- Explain why it is important to work in partnership with fathers
- Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.
Unit 113  Engage Fathers in their Children’s Early Learning

Outcome 2  Understand how to work in partnership with fathers to support their children’s early learning

Assessment Criteria
The learner can:

• Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child’s early learning
• Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
• Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.
Unit 113 Engage Fathers in their Children’s Early Learning

Outcome 3 Understand the barriers to fathers being involved in their children’s early learning

Assessment Criteria
The learner can:

- Explain personal, social and cultural barriers to fathers being involved in their children’s early learning
- Explain and demonstrate a range of strategies to help overcome barriers to fathers’ involvement in their child’s early learning
- Explain how attitudes can be barriers to engaging fathers in their children’s early learning.
Unit 113  Engage Fathers in their Children’s Early Learning

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children’s early learning

Assessment Criteria
The learner can:

- Reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning
- Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
- Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.
Unit 113 Engage Fathers in their Children’s Early Learning

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents’ service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion of the kind of barriers fathers may experience to become involved in their child’s early learning, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the ‘Functional Skills’ units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, or by accessing the website www.surestart.gov.uk/publications that has excellent links to ‘Father focussed groups’.

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) for important further guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 114  Engage Parents in their Children’s Early Learning

Level: 3
Credit value: 3
NDAQ number: M/502/3812

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the policy context and research that underpins parental involvement in their children's early learning
2. Understand how to work in partnership with parents to support their children's early learning
3. Understand barriers to parents being involved 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.

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children’s Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children’s Workforce.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Simulation is not allowed.
Unit 114 Engage Parents in their Children’s Early Learning

Outcome 1 Understand the policy context and research that underpins parental involvement in their children’s early learning

Assessment Criteria
The learner can:

• Explain key research findings which show the importance of parental involvement in their children’s learning in their early years
• Explain the concept of positive home learning environments and identify ways of promoting and supporting them
• Explain why it is important to work in partnership with parents, including fathers
• Explain the importance of clear principles and policies to support the engagement of parents in their child’s early learning.
**Unit 114**  
Engage Parents in their Children’s Early Learning

**Outcome 2**  
Understand how to work in partnership with parents to support their children’s early learning

**Assessment Criteria**
The learner can:

- Explain and demonstrate how parents are engaged as partners in their children’s early learning
- Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
- Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
- Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child’s first educator.
Unit 114  Engage Parents in their Children’s Early Learning

Outcome 3  Understand barriers to parents being involved in their children’s early learning

Assessment Criteria
The learner can:

- Explain personal, social and cultural barriers to parents being involved in their children’s early learning
- Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child’s early learning
- Explain how attitudes can be barriers to engaging parents in their children’s early learning.
Unit 114  Engage Parents in their Children’s Early Learning

Outcome 4  Understand how to use reflection to challenge and develop existing practice in working with parents to support their children’s early learning.

Assessment Criteria
The learner can:

• Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children’s early learning
• Reflect on ways of working with parents to help them provide appropriate support for their children’s early learning
• Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.
Unit 114 Engage Parents in their Children’s Early Learning

Notes for guidance

It should be recognised that those working towards this unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents’ service at level 3.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the ‘Functional Skills’ units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website, www.peal.org.uk, for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link: www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important further guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 103 Support Care within Fostering Services for Vulnerable Children and Young People

Level: 3
Credit value: 3
NDAQ number: J/601/1806

Unit aim
This unit aims to assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption services.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand the role of support care in fostering services for vulnerable children, young people and carers
2. Be able to offer support care within fostering services to a vulnerable child or young people
3. Be able to support carers of vulnerable children or young people

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
• This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.
Unit 103  Support Care within Fostering Services for Vulnerable Children and Young People

Outcome 1  Understand the role of support care in fostering services for vulnerable children, young people and carers

Assessment Criteria
The learner can:

• Explain the principles, aims and legal status of support care in fostering services
• Explain own role and responsibilities and that of others involved in support care in fostering services
• Identify sources of information and support for the support carer role within fostering services.
Unit 103  Support Care within Fostering Services for Vulnerable Children and Young People

