

Qualification Specification

Focus Awards Level 3 Diploma for the Children and Young People's Workforce (England) (RQF)

601/6340/9



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Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce (RQF)

Qualification Details

QAN:	601/63340/9
GLH:	486
Credit:	65
TQT:	650

Qualification Overview

The Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce (RQF) is aimed at learners wishing to develop skills and knowledge which are needed when working with children and young people from their birth to age 19 years. The qualification is also aimed at anyone who works or wants to work at a supervisory level in the children and young person's workforce.

The Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce (RQF) aims to provide the learners with the knowledge and understanding required to promote communication, equality and inclusion, child and young person development, children and young people's health and safety and safeguarding the well-being of children and young people

The Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce can lead to a diverse range of job roles and the qualification is split into 3 areas in order to reflect this.

- Early Learning and Child Care,
- Children's Social Care and
- Learning and Development Support Services.

Qualification Structure / Rules of Combination

To successfully achieve this qualification, learners must achieve a minimum of **65 credits**. **27 of the credits** must come from **Mandatory Group** and must achieve either; **13 credits** from Learning Development and Support Services pathway **or 13 credits** from the Children's Social Care pathway **or 25 credits** from the Early Learning and Childcare Pathway. The remaining credits must be achieved from a choice of optional units:

Unit title	Unit ref.	Level	GLH	Credit
Mandatory Units				
Promote communication in health, social care or children's and young people's settings	J/601/1434	3	10	3
Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	10	3
Promote equality and inclusion in health, social care or children's and young people's settings	Y/601/1437	3	8	2
Principles for implementing duty of care in health, social care or children's and young people's settings	R/601/1436	3	5	1
Understand child and young person development	L/601/1693	3	30	4
Promote child and young person development	R/601/1694	3	25	3
Understand how to safeguard the well-being of children and young people	Y/601/1695	3	25	3
Support children and young people's health and safety	D/601/1696	3	15	2
Develop positive relationships with children, young people and others involved in their care	H/601/1697	3	8	1
Working together for the benefit of children and young people	K/601/1698	3	15	2
Understand how to support positive outcomes for children and young people	M/601/1699	3	25	3
Early Learning and Child Care				

Context and principles for early years provision	J/600/9781	3	24	4
Promote learning and development in the early years	L/600/9782	3	40	5
Promote children's welfare and well-being in the early years	Y/600/9784	3	45	6
Professional practice in early years settings	H/600/9786	3	20	3
Support children's speech, language and communication	T/600/9789	3	30	4
Social Care				
Assessment and planning with children and young people	M/600/9760	3	35	5
Promote the well-being and resilience of children and young people	F/600/9780	3	30	4
Professional practice in children and young people's social care	F/601/0315	3	30	4
Learning Development and Support Services				
Support children and young people to achieve their education potential	D/600/9785	3	30	4
Support children and young people to make positive changes in their lives	M/600/9788	3	27	4
Professional practice in learning, development and support services	D/600/9799	3	35	5
Optional Units				
Work with babies and young children to promote their development and learning	A/601/0121	3	45	6
Care for the physical and nutritional needs of babies and young children	D/601/0130	3	45	6
Lead and manage a community based	H/601/0131	4	45	6

early years setting				
Promote young children's physical activity and movement skills	M/601/0133	3	22	3
Understand how to set up a home based childcare service	Y/600/9770	3	29	4
Support disabled children and young people and those with specific requirements	T/601/0134	4	45	6
Promote creativity and creative learning in young children	A/601/0135	4	35	5
Support young people to develop, implement and review a plan of action	M/601/1329	3	25	3
Provide information and advice to children and young people	A/601/1334	3	22	3
Develop interviewing skills for work with children and young people	L/601/1337	3	21	3
Caseload management	D/601/1343	3	21	3
Support young people to move towards independence and manage their lives	F/601/1349	3	20	3
Support children and young people to achieve their learning potential	D/601/1357	3	20	3
Support children and young people to have positive relationships	R/601/1369	3	20	3
Support positive practice with children and young people with speech, language and communication needs	L/601/2861	3	28	4
Coordinate special educational needs provision	T/600/9775	4	35	5
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	4	40	5

Support young people who are involved in anti-social and/or criminal activities	L/502/5261	3	10	2
Support young people who are looked after or are leaving care	A/502/5224	3	23	3
Support speech, language and communication development	A/601/2872	3	20	3
Work with parents, families and carers to support their children's speech, language and communication	Y/601/2877	3	23	3
Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	M/601/2884	3	25	3
Support the speech, language and communication development of children who are learning more than one language	J/601/2888	3	26	3
Support children and young people's speech, language and communication skills	L/601/2889	3	25	3
Support young people who are socially excluded or excluded from school	R/502/5231	3	10	2
Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	10	2
Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	H/502/4682	3	20	3
Work with parents to meet their children's needs	Y/502/4680	3	20	3
Support young people with mental health problems	T/502/5240	3	23	3
Support the creativity of children and young people	M/600/9807	3	20	3

Work with children and young people in a residential care setting	A/600/9809	3	35	5
Support children or young people in their own home	K/601/0132	3	30	4
Engage young parents in supporting their children's development	J/502/4660	3	20	3
Engage fathers in their children's early learning	Y/502/4663	3	20	3
Engage parents in their children's early learning	M/502/3812	3	20	3
Promote positive behaviour	F/601/3764	3	44	6
Support care within fostering services for vulnerable children and young people	J/601/1806	3	20	3
Improving the attendance of children and young people in statutory education	M/601/1377	3	40	5
Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	30	4
Support the referral process for children and young people	R/601/1386	3	20	3
Support use of medication in social care settings	F/601/4056	3	40	5
Context and principles for early years provision	J/600/9781	3	24	4
Promote learning and development in the early years	L/600/9782	3	40	5
Promote children's welfare and well-being in the early years	Y/600/9784	3	45	6
Professional practice in early years settings	H/600/9786	3	20	3
Support children's speech, language and communication	T/600/9789	3	30	4

Assessment and planning with children and young people	M/600/9760	3	35	5
Promote the well-being and resilience of children and young people	F/600/9780	3	30	4
Professional practice in children and young people's social care	F/601/0315	3	30	4
Support children and young people to achieve their education potential	D/600/9785	3	30	4
Support children and young people to make positive changes in their lives	M/600/9788	3	27	4
Professional practice in learning, development and support services	D/600/9799	3	35	5
Understand the context of supporting children and young people through foster care	T/503/5878	3	45	5
Practice as a foster carer	A/503/5879	3	46	5
Support positive attachments for children and young people	M/503/5877	3	55	7

Barred Units

There are a number of units that are not allowed to be taken together as part of the optional units. Barred units allow greater choice for learners to meet the number of credits required to achieve a qualification. The content of these barred units contains considerable overlap; therefore learners cannot choose more than one unit of any barred group. Only one unit from each group can count towards the learners achieved credits.

- Unit: A/601/0135 barred with M/600/9807
- Unit: T/600/9789 barred with A/601/2872 or L/601/2889
- Unit: D/600/9785 barred with D/601/1357 or M/601/1329

Learner Entry Requirements

There are no specific entry requirements for this qualification. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication at level 2

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards Reasonable Adjustments and Special Consideration Policy: <https://www.focusawards.org.uk/wp-content/uploads/2019/07/Reasonable-Adjustments.pdf>

Assessment Methods

Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Grading

This qualification is graded on a pass or fail basis. Learners must achieve the number of credits stated within the qualification structure.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- The Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services
- Foundation Degree

Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- www.focusawards.org.uk
- Ofqual.gov.uk
- www.focusawards.org.uk/supportingmaterials

Units

Unit Title:	Promote communication in health, social care or children's and young people's settings		
Unit No:	J/601/1434		
Level:	3		
GLH:	10		
Credit:	3		
Unit details:			
The aim of this unit is for the learner to gain the knowledge and understanding to promote communication in health, social care or children's and young people's settings			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand why effective communication is important in the work setting.	1.1	Identify the different reasons people communicate.
		1.2	Explain how communication affects relationships in the work setting.
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individual.
		2.2	Describe the factors to consider when promoting effective communication.
		2.3	Demonstrate a range of communication methods and styles to meet individual needs.
		2.4	Demonstrate how to respond to an individual's reactions when communicating.
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways.
		3.2	Identify barriers to effective communication.
		3.3	Demonstrate ways to overcome barriers to communication.
		3.4	Demonstrate strategies that can be used to clarify misunderstandings.
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively.
4	Be able to apply principles and practices relating to	4.1	Explain the meaning of the term confidentiality.

	confidentiality.	4.2	Demonstrate ways to maintain confidentiality in day to day communication.
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Unit Title:	Engage in personal development in health, social care or children's and young people's settings		
Unit No:	A/601/1429		
Level:	3		
GLH:	10		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's skill, knowledge and understanding to enable them to engage in personal development in health, social care or children's and young people's settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand what is required for competence in own work role.	1.1	Describe the duties and responsibilities of own work role.
		1.2	Explain expectations about own work role as expressed in relevant standards .
2	Be able to reflect on practice.	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided.
		2.2	Demonstrate the ability to reflect on practice.
		2.3	Describe how own values, belief systems and experiences may affect working practice.
3	Be able to evaluate own performance.	3.1	Evaluate own knowledge, performance and understanding against relevant standards.
		3.2	Demonstrate use of feedback to evaluate own performance and inform development.
4	Be able to agree a personal development plan .	4.1	Identify sources of support for planning and reviewing own development.
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.
		4.3	Demonstrate how to work with others to agree own personal development plan.
5	Be able to use learning opportunities and reflective practice to contribute to personal	5.1	Evaluate how learning activities have affected practice.
		5.2	Demonstrate how reflective practice

	development		has led to improved ways of working.
		5.3	Show how to record progress in relation to personal development.

