

all you need to know.

Qualification Specification

NCFE Level 2 Certificate for the Children
and Young People's Workforce
(601/3510/4)

Issue 1 June 2014

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Section 1

Qualification overview

Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate for the Children and Young People's Workforce.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website www.ncfe.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate for the Children and Young People's Workforce.

The NCFE Level 2 Certificate for the Children and Young People's Workforce is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant Skills for Care and Development QCF Assessment Principles which is available on our website (www.ncfe.org.uk)

About this qualification

The NCFE Level 2 Certificate for the Children and Young People's Workforce has been accredited by the qualifications regulators for England, Wales and Northern Ireland,¹ and is part of the Qualifications and Credit Framework (QCF).

This qualification is to guide and assess development of knowledge and skills relating to the children and young people's workforce and will provide progression to the Early Learning and Childcare, Social Care and Learning Development and Support Services workforces.

This qualification confirms competence under supervision in these areas where appropriate and serves as a progression pathway to the required qualification at Level 3 and above (for all new practitioners) for registration and regulatory requirements in the sector.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Geographical coverage

This qualification has been regulated for use in England. We're able to provide the qualification specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification number (QN): 601/3510/4
- Aim reference: 60135104
- Guided learning hours (GLH): 261-277
- Credit value: 35
- QCF level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

¹ The qualifications regulators (regulators) are Ofqual in England and Northern Ireland, and the Welsh Government in Wales.

Aims and objectives of this qualification

This qualification aims to assess the development of skills and knowledge relating to the children and young people's workforce and will provide progression to the Early Learning and Childcare, Social Care and Learning Development and Support Services workforces.

The objective of this qualification is to confirm competence under supervision in these areas where appropriate and serves as a progression pathway to the required qualification at Level 3 and above (for all new practitioners) for registration and regulatory requirements in the sector.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification in a related area.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate for the Children and Young People's Workforce, learners are required to successfully achieve a minimum of **35 credits**:

- **29 credits** from the 11 mandatory units
- a minimum of **6 credits** from 16 the optional units.

This qualification consists consist of **11** mandatory units:

Unit 01	Child and young person development (2 credits)*
Unit 02	Contribute to the support of child and young person development (3 credits)
Unit 03	Safeguarding the welfare of children and young people (3 credits)*
Unit 04	Contribute to children and young people's health and safety (3 credits)
Unit 05	Contribute to the support of positive environments for children and young people (3 credits)
Unit 06	Understand partnership working in services for children and young people (2 credits)
Unit 07	Support children and young people's positive behavior (2 credits)
Unit 08	Introduction to communication in health, social care or children's and young people's settings (3 credits)
Unit 09	Introduction to personal development in health, social care or children's and young people's settings (3 credits)
Unit 10	Introduction to equality and inclusion in health, social care or children's and young people's settings (2 credits)
Unit 11	Maintain and support relationships with children and young people (3 credits)

and **16** optional units:

Unit 12	Contribute to the support of children's communication, language and literacy (2 credits)
Unit 13	Contribute to the support of children's creative development (2 credits)
Unit 14	Understand child and young person development (4 credits)

Unit 15	Promote child and young person development (3 credits)
Unit 16	Understand how to safeguard the wellbeing of children and young people (3 credits)*
Unit 17	Support children and young people's health and safety (2 credits)*
Unit 18	Develop positive relationship with children, young people and others involved in their care (1 credit)
Unit 19	Working together for the benefit of children and young people (2 credits)
Unit 20	Understand how to support positive outcomes for children and young people (3 credits)
Unit 21	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (5 credits)
Unit 22	Support the creativity of children and young people (3 credits)
Unit 23	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (3 credits)
Unit 24	Support children and young people with disabilities and special educational needs (4 credits)
Unit 25	Support children and young people's play and leisure (3 credits)
Unit 26	Support children and young people at meal or snack times (3 credits)
Unit 27	Introduction to duty of care in health, social care or children's and young people's settings (1 credit)*

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 21).

The units above marked * are available as stand-alone unit programmes and are available for individual registration. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 2 Certificate for the Children and Young People's Workforce, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit

Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Work placement/experience requirements

This is a competence based qualification so there is a requirement for assessment in a real work environment.

Simulation is not allowed.

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

For those learners who have no previous experience of working with children and young people, awarding organisations, in partnership with CWDC recommend that 200 hours are spent in a Real Work Environment.

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

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

There are specific requirements for centres and employers relating to the insurance of learners in the workplace. Further information about insurance can be found at www.abi.org.uk or www.hse.gov.uk.

Progression opportunities

Learners who achieve this qualification could progress to:

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

It may also be useful to learners studying qualifications in the following sectors:

- Early Learning and Childcare
 - Social Care
 - Learning and Development Support Services workforce
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Credit accumulation and transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

All units in this qualification are available for credit transfer.