Outcome 2  Be able to offer support care within fostering services to a vulnerable child or young person

Assessment Criteria
The learner can:

- 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

- Explain, giving examples from own practice:
  - how placement agreements are reached and typical content
  - the types of tasks and activities to be undertaken with the child or young person and the reason for the selection

- 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.
Unit 103  Support Care within Fostering Services for Vulnerable Children and Young People

Outcome 3  Be able to support carers of vulnerable children or young people

Assessment Criteria
The learner can:

• Demonstrate and explain how to build positive relationships with carers
• Explain the barriers that may exist in positive relationships with carers and how these may be overcome
• Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate.
Unit 103  Support Care within Fostering Services for Vulnerable Children and Young People

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 115  Promote Positive Behaviour

Level: 3
Credit value: 6
NDAQ number: F/601/3764

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Be able to promote positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour.

Guided learning hours
It is recommended that 44 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• HSC 326, 337 and 398

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.
Unit 115  Promote Positive Behaviour
Outcome 1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Assessment Criteria
The learner can:
• Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
• Define what is meant by restrictive interventions
• Explain when restrictive interventions may and may not be used
• Explain who needs to be informed of any incidents where restrictive interventions have been used
• Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
• Describe safeguards that must be in place if restrictive physical interventions are used.

Additional Guidance
**Challenging behaviour** may include behaviours that are:
• Repetitive/obsessive
• Withdrawn
• Aggressive
• Self-injurious
• Disruptive
• Anti-social or illegal
• Verbally abusive
Unit 115  Promote Positive Behaviour
Outcome 2  Understand the context and use of proactive and reactive strategies

**Assessment Criteria**
The learner can:
- Explain the difference between proactive and reactive strategies
- Identify the proactive and reactive strategies that are used within own work role
- Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
- Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
- Explain the importance of reinforcing positive behaviour with individuals
- Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies.

**Additional Guidance**
**Individual:**
Child, young person or adult accessing a service

**Well-being** may include:
- Emotional
- Psychological
- Physical
Unit 115  Promote Positive Behaviour
Outcome 3  Be able to promote positive behaviour

Assessment Criteria
The learner can:

• Explain how a range of factors may be associated with challenging behaviours
• Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
• Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
• Demonstrate how to model to others' best practice in promoting positive behaviour.

Additional Guidance
Factors may include:
• Communication
• Environment
• Power imbalance
• Excessive demands
• Boredom
• Inconsistent approaches
• Lack of boundaries or goals
• Emotional expression
• Sensory needs
• Physical Health
• Mental Health
• An individual's past experiences
• Age and gender

Others may include:
• The individual
• Colleagues
• Families or carers
• Other professionals
• Members of the public
• Advocates
Unit 115  Promote Positive Behaviour
Outcome 4  Be able to respond appropriately to incidents of challenging behaviour

Assessment Criteria
The learner can:
• Identify types of challenging behaviours
• Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
• Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
• Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.
Unit 115  
Outcome 5  
Promote Positive Behaviour  
Be able to support individuals and others following an incident of challenging behaviour

Assessment Criteria  
The learner can:

• Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour

• Describe how an individual can be supported to reflect on an incident including:
  • how they were feeling at the time prior to and directly before the incident
  • their behaviour
  • the consequence of their behaviour
  • how they were feeling after the incident

• Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour

• Demonstrate how to debrief others involved in an incident of challenging behaviour

• Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.
Unit 115  
Promote Positive Behaviour

Outcome 6  
Be able to review and revise approaches to promoting positive behaviour.