Unit Title:	Promote equality and inclusion in health, social care or children's and young people's settings		
Unit No:	Y/601/1437		
Level:	3		
GLH:	8		
Credit:	2		
Unit details:			
The aim of this unit is to develop the knowledge and understanding to promote equality and inclusion in health, social care or children's and young people's settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of diversity, equality and inclusion.	1.1	Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • Inclusion.
		1.2	Describe the potential effects of discrimination.
		1.3	Understand the importance of diversity, equality and inclusion.
2	Be able to work in an inclusive way.	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences.
3	Be able to promote diversity, equality and inclusion.	3.1	Demonstrate actions that model inclusive practice.
		3.2	Demonstrate how to support others to promote equality and rights.
		3.3	Describe how to challenge discrimination in a way that promotes change.

Unit Title:	Principles for implementing duty of care in health, social Care or children's and young people's settings		
Unit No:	R/601/1436		
Level:	3		
GLH:	5		
Credit:	1		
Unit details:			
The aim of this unit is to develop the knowledge and understanding of the principles for implementing duty of care in health, social care or children's and young people's settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how duty of care contributes to safe practice.	1.1	Explain what it means to have a duty of care in own work role.
		1.2	Explain how duty of care contributes to the safeguarding or protection of individuals.
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.
		2.3	Explain where to get additional support and advice about conflicts and dilemmas.
3	Know how to respond to complaints.	3.1	Describe how to respond to complaints.
		3.2	Explain the main points of agreed procedures for handling complaints.

Unit Title:	Understand child and young person development		
Unit No:	L/601/1693		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of child and young person development			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the expected pattern of development for children and young people from birth - 19 years.	1.1	Explain the sequence and rate of each aspect of development from birth – 19 years.
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important.
2	Understand the factors that influence children and young people's development and how these affect practice.	2.1	Explain how children and young people's development is influenced by a range of personal factors.
		2.2	Explain how children and young people's development is influenced by a range of external factors.
		2.3	Explain how theories of development and frameworks to support development influence current practice.
3	Explain how health and safety risk assessments are monitored and reviewed.	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.
4	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits.	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness.
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Unit Title:	Develop positive relationships with children, young people and others involved in their care		
Unit No:	H/601/1697		
Level:	3		
GLH:	8		
Credit:	1		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of developing positive relationships with children, young people and others involved in their care			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to develop positive relationships with children and young people	1.1	Explain why positive relationships with children and young people are important and how these are built and maintained .
		1.2	Demonstrate how to listen to and build relationships with children and young people.
		1.3	Evaluate own effectiveness in building relationships with children or young people.
2	Be able to build positive relationships with people involved in the care of children and young people.	2.1	Explain why positive relationships with people involved in the care of children and young people are important.
		2.2	Demonstrate how to build positive relationships with people involved in the care of children and young people.

Unit Title:	Promote child and young person development		
Unit No:	R/601/1694		
Level:	3		
GLH:	25		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learners knowledge and understanding of promoting child and young person development			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Be able to assess the development needs of children or young people and prepare a development plan.	1.1	Explain the factors that need to be taken into account when assessing development.
		1.2	Assess a child or young person's development in the following areas: <ul style="list-style-type: none"> • 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.
2	Be able to promote the development of children or young people.	2.1	Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected.
		2.2	Evaluate and revise the development plan in the light of implementation.
		2.3	Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work.
		2.4	Listen to children or young people and communicate in a way that encourages them to feel valued.
		2.5	Encourage children or young people to actively participate in decisions affecting their lives and the services

			they receive according to their age and abilities.
3	Be able to support the provision of environments and services that promote the development of children or young people.	3.1	Explain the features of an environment or service that promotes the development of children and young people.
		3.2	Demonstrate how own work environment or service is organised to promote the development of children or young people.
4	Understand how working practices can impact on the development of children and young people.	4.1	Explain how own working practice can affect children and young people's development.
		4.2	Explain how institutions, agencies and services can affect children and young people's development.
5	Be able to support children and young people's positive behaviour.	5.1	Demonstrate how they work with children and young people to encourage positive behaviour.
		5.2	Evaluate different approaches to supporting positive behaviour.
6	Be able to support children and young people experiencing transitions.	6.1	Explain how to support children and young people experiencing different types of transitions.
		6.2	Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Unit Title:	Understand how to safeguard the well-being of children and young people.		
Unit No:	Y/601/1695		
Level:	3		
GLH:	25		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learners knowledge and understanding of the main legislation, guidelines, policies and procedures for safeguarding children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.
		1.2	Explain child protection within the wider concept of safeguarding children and young people.
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.
2	Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1	Explain the importance of safeguarding children and young people.
		2.2	Explain the importance of a child or young person-centred approach.
		2.3	Explain what is meant by partnership working in the context of safeguarding.
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.
3	Understand the importance of ensuring children and young people's safety and protection in	3.1	Explain why it is important to ensure children and young people are protected from harm within the work

	the work setting.		setting.
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them.
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5	Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6	Understand how to work with children and young people to support their safety and wellbeing.	6.1	Explain how to support children and young people's self-confidence and self-esteem.
		6.2	Analyse the importance of supporting resilience in children and young people.
		6.3	Explain why it is important to work with the child or young person to ensure

			they have strategies to protect themselves and make decisions about safety
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.
7	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.
		7.2	<p>7.2. Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone.

Unit Title:	Support children and young people's health and safety		
Unit No:	D/601/1696		
Level:	3		
GLH:	15		
Credit:	2		
Unit details:			
The aim of this unit is to develop the learners skill, knowledge and understanding to support children and young people's health and safety			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services.
		1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.
		1.3	Identify sources of current guidance for planning healthy and safe environments and services.
		1.4	Identify sources of current guidance for planning healthy and safe environments and services.
2	Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues.
		2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits.
		2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.
		2.4	Explain how health and safety risk assessments are monitored and reviewed.
3	Understand the importance of	3.1	Explain why it is important to ensure

	ensuring children and young people's safety and protection in the work setting.		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 whistle blowers and those whose practice or behaviour is being questioned are protected
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5	Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6	Understand how to work with children and young people to support their safety and wellbeing.	6.1	Explain how to support children and young people's self-confidence and self- esteem.
		6.2	Analyse the importance of supporting resilience in children and young people.

		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.
7	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.
		7.2	<p>7.3. Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone.

Unit Title:	Working together for the benefit of children and young people		
Unit No:	K/601/1698		
Level:	3		
GLH:	15		
Credit:	2		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of working together for the benefit of children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand integrated and multi-agency working.	1.1	Explain the importance of multi-agency working and integrated working.
		1.2	Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
		1.3	Describe the functions of external agencies with whom your work setting or service interacts.
		1.4	Explain common barriers to integrated working and multi-agency working and how these can be overcome.
		1.5	Explain how and why referrals are made between agencies.
		1.6	Explain the assessment frameworks that are used in own UK Home Nation.
2	Be able to communicate with others for professional purposes.	2.1	Select appropriate communication methods for different circumstances.
		2.2	Demonstrate use of appropriate communication methods selected for different circumstances.
		2.3	Prepare reports that are accurate, legible, and concise and meet legal requirements.
3	Be able to support organisational processes and procedures for recording, storing and sharing information.	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information.

		3.2	<p>Demonstrate how to maintain secure recording and storage systems for information:</p> <ul style="list-style-type: none"> • paper based • electronic.
		3.3	<p>Analyse the potential tension between maintaining confidentiality with the need to disclose information:</p> <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed.

Unit Title:	Understand how to support positive outcomes for children and young people		
Unit No:	M/601/1699		
Level:	3		
GLH:	25		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of how to support positive outcomes for children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how the social, economic and cultural environment can impact on the outcomes of life chances of children and young people.	1.1	Describe the social, economic and cultural factors that will impact on the lives of children and young people.
		1.2	Explain the importance and impact of poverty on outcomes and life chances for children and young people.
		1.3	Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.
2	Understand how practitioners can make a positive difference in outcomes for children and young people.	2.1	Identify the positive outcomes for children and young people that practitioners should be striving to achieve.
		2.2	Explain the importance of designing services around the needs of children and young people.
		2.3	Explain the importance of active participation of children and young people in decisions affecting their lives.
		2.4	Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.
3	Understand the possible impact of disability, special requirements (additional needs) and attitudes	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people.

	on positive outcomes for children and young people.	3.2	Explain the importance of positive attitudes towards disability and specific requirements.
		3.3	Explain the social and medical models of disability and the impact of each on practice.
		3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements.
4	Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.	4.1	Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people.
		4.2	Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

Unit Title:	Context and principles for early years provision		
Unit No:	j/600/9781		
Level:	3		
GLH:	24		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of the context and principles for early years provision			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purposes and principles of early years frameworks.	1.1	Explain the legal status and principles of the relevant early years framework/s , and how national and local guidance materials are used in settings.
		1.2	Explain how different approaches to work with children in the early years have influenced current provision in the UK.
		1.3	Explain why early years frameworks emphasise a personal and individual approach to learning and development.
2	Be able to provide environments within the work setting that support and extend children's development and learning in their early years.	2.1	Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development.
		2.2	2.2. Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement.
		2.3	Explain how the environment meets the needs of individual children.

3	Understand how to work in partnership with carers	3.1	Explain the partnership model of working with carers.
		3.2	Review barriers to participation for carers and explain ways in which they can be overcome.
		3.3	Explain strategies to support carers who may react positively or negatively to partnership opportunities
		3.4	Explain how effective multi- agency working operates within early years provision and benefits children and carers.