Exemption

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has no equivalent units identified.

For more information on these approaches to accumulating and claiming credit, please see the guidance document Credit Transfer, Equivalence and Exemption in the QCF section of our website www.ncfe.org.uk.

Recognition of Prior Learning (RPL)

RPL is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF, a learner is able to claim that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team. Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Qualifications on the QCF have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively. NCFE can't be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Assessment Principles

Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent Assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an Assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the Assessor.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable Assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an Assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent:

This means that each Assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each Assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each Assessor must hold a qualification agreed with Skills for Care and Development as suitable to support the making of appropriate and consistent assessment decisions. The indicative list, which can be added to with the agreement of the Awarding Organisation and JABQG, includes the following qualifications:

1. D32/D33
2. A1/A2
3. QCF Level 3 Award in Assessing Competence in the Work Environment
- or
- QCF Level 3 Award in Assessing Vocationally Related Achievement
- or
- QCF Certificate in Assessing Vocational Achievement
4. Qualified Teacher Status
5. The Practice Teacher Award
6. Mentorship and assessment in health and social care settings
7. L3/L4 Preparing to Teach in the Lifelong Learning Sector (PTLLS)

If there is a need for clarification regarding what is an appropriate qualification then the Awarding Organisation will contact the JABQG who will clarify the issue and in cases of significant uncertainty will contact the appropriate SSC.

Qualified to make quality assurance decisions:

All Internal Verifiers must have:

Sufficient experience of having conducted assessments of the specific National Occupational Standards they are verifying or in an appropriate and related occupational area and demonstrate updating within the last year involving at least 2 of the following:

- attending Awarding Body verification training courses
- studying for learning and development units
- study related to job role
- collaborative working with Awarding Bodies
- qualifications development work
- other appropriate occupational activity as agreed with the External Verifier.

Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise

- have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff.

As this qualification is competence-based, please refer to the assessment principles document available on the qualification page on our website www.ncfe.org.uk.

Resource requirements

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development QCF Assessment Principles
- Joint AO and CWDC statement

These documents can be downloaded from the qualification page on our website www.ncfe.org.uk.

Support for learners

Learner's Evidence Tracking Log (LETL)

This gives information about this qualification and can help learners keep track of their work. LETLs can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
 - advice on support mechanisms for learners who are experiencing difficulties with their studies
 - a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
-

Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

- www.ncfe.org.uk/resources/course-file-documents
- www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas

Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit www.ncfe.org.uk/resources/ncfe-resources/qualification-support-packs.

Please see the Learning Resources section on page 17 of this qualification specification to find out if this qualification has a QSP

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners and claiming their certificates and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website here:

www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees, and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

Materials to support the delivery of this qualification can be purchased from the following Partners:

- Nelson Thornes (01242 278 100)

Materials to support the delivery of this qualification can be downloaded free from the NCFE website at www.ncfe.org.uk and consist of the following:

- Qualification Support Pack (QSP)
- Video on how to use QSPs.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification is based on the Skills for Care and Development NOS for Children's Care Learning and Development.

Further information on the NOS used in this qualification can be found on the SSC website <http://www.skillsforcareanddevelopment.org.uk/home/home.aspx>.

Section 2

Assessment and moderation

Section 2

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

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

The NCFE Level 2 Certificate for the Children and Young People's Workforce is internally assessed.

Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas

Please refer to the Skills for Care and Development's QCF Assessment Principles. This can be found on the qualification page of our website www.ncfe.org.uk.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Section 3

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can).

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116).

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Overview

Mandatory units

Unit No.	Title	GLH	Credit	Level
01	Child and young person development (H/601/3305)	15	2	2
02	Contribute to the support of child and young person development (Y/601/3236)	25	3	2
03	Safeguarding the welfare of children and young people (K/601/3323)	20	3	2
04	Contribute to children and young people's health and safety (J/601/3491)	26	3	2
05	Contribute to the support of positive environments for children and young people (H/601/3496)	27	3	2
06	Understand partnership working in services for children and young people (M/601/3498)	18	2	2
07	Support children and young people's positive behaviour (T/601/7407)	15	2	2
08	Introduction to communication in health, social care or children's and young people's settings (F/601/5465)	23	3	2
09	Introduction to personal development in health, social care or children's and young people's settings (L/601/5470)	23	3	2
10	Introduction to equality and inclusion in health, social care or children's and young people's settings (R/601/5471)	20	2	2
11	Maintain and support relationships with children and young people (D/601/7403)	15	3	2

Unit Overview (cont'd)