Assessment Criteria
The learner can:

- Work with others to analyse the *antecedent, behaviour and consequences* of an incident of challenging behaviour
- Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

Additional Guidance

**Antecedent:**
What happens before the behaviour

**Behaviour**
The actions that are perceived as challenging behaviour or unwanted

**Consequences**
What happened as a result of the behaviour
Unit 115  Promote Positive Behaviour

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 116   Support Use of Medication in Social Care Settings

Level:    3
Credit value:  5
NDAQ number:  F/601/4056

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

Learning outcomes
There are eight learning outcomes to this unit. The learner will:
1. Understand the legislative framework for the use of medication in social care settings
2. Know about common types of medication and their use
3. Understand roles and responsibilities in the use of medication in social care settings
4. Understand techniques for administering medication
5. Be able to receive, store and dispose of medication supplies safely
6. Know how to promote the rights of the individual when managing medication
7. Be able to support use of medication
8. Be able to record and report on use of medication

Guided learning hours
It is recommended that 40 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• HSC375, HSC221, and HSC236

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook. Learning Outcomes 5, 7 and 8 must be assessed in the workplace. Simulation is not allowed.
Unit 116 Support Use of Medication in Social Care Settings

Outcome 1 Understand the legislative framework for the use of medication in social care settings

Assessment Criteria
The learner can:

• Identify legislation that governs the use of medication in social care settings
• Outline the legal classification system for medication
• Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.

Additional Guidance
Agreed ways of working include policies and procedures, where these exist.
Unit 116 Support Use of Medication in Social Care Settings

Outcome 2 Know about common types of medication and their use

Assessment Criteria
The learner can:
- Identify common types of medication
- List conditions for which each type of medication may be prescribed
- Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.

Additional Guidance
An individual:
Someone requiring care or support.
Unit 116  Support Use of Medication in Social Care Settings

Outcome 3  Understand roles and responsibilities in the use of medication in social care settings

Assessment Criteria
The learner can:

- Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
- Explain where responsibilities lie in relation to use of ‘over the counter’ remedies and supplements.
Unit 116  Support Use of Medication in Social Care Settings

Outcome 4  Understand techniques for administering medication

Assessment Criteria
The learner can:

• Describe the routes by which medication can be administered
• Describe different forms in which medication may be presented
• Describe materials and equipment that can assist in administering medication.
Unit 116 Support Use of Medication in Social Care Settings

Outcome 5 Be able to receive, store and dispose of medication supplies safely

Assessment Criteria
The learner can:
• Demonstrate how to receive supplies of medication in line with agreed ways of working
• Demonstrate how to store medication safely
• Demonstrate how to dispose of un-used or unwanted medication safely.
Unit 116  Support Use of Medication in Social Care Settings
Outcome 6  Know how to promote the rights of the individual when managing medication

Assessment Criteria
The learner can:
• Explain the importance of the following principles in the use of medication:
  • consent
  • self-medication or active participation
  • dignity and privacy
  • confidentiality
• Explain how risk assessment can be used to promote an individual’s independence in managing medication
• Describe how ethical issues that may arise over the use of medication can be addressed.

Additional Guidance
Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Unit 116  Support Use of Medication in Social Care Settings
Outcome 7  Be able to support use of medication

Assessment Criteria
The learner can:
• Demonstrate how to access information about an individual’s medication
• Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
• Demonstrate strategies to ensure that medication is used or administered correctly
• Demonstrate how to address any practical difficulties that may arise when medication is used
• Demonstrate how and when to access further information or support about the use of medication.

Additional Guidance
Medication used or administered correctly must ensure that the individual receives:
• The correct medication
• In the correct dose
• By the correct route
• At the correct time
• With agreed support
• With respect for dignity and privacy

Practical difficulties may include:
• Lost medication
• Missed medication
• Spilt medication
• An individual’s decision not to take medication
• Difficulty in taking medication in its prescribed form
• Wrong medication used
• Vomiting after taking medication
• Adverse reaction
• Discrepancies in records or directions for use
Unit 116  Support Use of Medication in Social Care Settings

Outcome 8  Be able to record and report on use of medication

Assessment Criteria
The learner can:

• Demonstrate how to record use of medication and any changes in an individual associated with it
• Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.
Unit 116  Support Use of Medication in Social Care Settings

Notes for guidance

See pages 24 – 25 of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.