Unit Title:	Promote learning and development in the early years		
Unit No:	L/600/9782		
Level:	3		
GLH:	40		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting learning and development in the early years			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purpose and requirements of the areas of learning and development in the relevant early years framework .	1.1	Explain each of the areas of learning and development and how these are interdependent
		1.2	Describe the documented outcomes for children that form part of the relevant early years framework.
		1.3	Explain how the documented outcomes are assessed and recorded.
2	Be able to plan work with children and support children's participation in planning.	2.1	Use different sources to plan work for an individual child or group of children.
		2.2	Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities.
		2.3	Support the planning cycle for children's learning and development.
3	Be able to promote children's learning and development according to the requirements of the relevant early years framework.	3.1	Explain how practitioners promote children's learning within the relevant early years framework.
		3.2	Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.
4	Be able to engage with children in activities and experiences that support their learning and development	4.1	Work alongside children, engaging with them in order to support their learning and development.
		4.2	Explain the importance of engaging with a child to support sustained shared thinking.

		4.3	Use language that is accurate and appropriate in order to support and extend children’s learning when undertaking activities
5	Be able to review own practice in supporting the learning and development of children in their early years.	5.1	Reflect on own practice in supporting learning and development of children in their early years.
		5.2	Demonstrate how to use reflection to make changes in own practice.

Unit Title:	Promote children's welfare and well-being in the early years		
Unit No:	Y/600/9784		
Level:	3		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting children's welfare and well-being in the early years			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the welfare requirements of the relevant early years framework .	1.1	Explain the welfare requirements and guidance of the relevant early years framework.
		1.2	Explain the lines of reporting and responsibility within the work setting.
2	Be able to keep early years children safe in the work setting.	2.1	Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge.
		2.2	2.2. Explain systems for supporting children's safety when: <ul style="list-style-type: none"> • receiving children into the setting • ensuring their safety on departure • during off site visits
		2.3	Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety.
		2.4	2.4. Explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> • space • staff ratios

			are necessary for children's safety.
3	Understand the importance of promoting positive health and well-being for early years children.	3.1	Explain how to promote children's health and well-being in an early years work setting.
		3.2	Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.
4	Be able to support hygiene and prevention of cross infection in the early years setting.	4.1	Demonstrate how equipment and each area of the setting are kept clean and hygienic.
		4.2	Demonstrate and evaluate measures taken in the setting to prevent cross infection.
		4.3	Explain how to prepare and store food, formula and breast milk safely according to health and safety guideline.
5	Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs.	5.1	Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs.
		5.2	Recognise why it is important to follow carers' instructions in respect of their child's food allergies or intolerances.
		5.3	Identify the dietary requirements of different cultural or religious groups.
		5.4	Describe methods of educating children and adults in effective food management .
6	Be able to provide physical care for children.	6.1	Demonstrate how to support children's personal care routines , showing respect to the child and using opportunities to encourage learning and development.
		6.2	Explain the regulations concerning management of medicines and how these are interpreted in the work setting.
		6.3	Explain how to protect themselves when lifting and handling children and equipment in the work setting.

Unit Title:	Professional practice in early years settings		
Unit No:	H/600/9786		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of professional practice in early years settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the scope and purposes of the early years sector.	1.1	Explain how the range of early years settings reflects the scope and purpose of the sector.
2	Understand current policies and influences on the early years sector.	2.1	Identify current policies, frameworks and influences on the early years.
		2.2	Explain the impact of current policies frameworks and influences on the early years sector.
		2.3	Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.
3	Understand how to support diversity, inclusion and participation in early years settings	3.1	Explain what is meant by: <ul style="list-style-type: none"> • diversity • inclusion • participation.
		3.2	Explain the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers.
		3.3	Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes.
4	Be able to review own practice in	4.1	Explain the importance of reviewing

promoting diversity, inclusion and participation in early years settings.		own practice as part of being an effective practitioner.
	4.2	Undertake a reflective analysis of own practice.
	4.3	Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings.

Unit Title:	Support children's speech, language and communication		
Unit No:	T/600/9789		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children's speech, language and communication			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of speech, language and communication for children's overall development	1.1	1.1. Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs
		1.2	Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • learning • emotional • behaviour • social.
		1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.
2	Understand the importance and the benefits of adults supporting the speech, language and	2.1	Explain the ways in which adults can effectively support and extend the speech, language and communication

	communication development of the children in own setting.		development of children during the early years.
		2.2	Explain the relevant positive effects of adult support for the children and their carers.
		2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.
3	Be able to provide support for the speech, language and communication development of the children in own setting.	3.1	Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> ▪ age ▪ specific needs ▪ abilities ▪ home language where this is different to that of setting • interests of the children in own setting..
		3.2	Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.
		3.3	Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • groups
		3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting.
4	Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development.
		4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment.
		4.3	Demonstrate how settings use the

		environment to provide effective support for speech, language and communication for all children.
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Unit Title:	Assessment and planning with children and young people		
Unit No:	M/600/9760		
Level:	3		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of assessment and planning with children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to place children and young people at the centre of assessment and planning.	1.1	Explain the value of a child- centred model of assessment and planning.
		1.2	Explain how to identify the needs of children and young people.
		1.3	Explain the importance of working with others to assess the needs of children and young people to inform planning.
		1.4	Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning.
		1.5	Explain the importance of permanency planning for children and young people.
2	Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes.	2.1	Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning.
		2.2	Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals.
		2.3	Explain how the goals and targets identified will support the achievement of positive outcomes.
		2.4	Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes.
		2.5	Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan.

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

Unit Title:	Promote the well-being and resilience of children and young people		
Unit No:	F/600/9780		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting the well-being and resilience of children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of promoting positive well-being and resilience of children and young people.	1.1	Explain the factors that influence the well-being of children and young people.
		1.2	Explain the importance of resilience for children and young people.
		1.3	Analyse effective ways of promoting well-being and resilience in the work setting.
		1.4	Analyse effective ways of promoting well-being and resilience in the work setting.
2	Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding.	2.1	Explain why social and emotional identity is important to the well-being and resilience of children and young people.
		2.2	Explain how to support children and young people to identify with their own self-image and identity.
		2.3	Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements.
		2.4	Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives.
		2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.
3	Be able to provide children and young people with a positive	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable.

	outlook on their lives.	3.2	Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives.
		3.3	Support and encourage children and young people to respond positively to challenges and disappointments.
		3.4	Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes.
		3.5	Support children and young people to reflect on the impact of their own actions and behaviour.
4	Be able to respond to the health needs of children and young people	4.1	Support children and young people to recognise value and meet their health needs as appropriate to their age and level of understanding.
		4.2	Encourage children and young people to make positive choices about all of their health needs
		4.3	Assess any risks or concerns to the health and well-being of children and young people and take appropriate action.
		4.4	Explain the importance of informing relevant people when there are concerns about a child or young person's health or well-being
		4.5	Record concerns about a child or young person's health or well-being following recognised procedures.

Unit Title:	Professional practice in children and young people's social care		
Unit No:	F/601/0315		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of professional practice in children and young people's social care			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the legislation and policy framework for working with children and young people in social care work settings.	1.1	Understand the legislation and policy framework for working with children and young people in social care work settings.
		1.2	Describe the impact of social care standards and codes of practice on work with children and young people.
		1.3	Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC).
2	Understand the professional responsibilities of working with children and young people.	2.1	Explain the responsibilities of a: <ul style="list-style-type: none"> • corporate parent • professional carer.
		2.2	Explain what is meant by a 'duty of care'.
		2.3	Analyse the impact of professional relationships on children and young people.
		2.4	Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people.
		2.5	Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
3	Be able to meet professional responsibilities by reflecting on own performance and practice	3.1	Explain the professional responsibility to maintain current and competent practice.
		3.2	Engage with professional supervision in order to improve practice.

		3.3	Seek, and learn from, feedback on own practice from colleagues and children and young people.
		3.4	Explain the importance of understanding the limits of personal competence and when to seek advice.
4	Be able to develop effective working relationships with professional colleagues	4.1	Respect and value the professional competence and contribution of colleagues.
		4.2	Explain own rights and expectations as a professional and how to assert them.
5	Understand the implications of equalities legislation for working with children, young people and families.	5.1	Explain how current equalities legislation affects work with children.
		5.2	Identify examples of good practice in promoting equality and explain how and why they are effective.
6	Understand the value of diversity and the importance of equality and anti-discriminatory practice.	6.1	Explain what is meant by diversity.
		6.2	Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families.
		6.3	Describe the effects of discrimination and explain the potential results for children and young people.

Unit Title:	Support children and young people to achieve their education potential		
Unit No:	D/600/9785		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children and young people to achieve their education potential			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential.	1.1	Explain the principles and values that underpin work to support children and young people to achieve their educational potential.
		1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people.
		1.3	Evaluate the factors that can contribute to low achievement by children and young people.
2	Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions.	2.1	Identify and celebrate individual children or young people to articulate their educational needs and aspirations. Successes and achievements.
		2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development.
3	Be able to support children and young people to work towards their educational goals	3.1	Identify and celebrate individual children or young people's successes and achievements.
		3.2	Identify barriers to achievement and support individual children or young people to work towards finding solutions.
		3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals.
4	Be able to review educational achievements with children and	4.1	Evaluate with individual children or young people, their achievements

	young people.		against their action plans.
		4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.