Optional Units

Unit No.	Title	GLH	Credit	Level
12	Contribute to the support of children's communication, language and literacy (M/601/3310)	14	2	2
13	Contribute to the support of children's creative development (H/601/3336)	14	2	2
14	Understand child and young person development (L/601/1693)	30	4	3
15	Promote child and young person development (R/601/1694)	25	3	3
16	Understand how to safeguard the wellbeing of children and young people (Y/601/1695)	25	3	3
17	Support children and young people's health and safety (D/601/1696)	15	2	3
18	Develop positive relationship with children, young people and others involved in their care (H/601/1697)	8	1	3
19	Working together for the benefit of children and young people (K/601/1698)	15	2	3
20	Understand how to support positive outcomes for children and young people (M/601/1699)	25	3	3
21	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777)	40	5	4
22	Support the creativity of children and young people (M/600/9807)	20	3	3
23	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (M/601/2884)	25	3	3
24	Support children and young people with disabilities and special educational needs (D/601/6526)	26	4	2

Unit Overview (cont'd)

Optional Units

Unit No.	Title	GLH	Credit	Level
25	Support children and young people's play and leisure (T/601/6564)	16	3	2
26	Support children and young people at meal or snack times (A/601/6517)	18	3	2
27	Introduction to duty of care in health, social care or children's and young people's settings (H/601/5474)	9	1	2

Unit 01 Child and young person development (H/601/3305)

The learner will:

- 1 Know the main stages of child and young person development

The learner can:

- 1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:
 - a) physical development
 - b) communication and intellectual development
 - c) social, emotional and behavioural development
- 1.2 Describe with examples how different aspects of development can affect one another

The learner will:

- 2 Understand the kinds of influences that affect children and young people's development

The learner can:

- 2.1 Describe with examples the kinds of influences that affect children and young people's development including:
 - a) background
 - b) health
 - c) environment
- 2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

The learner will:

- 3 Understand the potential effects of transitions on children and young people's development

The learner can:

- 3.1 Identify the transitions experienced by most children and young people
- 3.2 Identify transitions that only some children and young people may experience eg bereavement
- 3.3 Describe with examples how transitions may affect children and young people's behaviour and development

Unit 02 Contribute to the support of child and young person development (Y/601/3236)

The learner will:

- 1 Be able to contribute to assessments of the development needs of children and young people

The learner can:

- 1.1 Observe and record aspects of the development of a child or young person
- 1.2 Identify different observation methods and know why they are used
- 1.3 Support assessments of the development needs of a child or young person
- 1.4 Suggest ways the identified development needs of a child or young person can be met in the work setting

The learner will:

- 2 Be able to support the development of children and young people

The learner can:

- 2.1 Carry out activities with a child or young person to support their holistic development
- 2.2 Record observations of the child or young person's participation in the activities
- 2.3 Contribute to the evaluation of the activities meeting the child or young person's identified development needs

The learner will:

- 3 Know how to support children and young people experiencing transitions

The learner can:

- 3.1 Describe the different transitions children and young people may experience
- 3.2 Explain how to give adult support for each of these transitions

Unit 02 Contribute to the support of child and young person development (Y/601/3236) (cont'd)

The learner will:

- 4 Be able to support children and young people's positive behavior

The learner can:

- 4.1 Explain how a work setting can encourage children and young people's positive behaviour
- 4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour
- 4.3 Reflect on own role in promoting positive behaviour in children or young people

The learner will:

- 5 Be able to use reflective practice to improve own contribution to child and young person development

The learner can:

- 5.1 Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person
- 5.2 Review effectiveness of own role in supporting the child or young person's development
- 5.3 Identify changes that can be made to own practice in supporting child and young person development

Unit 03 Safeguarding the welfare of children and young people (K/601/3323)

The learner will:

- 1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

The learner can:

- 1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
- 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people

The learner will:

- 2 Know what to do when children or young people are ill or injured, including emergency procedures

The learner can:

- 2.1 Identify the signs and symptoms of common childhood illnesses
- 2.2 Describe the actions to take when children or young people are ill or injured
- 2.3 Identify circumstances when children and young people might require urgent medical attention
- 2.4 Describe the actions to take in response to emergency situations including:
 - a) fires
 - b) security incidents
 - c) missing children or young people

(Please note: this unit continues on the next page)

Unit 03 Safeguarding the welfare of children and young people (K/601/3323) (cont'd)

The learner will:

- 3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

The learner can:

- 3.1 Identify the characteristics of different types of child abuse
- 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- 3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or may be at risk of harm, abuse or bullying
- 3.4 Describe the actions to take in response to concerns that a colleague may be:
 - a) failing to comply with safeguarding procedures
 - b) harming, abusing or bullying a child or young person
- 3.5 Describe the principles and boundaries of confidentiality and when to share information

Unit 04 Contribute to children and young people's health and safety (J/601/3491)

The learner will:

- 1 Know the health and safety policies and procedures of the work setting

The learner can:

- 1.1 Outline the health and safety policies and procedures of the work setting
- 1.2 Identify the lines of responsibility and reporting for health and safety in the work setting
- 1.3 Explain what risk assessment is and how this is managed in the work setting