Unit Title:	Support children and young people to make positive changes in their lives		
Unit No:	M/600/9788		
Level:	3		
GLH:	27		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children and young people to make positive changes in their lives			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to support children and young people to make positive changes in their lives.	1.1	Identify the factors that can impact on the lives of children and young people.
		1.2	Analyse the impact such factors can have on the lives of children and young people.
		1.3	Explain how individuals and agencies support children and young people to make positive changes in their lives.
2	Be able to support children and young people to make positive changes in their lives.	2.1	Explain interventions that can be provided to support children and young people to make positive changes in their lives
		2.2	Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change.
		2.3	Work with a child or young person to develop an action plan to support positive changes in their lives.
3	Be able to review support to children and young people to make positive changes in their lives.	3.1	Support children or young people to review and amend their action plan.
		3.2	Give examples from own practice of supporting children or young people to access further interventions.
		3.3	Reflect on own practice in supporting children or young people to make positive changes in their lives.

Unit Title:	Work with babies and young children to promote their development and learning.		
Unit No:	A/601/0121		
Level:	3		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the skills, knowledge and understanding the learner needs to work with babies and young children to promote their development and learning			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the development and learning of babies and young children	1.1	Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
		1.2	Explain: <ul style="list-style-type: none"> • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways. • the importance of play
		1.3	Explain the potential effects on development, of pre conceptual, pre-birth and birth experiences
		1.4	Explain the impact of current research into the development and learning of babies and young children
2	Be able to promote the development and learning of babies and young children	2.1	Undertake assessments of babies or young children's development and learning needs
		2.2	Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
		2.3	Plan play based activities and experiences based on assessments to support development and learning
		2.4	Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are

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

Unit Title:	Care for the physical and nutritional needs of babies and young children		
Unit No:	D/601/0130		
Level:	3		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of care for the physical and nutritional needs of babies and young children			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Be able to provide respectful physical care for babies and young children	1.1	Demonstrate culturally and ethnically appropriate care for babies and young children for <ul style="list-style-type: none"> • Skin • Hair • Teeth • Nappy area
		1.2	Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
		1.3	Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
		1.4	Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary
2	Be able to provide routines for babies and young children that support their health and development	2.1	Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
		2.2	Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
		2.3	Explain the principles of effective toilet training and how this is incorporated into routines
3	Be able to provide opportunities for exercise and physical activity	3.1	Explain the importance of exercise and physical activity for babies and young children
		3.2	Demonstrate in own practice how to

			support babies or young children's exercise and physical activity
4	Be able to provide safe and protective environments for babies and young children	4.1	Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
		4.2	Demonstrate and evaluate the safety features within the environment for babies and young children
		4.3	Supervise babies or young children and demonstrate a balanced approach to risk management
		4.4	Explain current advice on minimising sudden infant death syndrome in everyday routines for babies
5	Be able to provide for the nutritional needs of babies under 18 months	5.1	Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning
		5.2	Prepare formula feeds hygienically following current guidance
		5.3	Evaluate the benefits of different types of formula that are commonly available
6	Understand how to provide for the nutritional needs of young children from 18-36 months	6.1	Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
		6.2	Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child

Unit Title:	Lead and manage a community based early years setting		
Unit No:	H/601/0131		
Level:	4		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's skill, knowledge and understanding of leading and managing a community based early years setting			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the purposes, benefits and key features of community based early years provision	1.1	Explain the purpose and features of community based setting
		1.2	Explain how a community based early years setting can be an agent of community development
		1.3	Describe the benefits arising from community based early years provision for: a) children b) parents/carers c) the early years setting d) the local community
2	Be able to lead the team in a community based early years setting	2.1	Demonstrate leadership skills in own practice
		2.2	Implement activities with the setting's staff team to share and promote their understanding of good practice
		2.3	Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
		2.4	Examine the effectiveness of own practice in implementing the principles of community based early years provision
3	Be able to engage parents as partners in the community based early years setting	3.1	Establish and maintain a relationship of partners with the parents of an early years setting
		3.2	Exchange information with parents about the progress of their child's learning and development
		3.3	Involve parents in decisions about plans and activities to progress their child's learning

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

Unit Title:	Promote young children's physical activity and movement skills		
Unit No:	M/601/0133		
Level:	3		
GLH:	22		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting young children's physical activity and movement			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance of physical activity and the development of movement skills for young children's development, health and well being	1.1	Explain why physical activity is important to the short and long term health and well-being of children
		1.2	Explain the development of movement skills in young children and how these skills affect other aspects of development
2	Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills	2.1	Prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities
		2.2	Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
		2.3	Explain the importance of natural outdoor environments for young children's physical activity and movement skills
3	Be able to plan and implement physical activities for young children	3.1	Plan opportunities for physical activity for young children
		3.2	Explain how the plan: <ul style="list-style-type: none"> • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play
		3.3	Demonstrate in own practice how planned physical activities are implemented
4	Be able to build opportunities for physical activity into everyday routines for young children	4.1	Explain the importance of building physical activity into everyday routines
		4.2	Demonstrate in own practice how young children are provided with opportunities for

			physical activity within everyday routines
5	Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1	Assess effectiveness of planned provision in: <ul style="list-style-type: none"> • supporting physical activity • supporting confidence and progression in movement skills
		5.2	Identify and record areas for improvement
		5.3	Reflect on own practice in supporting young children's physical development and movement skills

Unit Title:	Understand how to set up a home based childcare service		
Unit No:	Y/600/9770		
Level:	3		
GLH:	29		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of how to set up a home based on childcare service			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to set up a home based childcare service.	1.1	Outline the current legislation covering home based child care and the role of regulatory bodies
		1.2	Develop policies and procedures for: <ul style="list-style-type: none"> • Accidents, illness and emergencies • Behaviour • Safeguarding • Equal opportunities and explain how these will be implemented
		1.3	Explain the importance of confidentiality and data protection
		1.4	Develop a marketing plan for own home based childcare service
		1.5	Demonstrate financial planning for own home based service
		1.6	Identify sources of support and information for the setting up and running of your home based childcare business
2	Understand how to establish a safe and healthy home based environment for children.	2.1	Explain the key components of a healthy and safe home based environment
		2.2	Explain the principles of safe supervision of children in the home based setting and off site
		2.3	Identify ways of ensuring that equipment is suitable for children and meet safety requirements
		2.4	Know where to obtain current guidance on health and safety risk assessment of the home based work setting
		2.5	Explain how to store and administer medicines
3	Understand the importance of partnerships with parents for all aspects of the home based childcare	3.1	Explain the importance of partnership with parents for all aspects of the child care service

	service.	3.2	Describe how partnership with parents are set up and maintained
		3.3	
4	Understand the principles of development of routines for home based child care.	4.1	Explain how routines are based on: <ul style="list-style-type: none"> • Meeting a child's needs • Agreements with parents • Participation of children
		4.2	Explain how they would adapt routines to meet the needs of children at different ages and stages of development
		4.3	Explain how they ensure that each child is welcomed and valued in the home based work setting
5	Understand how to provide play and other activities for children in home based settings that will support equality and inclusion.	5.1	Explain the importance of play to children's learning and development and the need for an inclusive approach
		5.2	Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
		5.3	Explain what can be learned about children by observing them at play
		5.4	Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
		5.5	Compare how other resources available for children support their play
6	Understand how home based child carers can support the safeguarding of children in their care.	6.1	Explain the concept of safeguarding and the duty of care that applies to all practitioners
		6.2	Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
		6.3	Outline regulatory requirements for safeguarding children that affect home based childcare
		6.4	Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties
7	Understand the principles of supporting positive behaviour in home based childcare settings.	7.1	Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
		7.2	Explain how ground rules for behaviour and expectations are developed and implemented

Unit Title:	Support disabled children and young people and those with specific requirements		
Unit No:	T/601/0134		
Level:	4		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding to enable them to support disabled children and young people and those with specific requirements			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1	Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
		1.2	Compare service led and child and young person led models of provision for disabled children and young people
		1.3	Critically analyse the difference between the social model and medical model of disability and how each model affects provision
		1.4	Explain the importance of <ul style="list-style-type: none"> • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role
		1.5	Explain the importance of encouraging the participation of disabled children and young people
2	Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1	Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
		2.2	Explain the types of support and information carers may require
		2.3	Demonstrate in own practice partnership working with families
3	Be able to support age and developmentally appropriate learning,	3.1	Demonstrate in own practice engagement with disabled children or young people

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

Unit Title:	Promote creativity and creative learning in young children		
Unit No:	A/601/0135		
Level:	4		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding necessary to promote creativity and creative learning in young children			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development	1.1	Analyse the differences between creative learning and creativity
		1.2	Explain current theoretical approaches to creativity and creative learning in early childhood
		1.3	Critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development
2	Be able to provide opportunities for young children to develop their creativity and creative learning	2.1	Demonstrate in own practice how to promote creativity and creative learning
		2.2	Explain why young children require extended and unhurried periods of time to develop their creativity
3	Be able to develop the environment to support young children's creativity and creative learning	3.1	Explain the features of an environment that supports creativity and creative learning
		3.2	Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning
4	Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1	Evaluate and reflect on own practice in promoting creativity and creative thinking
		4.2	Support others to develop their practice in promoting creativity and creative learning
		4.3	Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change