The learner will:

- 2 Be able to recognise risks and hazards in the work setting and during off site visits

The learner can:

- 2.1 Explain why a safe but challenging environment is important for children and young people
- 2.2 Identify the differences between risk and hazard
- 2.3 Identify potential hazards to the health, safety and security of children or young people in the work setting
- 2.4 Contribute to health and safety risk assessment in areas of the work setting and for off site visits

The learner will

- 3 Know what to do in the event of a non medical incident or emergency

The learner can

- 3.1 Identify non medical incidents and emergencies that may occur in the work setting
- 3.2 Outline the actions to take in response to the following situations:
 - a) fires
 - b) security incidents
 - c) emergency incidents

Unit 04 Contribute to children and young people's health and safety (J/601/3491) (cont'd)

The learner will:

- 4 Know what to do in the event of a child or young person becoming ill or injured

The learner can:

- 4.1 Identify the signs and symptoms which may indicate that a child or young person is injured or unwell
- 4.2 Identify circumstances when children or young people may need urgent medical attention
- 4.3 Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention

The learner will:

- 5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

The learner can:

- 5.1 Describe the reporting procedures for accidents, incidents emergencies and illnesses
- 5.2 Complete work place documentation for recording accidents, incidents, emergencies and illnesses

The learner will:

- 6 Be able to follow infection control procedures

The learner will:

- 6.1 Outline procedures for infection control in own work setting
- 6.2 Describe personal protective clothing that is used to prevent spread of infection
- 6.3 Demonstrate use of personal protective clothing to avoid spread of infection
- 6.4 Demonstrate how to wash and dry hands to avoid the spread of infection
- 6.5 Demonstrate safe disposal of waste to avoid the spread of infection

Unit 04 Contribute to children and young people's health and safety (J/601/3491) (cont'd)

The learner will:

- 7 Know the work setting's procedures for receiving, storing and administering medicines

The learner can:

- 7.1 Identify the procedures of the work setting governing the receipt, storage and administration of medicines
- 7.2 Explain how the procedures of the work setting protect both children and young people and practitioners

Unit 05 Contribute to the support of positive environments for children and young people (H/601/3496)

The learner will:

- 1 Know the regulatory requirements for a positive environment for children and young people

The learner can:

- 1.1 Describe what is meant by a positive environment
- 1.2 Identify regulatory requirements that underpin a positive environment for children and young people

The learner will:

- 2 Be able to support a positive environment that meets the individual needs of children and young people

The learner can:

- 2.1 Meet and greet children and young people in a way that welcomes them into the work setting
- 2.2 Provide opportunities for children and young people to engage in activities of choice
- 2.3 Provide activities and resources to meet the individual needs of children and young people
- 2.4 Support the engagement of children or young people in activities that promote use of their senses
- 2.5 Demonstrate how to give praise and encouragement to children or young people for individual achievements

The learner will:

- 3 Be able to support the personal care needs of children and young people within a positive environment

The learner can:

- 3.1 Explain how to effectively care for children and young people's skin, hair and teeth
- 3.2 Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence
- 3.3 Explain how a positive environment and routine meet the emotional needs of children and their families

Unit 05 Contribute to the support of positive environments for children and young people (H/601/3496) (cont'd)

- 3.4 Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time

The learner will:

- 4 Understand how to support the nutritional and dietary needs of children and young people

The learner can:

- 4.1 Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
- 4.2 Explain how to establish the different dietary requirements of children and young people
- 4.3 Describe basic food safety when providing food and drink to children and young people

Unit 06 Understand partnership working in services for children and young people (M/601/3498)

The learner will:

- 1 Understand partnership working within the context of services for children and young people

The learner can:

- 1.1 Explain why working in partnership with others is important for children and young people
- 1.2 Identify who relevant partners would be in own work setting
- 1.3 Define the characteristics of effective partnership working
- 1.4 Identify barriers to partnership working

The learner will:

- 2 Understand the importance of effective communication and information sharing in services for children and young people

The learner can:

- 2.1 Describe why clear and effective communication between partners is required
- 2.2 Identify policies and procedures in the work setting for information sharing
- 2.3 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
- 2.4 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
- 2.5 Identify how communications and records are recorded and securely stored meeting data protection requirements
- 2.6 Explain why and how referrals are made to different agencies

(Please note: this unit continues on the next page)

Unit 06 Understand partnership working in services for children and young people (M/601/3498) (cont'd)

The learner will:

- 3 Understand the importance of partnerships with carers

The learner can:

- 3.1 Identify the reasons for partnerships with carers
- 3.2 Describe how partnerships with carers are developed and sustained in own work setting
- 3.3 Describe circumstances where partnerships with carers may be difficult to develop and sustain

Unit 07 Support children and young people's positive behavior (T/601/7407)

The learner will:

- 1 Know the policies and procedures of the setting for promoting children and young people's positive behavior