Unit Title:	Support young people to develop, implement and review a plan of action		
Unit No:	M/601/1329		
Level:	3		
GLH:	25		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting young people to develop, implement and review a plan of action			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance for young people of developing a personal action plan for their future development needs	1.1	Explain why young people should be encouraged to develop a personal action plan to support their future development
		1.2	Evaluate the role of the support worker in encouraging young people to develop the action plan
2	Be able to support young people to develop an action plan	2.1	Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
		2.2	Demonstrate how young people are encouraged to identify their needs and aspirations
		2.3	Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
		2.4	Demonstrate in own practice work with young people to develop an action plan
3	Be able to support young people to work towards implementation of their action plan	3.1	Give examples from own practice of support required by young people implementing actions within their plan
		3.2	Demonstrate how to give practical support for young people working towards implementation of actions within their plan
4	Be able to support young people to review and revise their action plan	4.1	Explain why it is important for young people to review their progress against their action plan
		4.2	Demonstrate in own practice how to review the action plan with young people
5	Be able to review own role in	5.1	Explain why it is important to review own contribution to the development and

	supporting the development and implementation of the young person's action plan		implementation of the young person's action plan
		5.2	Evaluate own contribution to the process

Unit Title:	Provide information and advice to children and young people		
Unit No:	A/601/1334		
Level:	3		
GLH:	22		
Credit:	3		
Unit details:			
The aim of this unit is to develop the skill, knowledge and understanding to be able to provide information and advice to children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role of practitioners in providing information and advice to children and young people	1.1	Explain the importance of providing accurate and up to date information and advice to children and young people
		1.2	Explain the role of practitioners in providing impartial information and advice to children and young people
2	Be able to establish and address the information and advice needs of children and young people	2.1	Encourage the participation of and engagement with children and young people to establish their information and advice needs
		2.2	Select information from appropriate sources that will best meet the needs of the young person
		2.3	Verify the accuracy and currency of information before presenting it to the young person
		2.4	Explain approaches to managing situations when the child and young person's choices are different to those of their carers
3	Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1	Explain why it is important to provide opportunities for children and young people to make informed choices
		3.2	Evaluate with the young person the choices available to them
		3.3	Demonstrate in own practice how to check that the young person has understood the range of options available to them
		3.4	Record the interaction with the young person following all organisational procedures and legal requirements

Unit Title:	Develop interviewing skills for work with children and young people		
Unit No:	L/601/1337		
Level:	3		
GLH:	21		
Credit:	3		
Unit details:			
The aim of this unit is to develop knowledge and understanding of interviewing skills for work with children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the process of preparing for and planning the interviews	1.1	Identify why it is important to plan for the interview
		1.2	Explain the components of the interview planning process
2	Be able to conduct the interview with individual children or young people	2.1	Use appropriate communication skills to encourage the participation of and engagement with the child or young person
		2.2	Provide any relevant information about the interview to the child or young person
		2.3	Conduct the interview to achieve the desired outcomes
			Record the details of the interview according to confidentiality and information sharing protocols
3	Be able to implement interview follow up procedures	3.1	Identify the interview follow up procedures
		3.2	Implement interview follow up procedures

Unit Title:	Caseload Management		
Unit No:	D/601/1343		
Level:	3		
GLH:	21		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of caseload management			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance of managing personal case load	1.1	Explain the importance of managing personal case load
		1.2	Give examples from own practice of pressures on the management of caseloads
2	Be able to prioritise cases in personal case load	2.1	Explain the criteria for prioritising personal case load
	2.1	2.2	Review and prioritise existing and new cases against specified criteria
		2.3	Process cases according to priority
		2.4	Explain how to use supervision and other support systems to recognise when additional personal support is required
3	Understand how to review and evaluate the effectiveness of the case management process	3.1	Explain the importance of reviewing and evaluating the effectiveness of the case management process
		3.2	Identify and implement improvements in the case management process based on the evaluation

Unit Title:	Support young people to move towards independence and manage their lives		
Unit No:	F/601/1349		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop knowledge and understanding of supporting young people to move towards independence and manage their lives			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the way that young people move from dependence to independence	1.1	Explain the reasons why some young people may find it difficult to move to independence
		1.2	Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
		1.3	Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times
2	Be able to prepare young people for the practical challenges of independence	2.1	Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
		2.2	Prepare plans with young people that will assist them in maintaining their own health and well being
		2.3	Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
		2.4	Provide young people with information about how to manage personal finances
		2.5	Explain why practical support and advice for independence is a long term project
3	Be able to prepare young people for the emotional challenges of independence	3.1	Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction

		3.2	Provide young people with information about where to find support if they feel isolated or lonely
		3.3	Explain how to support young people who may feel worried and ambivalent about becoming independent
		3.4	Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
		3.5	Explain the importance of having somewhere that is 'home'
4	Be able to prepare young people to assess personal risks and protect themselves	4.1	Explain to young people how to assess risks in day to day situations
		4.2	Demonstrate how to prepare young people to minimise risks
		4.3	Provide young people with information and skills to protect themselves and know when to seek help

Unit Title:	Support children and young people to achieve their learning potential		
Unit No:	D/601/1357		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the legislation and policies that underpin education and learning for children and young people	1.1	Describe the legislation that affects children and young people's access to education and learning opportunities
		1.2	Explain how policies have influenced access to learning opportunities for children and young people
2	Be able to support children and young people to work out what they want to learn and achieve	2.1	Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
		2.2	Work with a child or young person to help them to see how they can build on their interests, talents and abilities
3	Be able to work with children and young people to make the most of learning opportunities	3.1	Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
		3.2	Support children or young people's learning activities
		3.3	Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
		3.4	Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
		3.5	Provide children or young people with enthusiastic feedback to celebrate achievement
4	Know how to work with others to support children and young people to achieve the best possible outcomes	4.1	Explain the importance of engaging carers in children and young people's learning
		4.2	Identify key professionals and their roles in supporting and developing children and

	from learning opportunities		young people's learning
		4.3	Explain the importance of effective communication between all those involved in a child or young person's learning

Unit Title:	Support children and young people to have positive relationships		
Unit No:	R/601/1369		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children and young people to have positive relationships			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of positive relationships for the development and well-being of children and young people	1.1	Identify the different relationships children and young people may have
		1.2	Explain the importance of positive relationships for development and wellbeing
		1.3	Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships
2	Be able to support children and young people to make and maintain positive relationships	2.1	Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
		2.2	Explain how to support children or young people to make new relationships
		2.3	Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
3	Understand how to support children and young people when there are relationship difficulties	3.1	Explain why it is important to encourage children or young people to resolve conflict for themselves if possible
		3.2	Explain how to support a child or young person who is distressed by relationship difficulties
		3.3	Explain how to support a child or young person to end relationships that are making them unhappy
		3.4	Describe the circumstances that would result in a relationship causing concern and the actions that should follow
		3.5	Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative

			relationships
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Unit Title:	Support positive practice with children and young people with speech, language and communication needs		
Unit No:	L/601/2861		
Level:	3		
GLH:	28		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting positive practice with children and young people with speech, language and communication needs			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1	Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
		1.2	Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
		1.3	Provide examples of how current research evidence supports positive practice
2	Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1	Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
		2.2	Explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs
		2.3	Explain own role in the process of how targets are set, monitored and evaluated along with specialist
		2.4	Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3	Be able to place children and young people at the centre of professional practice when working with children and young people with speech,	3.1	Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication

	language and communication needs	3.2	Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
		3.3	Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice
4	Understand how to work with others to support the social, emotional and cognitive needs of children and young people	4.1	Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
		4.2	Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
		4.3	Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support

Unit Title:	Coordinate special educational needs provision		
Unit No:	T/600/9775		
Level:	4		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of coordinating special educational needs provision			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role of the special educational needs coordinator	1.1	Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation
		1.2	Explain the responsibilities of the special educational needs coordinator
		1.3	Explain the importance of early recognition and intervention
		1.4	Explain the policies and/or procedures of the setting in respect of special educational needs
		1.5	Explain the importance of liaison and partnerships with carers, other agencies and professionals
2	Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.1	Coordinate and lead the observation, assessment and recording progress of children with special educational needs
		2.2	. Coordinate and plan the next steps for children with special educational needs in collaboration with: <ul style="list-style-type: none"> • Colleagues including those in other agencies • Children and their carers
		2.3	Demonstrate how the children's individual play/education plans are developed, monitored and regularly updated
		2.4	Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting
3	Be able to engage with children with special educational needs and their	3.1	Assess barriers to communication and engagement, and explain how these can be

	carers		overcome
		3.2	Demonstrate engagement with children who have special educational needs in own work setting or service
		3.3	Demonstrate engagement with families of children who have special educational needs in own work setting or service
4	Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1	Demonstrate in own practice how to coordinate provision for special educational needs
		4.2	Identify sources of support and professional development for special educational needs practitioners and coordinators
		4.3	Demonstrate in own practice how to share new information and act as an agent of change and improvement
		4.4	Demonstrate in own practice how to work directly with colleagues to mentor and support practice

Unit Title:	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage		
Unit No:	F/600/9777		
Level:	4		
GLH:	40		
Credit:	5		
Unit details:			
The aim of this unit is to develop the knowledge and understanding of the needs of children and young people who are vulnerable and experiencing poverty and disadvantage			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the factors that may impact on the outcomes and life chances of children and young people	1.1	Identify the factors that impact on outcomes and life chances for children and young people
		1.2	Explain the critical importance of poverty in affecting outcomes and life chances
		1.3	Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
		1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people
2	Understand how poverty and disadvantage affect children and young people's development	2.1	Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning
3	Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1	Explain what is meant by both disadvantage and vulnerability
		3.2	Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
		3.3	Evaluate the impact of early intervention
4	Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1	Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
		4.2	Explain how carers can be engaged in the strategic planning of services
		4.3	Analyse how practitioners can encourage carers to support children and young

		people's learning and development
	4.4	Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1	Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence
	5.2	Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background
	5.3	Analyse how and why practitioners should act as agents and facilitators of change in own work setting