The learner can:

- 1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behavior
- 1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

The learner will:

- 2 Be able to support positive behaviour

The learner can:

- 2.1 Describe the benefits of encouraging and rewarding positive behaviour
- 2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
- 2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
- 2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

The learner will:

- 3 Be able to respond to inappropriate behavior

The learner can:

- 3.1 Select and apply agreed strategies for dealing with inappropriate behavior
- 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

Unit 08 Introduction to communication in health, social care or children's and young people's settings (F/601/5465)

The learner will:

1 Understand why communication is important in the work setting

The learner can:

- 1.1 Identify different reasons why people communicate
- 1.2 Explain how effective communication affects all aspects of own work
- 1.3 Explain why it is important to observe an individual's reactions when communicating with them

The learner will:

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

The learner can:

- 2.1 Find out an individual's communication and language needs, wishes and preferences
- 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
- 2.3 Show how and when to seek advice about communication

The learner will:

3 Be able to reduce barriers to communication

The learner can:

- 3.1 Identify barriers to communication
- 3.2 Demonstrate how to reduce barriers to communication in different ways
- 3.3 Demonstrate ways to check that communication has been understood
- 3.4 Identify sources of information and support or services to enable more effective communication

(Please note: this unit continues on the next page)

Unit 08 Introduction to communication in health, social care or children's and young people's settings (F/601/5465) (cont'd)

The learner will:

- 4 Be able to apply principles and practices relating to confidentiality at work

The learner can:

- 4.1 Explain the term 'confidentiality'
- 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
- 4.3 Describe situations where information normally considered to be confidential might need to be passed on
- 4.4 Explain how and when to seek advice about confidentiality

Unit 09 Introduction to personal development in health, social care or children's and young people's settings (L/601/5470)

The learner will:

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

The learner can:

- 1.1 Describe the duties and responsibilities of own role
- 1.2 Identify standards that influence the way the role is carried out
- 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

The learner will:

- 2 Be able to reflect on own work activities

The learner can:

- 2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
- 2.2 Assess how well own knowledge, skills and understanding meet standards
- 2.3 Demonstrate the ability to reflect on work activities

The learner will:

- 3 Be able to agree a personal development plan

The learner can:

- 3.1 Identify sources of support for own learning and development
- 3.2 Describe the process for agreeing a personal development plan and who should be involved
- 3.3 Contribute to drawing up own personal development plan

(Please note: this unit continues on the next page)

Unit 09 Introduction to personal development in health, social care or children's and young people's settings (L/601/5470) (cont'd)

The learner will:

- 4 Be able to develop own knowledge, skills and understanding

The learner can:

- 4.1 Show how a learning activity has improved own knowledge, skills and understanding
- 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding
- 4.3 Show how feedback from others has developed own knowledge, skills and understanding
- 4.4 Show how to record progress in relation to personal development

Unit 10 Introduction to equality and inclusion in health, social care or children's and young people's settings (R/601/5471)

The learner will:

- 1 Understand the importance of equality and inclusion

The learner:

- 1.1 Explain what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
- 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
- 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination

The learner will:

- 2 Be able to work in an inclusive way

The learner can:

- 2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
- 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
- 2.3 Describe how to challenge discrimination in a way that encourages change

The learner will:

- 3 Know how to access information, advice and support about diversity, equality and inclusion

The learner can:

- 3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
- 3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Unit 11 Maintain and support relationships with children and young people (D/601/7403)

The learner will:

- 1 Be able to communicate with children and young people

The learner can:

- 1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language
- 1.2 Actively listen to children and young people and value what they say, experience and feel
- 1.3 Check that children and young people understand what is communicated

The learner will:

- 2 Be able to develop and maintain relationships with children and young people

The learner can:

- 2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
- 2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole
- 2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
- 2.4 Provide children and young people with reasons for actions when appropriate
- 2.5 Encourage children and young people to make choices for themselves

(Please note: this unit continues on the next page)

Unit 11 Maintain and support relationships with children and young people (D/601/7403) (cont'd)

The learner will:

- 3 Be able to support relationships between children and young people and others in the setting

The learner can:

- 3.1 Support children and young people to communicate effectively with others
- 3.2 Encourage children and young people to understand other people's individuality, diversity and differences
- 3.3 Help children and young people to understand and respect other people's feelings and points of view
- 3.4 Support children and young people to develop group agreements about the way they interact with others
- 3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

Unit 12 Contribute to the support of children's communication, language and literacy (M/601/3310)

The learner will:

- 1 Understand the importance of communication, language and literacy for children's learning and development

The learner can:

- 1.1 Describe why communication, language and literacy are important to children's learning
- 1.2 Describe how communication, language and literacy links with other areas of learning and development within the framework related to own work setting

The learner will:

- 2 Be able to contribute to children's learning in communication, language and literacy