Unit Title:	Support young people who are involved in anti-social and/or criminal activities		
Unit No:	L/502/5261		
Level:	3		
GLH	10		
Credit:	2		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting young people who are involved in anti-social and/or criminal activities			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1	Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
		1.2	Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2	Understand how to support young people who are involved in anti-social and/or criminal activities	2.1	Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
		2.2	Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person
		2.3	Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies

Unit Title:	Support young people who are looked after or are leaving care		
Unit No:	A/502/5224		
Level:	3		
GLH:	23		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting young people who are looked after or are leaving care			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the issues affecting young people who are looked after or leaving care	1.1	Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
		1.2	Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2	Understand how to support young people who are looked after or leaving care	2.1	Describe the sources of information and support services which are available to support young people who are looked after or leaving care
		2.2	Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
		2.3	Encourage young people to maintain positive relationships and contact with family, carers and/or significant others
3	Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1	Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
		3.2	Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care

Unit Title:	Support speech, language and communication development		
Unit No:	A/601/2872		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop knowledge and understanding of supporting speech, language and communication			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: - Speech - Language - Communication - Speech language and communication needs
		1.2	Explain how speech, language and communication skills support the following areas in children and young people's development: - Learning - Emotional - Behaviour - Social
		1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
		1.4	Explain the factors that increase the risk of children and young people having speech language and communication needs
2	Understand typical speech, language and communication development in children and young people	2.1	Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: - 0-5 years old - 5-11 - 11-16
		2.2	Explain how children and young people

			develop their speech, language and communication and identify how this applies to children who are learning more than one language
		2.3	Explain how speech, language and communication work together to enable effective interaction
		2.4	Explain the different ways in which a child or young person may not follow typical speech language and development
3	Be able to identify typical speech, language and communication development of children and young people	3.1	Observe and report examples of a child or young person using their communication skills in different contexts
		3.2	Plan and carry out an observation of a child or young person using their communication skills in different contexts
		3.3	Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people

Unit Title:	Work with parents, families and carers to support their children's speech, language and communication development		
Unit No:	Y/601/2877		
Level:	3		
GLH:	23		
Credit:	3		
Unit details:			
The aim of this unit is to develop the skill, knowledge and understanding of working with parents, families and carers to support their children's speech, language and communication			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance of parental support for the development of speech, language and communication	1.1	Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
		1.2	Explain the influences of different parenting styles on speech, language and communication development
		1.3	Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home
2	Be able to work in partnership with parents to support their child's speech, language and communication development	2.1	Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
		2.2	Support parents to understand their valuable role in supporting their child's speech, language and communication development
		2.3	Explain a range of ways to work with parents to support their child's speech, language and communication development
		2.4	Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development
3	Be able to support parents to use activities and approaches to support their child's speech, language and communication development	3.1	Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development

		3.2	Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development
		3.3	Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development
4	Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	4.1	Explain why it is important to be able to work in partnership with parents of children with SLCN
		4.2	Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN
		4.3	Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN

Unit Title:	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties		
Unit No:	M/601/2884		
Level:	3		
GLH:	25		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the links between language, behaviour, emotional and social development difficulties	1.1	Explain why behaviour can be seen as a means of communication
		1.2	Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
		1.3	Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
		1.4	Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development
2	Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1	Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
		2.2	Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
		2.3	Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development

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

Unit Title:	Support the speech, language and communication development of children who are learning more than one language		
Unit No:	J/601/2888		
Level:	3		
GLH:	26		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting the speech, language and communication development of children who are learning more than one language			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1	Explain how to identify which languages are used by children and young people in the work setting
		1.2	Explain how to collect information on a child or young person's use of their languages at home and in the work setting
		1.3	Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
		1.4	Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs
2	Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1	Explain what is meant by bilingualism
		2.2	Explain the advantages of bilingualism
		2.3	Define culture and identify how to integrate different cultures within own work setting Define culture and identify how to integrate different cultures within own work setting
		2.4	Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
		2.5	Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English

3	Be able to work with parents of children and young people whose home language is not English	3.1	Provide appropriate advice to parents on supporting their child's speech, language and communication development
		3.2	Demonstrate approaches to support parents in promoting their child's speech, language and communication development
		3.3	Explain how language and resources can be adapted to enable close work with parents whose home language is not English
4	Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1	Explain the different ways in which professionals can work together in the interests of children and young people
		4.2	Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
		4.3	Identify and describe when and how to contact and work with relevant agencies and services

Unit Title:	Support children and young people's speech, language and communication skills		
Unit No:	L/601/2889		
Level:	3		
GLH:	25		
Credit:	3		
Unit details:			
The aim of this unit is to develop the knowledge and understanding of			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups - 0-5 - 5-11 - 11-16 - 16-25
		1.2	Evaluate relevant positive effects of adult support for children, young people and their families
2	Be able to provide support for the speech, language and communication development of children and young people	2.1	Demonstrate methods of providing support taking into account the - specific needs - abilities - home language - interests of children and young people in their setting
		2.2	Initiate and implement planning for speech, language and communication support to children and young people in work setting
		2.3	Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting
3	Understand how environments support speech, language and communication	3.1	Explain the importance of the environment in supporting speech, language and communication development
		3.2	Review relevant evidence about the key factors that provide a supportive speech, language and communication environment

		3.3	Apply research evidence to planning an environment that supports speech, language and communication
4	Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1	Identify the range of speech language and communication needs that children and young people may have
		4.2	Identify the indicators which may suggest that a child or young person has speech, language and communication needs
		4.3	Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

Unit Title:	Support young people who are socially excluded or excluded from school		
Unit No:	R/502/5231		
Level:	3		
GLH:	10		
Credit:	2		
Unit details:			
The aim of this unit is to develop the learners skill, knowledge and understanding of supporting young people who are socially excluded or excluded from school			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the issues affecting young people who are socially excluded or excluded from school	1.1	Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
		1.2	Explain the potential effects of exclusion on the health, safety and well-being of these young people
		1.3	
2	Understand how to support young people who are socially excluded or excluded from school	2.1	Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
		2.2	Describe the information, support and community services which are available to support excluded young people
		2.3	Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

Unit Title:	Support young people in relation to sexual health and risk of pregnancy		
Unit No:	F/502/5242		
Level:	3		
GLH:	10		
Credit:	2		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting young people in relation to sexual health and risk of pregnancy			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1	Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
		1.2	Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
		1.3	Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy
2	Understand how to support young people in relation to sexual health and risk of pregnancy	2.1	Describe relevant sources of information, guidance and support and the range of health services available for these young people
		2.2	Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
		2.3	Enable young people to make informed choices in relation to their identified needs and priorities
		2.4	Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

Unit Title:	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children		
Unit No:	H/502/4682		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to enable parents to understand and respond to children's feelings and behaviours.	1.1	Explain the importance of modelling behaviour for children and parents
		1.2	Explain the effects of harsh parenting on children
		1.3	Explain the importance of boundaries
		1.4	Explain parental strategies for holding boundaries
		1.5	Explain ways of promoting children's progression towards self-discipline
		1.6	Explain and demonstrate how to enable parents to understand their children's feelings and behaviour
		1.7	Explain and demonstrate how to enable parents to assist children to recognise their feelings
		1.8	Explain how to enable parents to identify strategies for them and their children to manage conflict
		1.9	Explain when particular/specialist help is needed, and how to refer parents to appropriate services
2	Understand how to support parents to interact with their children in positive ways	2.1	Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
		2.2	Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
		2.3	Explain and demonstrate how parents can

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

Unit Title:	Work with parents to meet their children's needs		
Unit No:	Y/502/4680		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of working with parents to meet their children's needs			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the nature of the parent and child relationship	1.1	Explain the evolving and interdependent nature of the relationship between parents and their children
		1.2	Explain key factors which affect the relationship between parents and children through all developmental stages
		1.3	Explain key types of transitions that a child or young person may experience
		1.4	Explain changes which parenthood makes to the lives of parents
		1.5	Explain key factors in the process and function of bonding and attachment
		1.6	Explain key factors in the process of children's development of a sense of self
2	Know how to work with parents to understand the nature of the parent and child relationship	2.1	Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
		2.2	Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
		2.3	Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
		2.4	Explain ways of challenging parents assertively and when it is appropriate to do so
3	Understand how to work with parents to provide age appropriate support for a specified age group of children	3.1	Identify key features of expected patterns of child development
		3.2	Explain the development and maturational

			tasks of a specified age group of children
		3.3	Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
		3.4	Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children
4	Understand how to reflect on own practice in working with parents to meet their children's needs	4.1	Reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for development

Unit Title:	Support young people with mental health problems		
Unit No:	T/502/5240		
Level:	3		
GLH:	23		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting young people with mental health problems			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the issues affecting young people with mental health problems	1.1	Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
		1.2	Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2	Understand how to support young people with mental health problems	2.1	Describe the sources of information, agencies and support services which are available to help young people with mental health problems
		2.2	Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
		2.3	Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3	Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1	Describe the statutory and legal frameworks for protecting young people with mental health problems
		3.2	Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

Unit Title:	Support the creativity of children and young people		
Unit No:	M/600/9807		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting creativity of children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand how creativity promotes well-being for children and young people	1.1	Explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people
		1.2	Identify the potential benefits of different types of creative activity
		1.3	Explain the difference between formal and informal creative activity
2	Be able to encourage children and young people to recognise and value their own and others' creativity	2.1	Demonstrate how to work with children and young people to promote and encourage creativity
		2.2	Explain the importance of encouraging children and young people to recognise and value creativity
		2.3	Demonstrate how to encourage children or young people to explore their opportunities for creative activity
3	Be able to support children and young people to take part in creative activities	3.1	Identify potential resources to support children and young people to take part in organised creative activities
		3.2	Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
		3.3	Explain the importance of encouraging carers to support children and young people's creative activities
4	Be able to participate in creative, day to day activities with children and young people	4.1	Explain the importance of spending creative time with children and young people and the benefits that can result
		4.2	Demonstrate how to spend time with children and young people in creative