The learner can:

- 2.1 Identify the types of equipment and activities that are used to support children's communication, language and literacy
- 2.2 Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a variety of methods
- 2.3 Use clear language to support children's learning when engaged in communication, language and literacy activities
- 2.4 Use encouragement and praise when supporting children's learning in communication, language and literacy

The learner will:

- 3 Be able to evaluate own contribution to children's learning in communication, language and literacy

The learner can:

- 3.1 Review how own working practice has contributed to children's learning in communication, language and literacy
- 3.2 Adapt own practice to meet individual children's needs

Unit 13 Contribute to the support of children's creative development (H/601/3336)

The learner will:

- 1 Understand the importance of creative development

The learner can:

- 1.1 Describe why creative development is important to children's learning
- 1.2 Describe how creative development links to other areas of learning and development within the framework related to own work setting

The learner will:

- 2 Be able to contribute to children's creative development

The learner can:

- 2.1 Identify the types of equipment and activities that are used to support creative development
- 2.2 Set out and implement creative activities with children
- 2.3 Use clear language to support children's creative development during activities
- 2.4 Use encouragement and praise when supporting children's creative development

The learner will:

- 3 Be able to evaluate own contribution to children's creative development

The learner can:

- 3.1 Review how own working practice has contributed to children's creative development
- 3.2 Adapt own practice to meet individual children's needs

Unit 14 Understand child and young person development (L/601/1693)

The learner will:

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

The learner can:

- 1.1 Explain the sequence and rate of each aspect of development from birth – 19 years
- 1.2 Explain the difference between sequence of development and rate of development and why the difference is important

The learner will:

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

The learner can:

- 2.1 Explain how children and young people's development is influenced by a range of personal factors
- 2.2 Explain how children and young people's development is influenced by a range of external factors
- 2.3 Explain how theories of development and frameworks to support development influence current practice

The learner will:

- 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

The learner can:

- 3.1 Explain how to monitor children and young people's development using different methods
- 3.2 Explain the reasons why children and young people's development may not follow the expected pattern
- 3.3 Explain how disability may affect development
- 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

**Unit 14 Understand child and young person development
(L/601/1693) (cont'd)**

The learner will:

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

The learner can:

- 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- 4.2 Explain how multi agency teams work together to support speech, language and communication
- 4.3 Explain how play and activities are used to support the development of speech, language and communication

The learner will:

- 5 Understand the potential effects of transitions on children and young people's development

The learner can:

- 5.1 Explain how different types of transitions can affect children and young people's development
- 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Unit 15 Promote child and young person development (R/601/1694)

The learner will:

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

The learner can:

- 1.1 Explain the factors that need to be taken into account when assessing development
- 1.2 Assess a child or young person's development in the following areas:
 - physical
 - communication
 - intellectual/ cognitive
 - social, emotional and behavioural
 - moral
- 1.3 Explain the selection of the assessment methods used
- 1.4 Develop a plan to meet the development needs of a child or young person in the work setting

The learner will:

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

The learner can:

- 2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
- 2.2 Evaluate and revise the development plan in the light of implementation
- 2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
- 2.4 Listen to children or young people and communicate in a way that encourages them to feel valued
- 2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities

(Please note: this unit continues on the next page)

**Unit 15 Promote child and young person development
(R/601/1694) (cont'd)**

The learner will:

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

The learner can:

- 3.1 Explain the features of an environment or service that promotes the development of children and young people
- 3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people

The learner will:

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

The learner can:

- 4.1 Explain how own working practice can affect children and young people's development
- 4.2 Explain how institutions, agencies and services can affect children and young people's development

The learner will:

- 5 Be able to support children and young people's positive behaviour

The learner can:

- 5.1 Demonstrate how they work with children and young people to encourage positive behaviour
- 5.2 Evaluate different approaches to supporting positive behaviour

(Please note: this unit continues on the next page)

**Unit 15 Promote child and young person development
(R/601/1694) (cont'd)**

The learner will:

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

The learner can:

- 6.1 Explain how to support children and young people experiencing different types of transitions
- 6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives

Unit 16 Understand how to safeguard the wellbeing of children and young people (Y/601/1695)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

- 2.1 Explain the importance of safeguarding children and young people
- 2.2 Explain the importance of a child or young person centred approach
- 2.3 Explain what is meant by partnership working in the context of safeguarding
- 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

(Please note: this unit continues on the next page)

Unit 16 Understand how to safeguard the wellbeing of children and young people (Y/601/1695) (cont'd)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

(Please note: this unit continues on the next page)

Unit 16 Understand how to safeguard the wellbeing of children and young people (Y/601/1695) (cont'd)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

- 6.1 Explain how to support children and young people's self-confidence and self-esteem
- 6.2 Analyse the importance of supporting resilience in children and young people
- 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety

(Please note: this unit continues on the next page)

Unit 16 Understand how to safeguard the wellbeing of children and young people (Y/601/1695) (cont'd)

The learner will:

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

The learner can:

- 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
- 7.2 Describe ways of reducing risk to children and young people from:
- social networking
 - internet use
 - buying online
 - using a mobile phone

Unit 17 Support children and young people's health and safety (D/601/1696)

The learner will:

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

The learner can:

- 1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
- 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- 1.3 Identify sources of current guidance for planning healthy and safe environments and services
- 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service

The learner will:

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

The learner can:

- 2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
- 2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits
- 2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
- 2.4 Explain how health and safety risk assessments are monitored and reviewed

(Please note: this unit continues on the next page)

**Unit 17 Support children and young people's health and safety
(D/601/1696) (cont'd)**

The learner will:

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

The learner can:

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

The learner will:

- 4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

The learner can:

- 4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
- 4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Unit 18 Develop positive relationship with children, young people and others involved in their care (H/601/1697)

The learner will:

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

The learner can:

- 1.1 Explain why positive relationships with children and young people are important and how these are built and maintained
- 1.2 Demonstrate how to listen to and build relationships with children and young people
- 1.3 Evaluate own effectiveness in building relationships with children or young people

The learner will:

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

The learner can:

- 2.1 Explain why positive relationships with people involved in the care of children and young people are important
- 2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people

Unit 19 Working together for the benefit of children and young people (K/601/1698)

The learner will:

- 1 Understand integrated and multi agency working

The learner can:

- 1.1 Explain the importance of multi agency working and integrated working
- 1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people
- 1.3 Describe the functions of external agencies with whom your work setting or service interacts
- 1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome
- 1.5 Explain how and why referrals are made between agencies
- 1.6 Explain the assessment frameworks that are used in own UK Home Nation

The learner will:

- 2 Be able to communicate with others for professional purposes

The learner can:

- 2.1 Select appropriate communication methods for different circumstances
- 2.2 Demonstrate use of appropriate communication methods selected for different circumstances
- 2.3 Prepare reports that are accurate, legible, concise and meet legal requirements

(Please note: this unit continues on the next page)

Unit 19 Working together for the benefit of children and young people (K/601/1698) (cont'd)

The learner will:

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

The learner can:

- 3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
- 3.2 Demonstrate how to maintain secure recording and storage systems for information:
 - paper based
 - electronic
- 3.3 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 20 Understand how to support positive outcomes for children and young people (M/601/1699)

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

The learner can:

- 1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people
- 1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people
- 1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances

The learner will:

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

The learner can:

- 2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve
- 2.2 Explain the importance of designing services around the needs of children and young people
- 2.3 Explain the importance of active participation of children and young people in decisions affecting their lives
- 2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives

(Please note: Unit continues on the next page)

Unit 20 Understand how to support positive outcomes for children and young people (M/601/1699) (cont'd)

The learner will:

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

The learner can:

- 3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people
- 3.2 Explain the importance of positive attitudes towards disability and specific requirements
- 3.3 Explain the social and medical models of disability and the impact of each on practice
- 3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements

The learner will:

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

The learner can:

- 4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
- 4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes

Unit 21 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777)

The learner will:

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

The learner can:

- 1.1 Identify the factors that impact on outcomes and life chances for children and young people
- 1.2 Explain the critical importance of poverty in affecting outcomes and life chances
- 1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
- 1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people

The learner will:

- 2 Understand how poverty and disadvantage affect children and young people's development

The learner can:

- 2.1 Analyse how poverty and disadvantage may affect children and young people's:
 - physical development
 - social and emotional development
 - communication development
 - intellectual development
 - learning

Unit 21 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777) (cont'd)

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

(Please note: this unit continues on the next page)

Unit 21 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777) (cont'd)

The learner will:

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

The learner can:

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

Unit 22 Support the creativity of children and young people (M/600/9807)

The learner will:

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

The learner can:

- 1.1 Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
- 1.2 Identify the potential benefits of different types of creative activity
- 1.3 Explain the difference between formal and informal creative activity

The learner will:

- 2 Be able to encourage children and young people to recognise and value their own and others' creativity

The learner can:

- 2.1 Demonstrate how to work with children and young people to promote and encourage creativity
- 2.2 Explain the importance of encouraging children and young people to recognise and value creativity
- 2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity

The learner will:

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

The learner can:

- 3.1 Identify potential resources to support children and young people to take part in organised creative activities
- 3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
- 3.3 Explain the importance of encouraging carers to support children and young people's creative activities

**Unit 22 Support the creativity of children and young people
(M/600/9807) (cont'd)**

The learner will:

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

The learner can:

- 4.1 Explain the importance of spending creative time with children and young people and the benefits that can result
- 4.2 Demonstrate how to spend time with children and young people in creative activity
- 4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

Unit 23 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (M/601/2884)