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

Unit Title:	Work with children and young people in a residential care setting		
Unit No:	A/600/9809		
Level:	3		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of working with children and young people in a residential care setting			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1	Outline current theoretical approaches to residential provision for children and young people
		1.2	Explain the relevant legal and rights framework that underpins work with children and young people in residential care
		1.3	Explain the influence of current policies and legislation on residential care provision
			Describe how the life chances and outcomes of children and young people in residential care compare with those who are not
2	Understand own role and professional responsibilities in a residential care setting	2.1	Explain the requirements of professional codes of conduct and how they apply to day to day work activities
		2.2	Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
		2.3	Analyse how power, prejudice and discrimination can affect children and young people
		2.4	Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
		2.5	Explain the professional requirement to maintain current, competent practice
		2.6	Explain the importance of maintaining positive relationships with people in the local community
3	Be able to work with children and	3.1	Demonstrate how to develop relationships

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

Unit Title:	Support children or young people in their own home		
Unit No:	K/601/0132		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children or young people in their own home			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1	Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
		1.2	Explain why it is important to be reliable and dependable when working with children or young people in their own home
		1.3	Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
		1.4	Explain what needs to be recorded when working with children or young people in their own home
		1.5	Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
2	Be able to build positive relationships with children or young people and their carers when working in their home	2.1	Explain the importance of gathering information about the needs and preferences of children or young people
		2.2	Demonstrate methods of gathering information about the needs and preferences of children or young people
		2.3	Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
		2.3	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
3	Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1	Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> • Preparation of the environment • Preparation of resources • Consideration of the level of support required
		3.2	Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
		3.3	Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.

Unit Title:	Engage young parents in supporting their children's development		
Unit No:	J/502/4660		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of engaging young parents in supporting their children's development			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the context of pregnancy and parenthood for young people.	1.1	Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
		1.2	Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
		1.3	Demonstrate how the strategy and guidance applies to own work with young parents
2	Understand transition issues for young people and their potential impact on parenthood.	2.1	Reflect on own transitional experiences as a young person
		2.2	Describe issues facing young parents in their transition from child to young adult
3	Understand the impact of stress on a young parent's relationship with their child/children.	3.1	Explain how stress experienced by young parents may affect their relationships with their children
		3.2	Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting
4	Understand how to engage young parents with services.	4.1	Explain factors which impact on a young parent's engagement with services
		4.2	Reflect on the potential effectiveness of the range of services that can be offered to young parents
		4.3	Demonstrate how young parents engage with services/settings in own practice
5	Understand the specific needs of young fathers in engaging with their child's needs and	5.1	Explain the specific needs of young fathers
		5.2	Explain factors that may lead to young fathers engaging with the needs of their children

	development	5.3	Explain how services/settings can support young fathers to engage with their child's needs and development
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Unit Title:	Engage fathers in their children's early learning		
Unit No:	Y/502/4663		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of engaging fathers in their children's early learning			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the policy context and research that underpins the involvement of fathers in their children's early learning.	1.1	Explain key research studies that show the importance of fathers' involvement in their children's early learning
		1.2	Summarise the role of a father in family life, structure and functioning in diverse communities
		1.3	Explain the concept of positive home learning environments and ways of promoting and supporting them
		1.4	Explain why it is important to work in partnership with fathers
		1.5	Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning
2	Understand how to work in partnership with fathers to support their children's early learning	2.1	Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
		2.2	Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
		2.3	Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities
3	Understand the barriers to fathers being involved in their children's early learning.	3.1	Explain personal, social and cultural barriers to fathers being involved in their children's early learning
		3.2	Explain and demonstrate a range of strategies to help overcome barriers to

			fathers' involvement in their child's early learning
		3.3	Explain how attitudes can be barriers to engaging fathers in their children's early learning
4	4	4.1	Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning
	Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.	4.2	Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
		4.3	Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning

Unit Title:	Engage parents in their children's early learning		
Unit No:	M/502/3812		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of engaging parents in their children's early learning			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the policy context and research that underpins parental involvement in their children's early learning.	1.1	Explain key research findings which show the importance of parental involvement in their children's learning in their early years
		1.2	Explain the concept of positive home learning environments and identify ways of promoting and supporting them
		1.3	Explain why it is important to work in partnership with parents, including fathers
		1.4	Explain the importance of clear principles and policies to support the engagement of parents in their child's early learning
2	Understand how to work in partnership with parents to support their children's early learning.	2.1	Explain and demonstrate how parents are engaged as partners in their children's early learning
		2.2	Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
		2.3	Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
		2.4	Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator
3	Understand barriers to parents being involved in their children's early learning. 3	3.1	Explain personal, social and cultural barriers to parents being involved in their children's early learning
		3.2	Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning

		3.3	Explain how attitudes can be barriers to engaging parents in their children's early learning
4	Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning	4.1	Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
		4.2	Reflect on ways of working with parents to help them provide appropriate support for their children's early learning
		4.3	Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

Unit Title:	Promote positive behaviour		
Unit No:	F/601/3764		
Level:	3		
GLH:	44		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
		1.2	Define what is meant by restrictive interventions
		1.3	Explain when restrictive interventions may and may not be used
		1.4	Explain who needs to be informed of any incidents where restrictive interventions have been used
		1.5	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
		1.6	Describe safeguards that must be in place if restrictive physical interventions are used
2	Understand the context and use of proactive and reactive strategies	2.1	Explain the difference between proactive and reactive strategies
		2.2	Identify the proactive and reactive strategies that are used within own work role
		2.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
		2.4	Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
		2.5	Explain the importance of reinforcing positive behaviour with individuals
		2.6	Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies

3	Be able to promote positive behaviour.	3.1	Explain how a range of factors may be associated with challenging behaviours
		3.2	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
		3.3	Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
		3.4	Demonstrate how to model to others best practice in promoting positive behaviour
4	Be able to respond appropriately to incidents of challenging behaviour	4.1	Identify types of challenging behaviours
		4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
		4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
		4.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour
5	Be able to support individuals and others following an incident of challenging behaviour.	5.1	Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
		5.2	Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequence of their behaviour • How they were feeling after the incident
		5.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
		5.4	Demonstrate how to debrief others involved in an incident of challenging behaviour
		5.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
6	Be able to review and revise	6.1	Work with others to analyse the

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

Unit Title:	Support Care within fostering services for vulnerable children and young people		
Unit No:	J/601/1806		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting care within fostering services for vulnerable children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the role of support care in fostering services for vulnerable children, young people and carers	1.1	Explain the principles, aims and legal status of support care in fostering services
		1.2	Explain own role and responsibilities and that of others involved in support care in fostering services
		1.3	Identify sources of information and support for the support carer role within fostering services
2	Be able to offer support care within fostering services to a vulnerable child or young people	2.1	Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background
		2.2	Explain, giving examples from own practice, <ul style="list-style-type: none"> • how placement agreements are reached and typical content • the types of tasks and activities to be undertaken with the child or young person and the reason for the selection
		2.3	Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations
3	Be able to support carers of vulnerable children or young people	3.1	Demonstrate and explain how to build positive relationships with carers
		3.2	Explain the barriers that may exist in positive relationships with carers and how these may be overcome
		3.3	Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate

Unit Title:	Improving the attendance of children and young people in statutory education		
Unit No:	M/601/1377		
Level:	3		
GLH:	40		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of improving the attendance of children and young people in statutory education			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the factors that impact on the attendance of children and young people in statutory education	1.1	Explain the factors that can affect the attendance of children and young people in statutory education
		1.2	Explain how the factors that affect attendance of children and young people in statutory education can be minimised
2	Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1	Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
		2.2	Explain the role of key individuals in improving whole school attendance
		2.3	Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance
3	Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1	Obtain data on attendance of children and young people in statutory education
		3.2	Analyse data to identify patterns of attendance of children and young people in statutory education
		3.3	Store data records in compliance with all organisational and legislative requirements
		3.4	Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence
4	Be able to support work with children, young people and families to improve attendance according to role and	4.1	Support engagement with children, young people and their families to address attendance issues
		4.2	Demonstrate in own practice ability to

	responsibilities		support planning and monitoring activities to improve attendance
		4.3	Liaise effectively with other agencies to improve attendance of children and young people in statutory education

Unit Title:	Facilitate the learning and development of children and young people through mentoring		
Unit No:	T/601/1381		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding to enable them to facilitate the learning and development of children and young people through mentoring			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
		1.2	Explain how different learning styles and methods impact on the learning and development of children and young people
2	Be able to support children and young people to address their individual learning and development needs	2.1	Support children or young people to express their goals and aspirations
		2.2	Support children or young people to identify ways of removing barriers to achievement
		2.3	Develop an action plan to address individual learning and development needs of children or young people
3	Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1	Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
		3.2	Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience
4	Be able to review the effectiveness of the mentoring process	4.1	Assess the progress of individual children or young people against their action plans, suggesting improvements
		4.2	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Unit Title:	Support the referral process for children and young people		
Unit No:	R/601/1386		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting the referral process for children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the referral options that are available for children and young people	1.1	Explain the services provided by individuals and agencies that children and young people can be referred to
		1.2	Explain how to identify the most appropriate referral opportunity for children and young people
2	Be able to work with children and young people in order to encourage their participation in the referral process	2.1	Demonstrate in own practice how to encourage participation of children or young people during the referral process
		2.2	Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3	Be able to support children and young people through the referral process	3.1	Explain how children and young people are supported through difficult decisions and conflict situations
		3.2	Facilitate the referral process between the child or young person and the referral opportunity
4	Be able to evaluate the effectiveness of the referral process suggesting improvements	4.1	Evaluate the referral process
		4.2	Suggest improvements to the referral process in the light of the evaluation