The learner will:

- 1 Understand the links between language, behaviour, emotional and social development difficulties

The learner can:

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

The learner will:

- 2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties

The learner can:

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

Unit 23 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (M/601/2884) (cont'd)

The learner will:

- 3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs

The learner can:

- 3.1 Identify and explain current evidence based approaches to understanding children and young people's behavior
- 3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
- 3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs

The learner will:

- 4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs

The learner can:

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

Unit 24 Support children and young people with disabilities and special educational needs (D/601/6526)

The learner will:

- 1 Know the rights of disabled children and young people and those with special educational needs

The learner can:

- 1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs
- 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
- 1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs
- 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs

The learner will:

- 2 Understand the disabilities and/or special educational needs of children and young people in own care

The learner can:

- 2.1 Describe the relationship between disability and special educational needs
- 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
- 2.3 Describe the special provision required by children and young people with whom they work

(Please note: this unit continues on the next page)

Unit 24 Support children and young people with disabilities and special educational needs (D/601/6526) (cont'd)

The learner will:

- 3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs

The learner can:

- 3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
- 3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work
- 3.3 Work with children, young people and others to remove barriers to participation
- 3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs

The learner will:

- 4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

The learner can:

- 4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
- 4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
- 4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs
- 4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

Unit 25 Support children and young people's play and leisure (T/601/6564)

The learner will:

- 1 Understand the nature and importance of play and leisure

The learner can:

- 1.1 Describe the importance of play and leisure for children and young people
- 1.2 Describe how play and leisure contribute to children and young people's development
- 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- 1.4 Describe the characteristics of freely chosen, self-directed play and leisure

The learner will:

- 2 Be able to support children and young people's play and leisure

The learner can:

- 2.1 Describe own role in supporting children and young people's play and leisure activities
- 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities
- 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
- 2.4 Supervise children and young people's play and leisure ensuring their safety
- 2.5 Interact with children and young people in a way that demonstrates:
 - a) interest in what they say, experience and feel
 - b) respect for their privacy and freedom to make choices for themselves
 - c) encouragement and praise for play and leisure activities

(Please note: this unit continues on the next page)

**Unit 25 Support children and young people's play and leisure
(T/601/6564) (cont'd)**

The learner will:

- 3 Be able to support children and young people in balancing risk and challenge

The learner can:

- 3.1 Outline the value of risk and challenge in children and young people's play and leisure
- 3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure
- 3.3 Describe why it is important for children and young people to manage risk and challenge for themselves
- 3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

The learner will:

- 4 Be able to reflect on and improve own practice

The learner can:

- 4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure
- 4.2 Identify own strengths and areas where practice could improve
- 4.3 Describe how own practice has been improved following reflection

Unit 26 Support children and young people at meal or snack times (A/601/6517)

The learner will:

- 1 Know the principles of healthy eating for children and young people

The learner can:

- 1.1 Outline the nutritional requirements of a healthy diet for children and young people
- 1.2 Describe examples of healthy meals and snacks for children and young people
- 1.3 Describe how culture, religion and health conditions impact on food choices

The learner will:

- 2 Know the benefits of healthy eating for children and young people

The learner can:

- 2.1 Describe the benefits of healthy eating for children and young people
- 2.2 Describe the possible consequences of an unhealthy diet
- 2.3 Describe how to recognise and deal with allergenic reactions to food
- 2.4 Describe where to get advice on dietary concerns

The learner will:

- 3 Know how to encourage children and young people to make healthier food choices

The learner can:

- 3.1 Describe the food policy of the setting
- 3.2 Describe with examples ways of encouraging children and young people:
 - a) to make healthier food choices
 - b) to eat the food provided for them

(Please note: this unit continues on the next page)

Unit 26 Support children and young people at meal or snack times (A/601/6517) (cont'd)

The learner will:

- 4 Be able to support hygiene during meal or snack times

The learner can:

- 4.1 Explain the importance of personal hygiene at meal and snack times
- 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal
- 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times

The learner will:

- 5 Be able to support the code of conduct and policies for meal and snack times

The learner can:

- 5.1 Describe the setting's code of conduct and policies for meal and snack times
- 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
- 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Unit 27 Introduction to duty of care in health, social care or children's and young people's settings (H/601/5474)

The learner will:

- 1 Understand the implications of duty of care

The learner can:

- 1.1 Define the term 'duty of care'
- 1.2 Describe how the duty of care affects own work role

The learner will:

- 2 Understand support available for addressing dilemmas that may arise about duty of care

The learner can:

- 2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
- 2.2 Explain where to get additional support and advice about how to resolve such dilemmas

The learner will:

- 3 Know how to respond to complaints

The learner can:

- 3.1 Describe how to respond to complaints
- 3.2 Identify the main points of agreed procedures for handling complaints

Section 4

General information

Section 4

General Information

Equal opportunities

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