Unit Title:	Support use of medication in social care settings		
Unit No:	F/601/4056		
Level:	3		
GLH:	40		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding to enable them to support the use of medication in social care settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the legislative framework for the use of medication in social care settings	1.1	Identify legislation that governs the use of medication in social care settings
		1.2	Outline the legal classification system for medication
		1.3	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2	Know about common types of medication and their use	2.1	Identify common types of medication
		2.2	List conditions for which each type of medication may be prescribed
		2.3	Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3	Understand roles and responsibilities in the use of medication in social care settings	3.1	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
		3.2	Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4	Understand techniques for administering medication	4.1	Describe the routes by which medication can be administered
		4.2	Describe different forms in which medication may be presented
		4.3	Describe materials and equipment that can assist in administering medication
5	Be able to receive, store and dispose of	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of

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

Unit Title:	Context and principles for early years provision		
Unit No:	J/600/9781		
Level:	3		
GLH:	24		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of the context and principles for early years provision			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the purposes and principles of early years frameworks	1.1	Explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings
		1.2	Explain how different approaches to work with children in the early years has influenced current provision in the UK
		1.3	Explain why early years frameworks emphasise a personal and individual approach to learning and development
2	Be able to provide environments within the work setting that support and extend children's development and learning in their early years.	2.1	Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development
		2.2	Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> • Extending children's learning and development • Encouraging high expectations of their achievement
		2.3	Explain how the environment meets the needs of individual children
3	Understand how to work in partnership with carers ..	3.1	Explain the partnership model of working with carers
		3.2	Review barriers to participation for carers and explain ways in which they can be overcome
		3.3	Explain strategies to support carers who may react positively or negatively to

		partnership opportunities
		Explain how effective multi agency working operates within early years provision and benefits children and carers

Unit Title:	Promote learning and development in the early years		
Unit No:	L/600/9782		
Level:	3		
GLH:	40		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting learning and development in the early years			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the purpose and requirements of the areas of learning and development in the relevant early years framework.	1.1	Explain each of the areas of learning and development and how these are interdependent
		1.2	Describe the documented outcomes for children that form part of the relevant early years framework
		1.3	Explain how the documented outcomes are assessed and recorded
2	Be able to plan work with children and support children's participation in planning.	2.1	Use different sources to plan work for an individual child or group of children
		2.2	Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
		2.3	Support the planning cycle for children's learning and development
3	Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1	Explain how practitioners promote children's learning within the relevant early years framework
		3.2	Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework
4	Be able to engage with children in activities and experiences that support their learning and development.	4.1	Work alongside children engaging with them in order to support their learning and development
		4.2	Explain the importance of engaging with a child to support sustained shared thinking
		4.3	Use language that is accurate and appropriate in order to support and extend

			children's learning when undertaking activities
5	Be able to review own practice in supporting the learning and development of children in their early years.	5.1	Reflect on own practice in supporting learning and development of children in their early years
		5.2	Demonstrate how to use reflection to make changes in own practice

Unit Title:	Promote children's welfare and well-being in the early years		
Unit No:	Y/600/9784		
Level:	3		
GLH:	45		
Credit:	6		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding to promote children's welfare and well-being in the early years			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the welfare requirements of the relevant early years framework	1.1	Explain the welfare requirements and guidance of the relevant early years framework
		1.2	Explain the lines of reporting and responsibility within the work setting
2	Be able to keep early years children safe in the work setting.	2.1	Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
		2.2	Explain systems for supporting children's safety when: <ul style="list-style-type: none"> • Receiving children into the setting • Ensuring their safety on departure • During off site visits
		2.3	Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
		2.4	Explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> • Space • Staff ratios are necessary for children's safety
3	Understand the importance of promoting positive health and well-being for early years children	3.1	Explain how to promote children's health and well-being in an early years work setting
		3.2	Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers

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

Unit Title:	Professional practice in early years settings		
Unit No:	H/600/9786		
Level:	3		
GLH:	20		
Credit:	3		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of professional practice in early years settings			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the scope and purposes of the early years sector	1.1	Explain how the range of early years settings reflects the scope and purpose of the sector
2	Understand current policies and influences on the early years sector	2.1	Identify current policies, frameworks and influences on the early years
		2.2	Explain the impact of current policies, frameworks and influences on the early years sector
		2.3	Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years
3	Understand how to support diversity, inclusion and participation in early years settings	3.1	Explain what is meant by: <ul style="list-style-type: none"> • Diversity • Inclusion • Participation
		3.2	Explain the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers
		3.3	Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
4	Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1	Explain the importance of reviewing own practice as part of being an effective practitioner
		4.2	Undertake a reflective analysis of own practice
		4.3	Develop strategies to deal with areas of difficulty and challenge encountered in professional

			practice in early years settings.
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Unit Title:	Support children's speech, language and communication		
Unit No:	T/600/9789		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children's speech, language and communication			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs
		1.2	Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social
		1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
2	Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years
		2.2	Explain the relevant positive effects of adult support for the children and their carers
		2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning
3	Be able to provide support for the speech, language and communication development of the children in own setting	3.1	Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • Age • Specific needs • Abilities

			<ul style="list-style-type: none"> • Home language where this is different to that of setting • Interests of the children in own setting
		3.2	Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
		3.3	Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • Groups
		3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting
4	Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development
		4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment
		4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

Unit Title:	Assessment and planning with children and young people		
Unit No:	M/600/9760		
Level:	3		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of assessment and planning with children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand how to place children and young people at the centre of assessment and planning	1.1	Explain the value of a child centred model of assessment and planning
		1.2	Explain how to identify the needs of children and young people
		1.3	Explain the importance of working with others to assess the needs of children and young people to inform planning
		1.4	Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
		1.5	Explain the importance of permanency planning for children and young people
2	Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1	Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
		2.2	Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
		2.3	Explain how the goals and targets identified will support the achievement of positive outcomes
		2.4	Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes
		2.5	Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3	Be able to work with children and young people to implement the plan	3.1	Demonstrate how a child, young person and others are provided with clear information

	for the achievement of positive outcomes		about the roles and responsibilities of all those involved in the plan
		3.2	Agree with a child, young person and others how goals and targets will be
		3.3	Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
		3.4	Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person
4	Be able to work with children and young people to review and update plans	4.1	Demonstrate how to record relevant information to prepare for a review
		4.2	Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
		4.3	Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
		4.4	Present information to reviews about aspects of the plan that are working well and those that need to be changed

Unit Title:	Promote the well-being and resilience of children and young people		
Unit No:	F/600/9780		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of promoting the well-being and resilience of children and young people			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand the importance of promoting positive well-being and resilience of children and young people	1.1	Explain the factors that influence the well-being of children and young people
		1.2	Explain the importance of resilience for children and young people
		1.3	Analyse effective ways of promoting well-being and resilience in the work setting
		1.3	Describe ways of working with carers to promote well-being and resilience in children and young people
2	Understand how to support the development of children and young people's social and emotional identify and self-esteem in line with their age and level of understanding	2.1	Explain why social and emotional identity are important to the well-being and resilience of children and young people
		2.2	Explain how to support children and young people to identify with their own self-image and identity
		2.3	Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
		2.4	Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
		2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people
3	Be able to provide children and young people with a positive outlook on their lives	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
		3.2	Explain how a solution focused approach

			will encourage children and young people to have a positive outlook on their lives
		3.3	Support and encourage children and young people to respond positively to challenges and disappointments
		3.4	Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
		3.5	Support children and young people to reflect on the impact of their own actions and behaviour
4	Be able to respond to the health needs of children and young people	4.1	Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
		4.2	Encourage children and young people to make positive choices about all of their health needs
		4.3	Assess any risks or concerns to the health and well-being of children and young people and take appropriate action
		4.4	Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
		4.5	Record concerns about a child or young person's health or well-being following recognised procedures

Unit Title:	Professional practice in children and young people's social care		
Unit No:	F/601/0315		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of professional practice in children and young people's social care			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the legislation and policy framework for working with children and young people in social care work settings	1.1	Explain how current and relevant legislation and policy affects work with children and young people
		1.2	Describe the impact of social care standards and codes of practice on work with children and young people
		1.3	Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2	Understand the professional responsibilities of working with children and young people	2.1	Explain the responsibilities of a <ul style="list-style-type: none"> • corporate parent • professional carer
		2.2	Explain what is meant by a 'duty of care'
		2.3	Analyse the impact of professional relationships on children and young people
		2.4	Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
		2.5	Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
3	Be able to meet professional responsibilities by reflecting on own performance and practice	3.1	Explain the professional responsibility to maintain current and competent practice
		3.2	Engage with professional supervision in order to improve practice
		3.3	Seek, and learn from, feedback on own practice from colleagues and children and young people
			Explain the importance of understanding the limits of personal competence and when to seek advice

4	Be able to develop effective working relationships with professional colleagues	4.1	Respect and value the professional competence and contribution of colleagues
		4.2	Explain own rights and expectations as a professional and how to assert them
	Understand the implications of equalities legislation for working with children, young people and families	5.1	Explain how current equalities legislation affects work with children young people and families
		5.2	Identify examples of good practice in promoting equality and explain how and why they are effective
6	Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1	Explain what is meant by diversity
		6.2	Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families
		6.3	Describe the effects of discrimination and explain the potential results for children and young people

Unit Title:	Support children and young people to achieve their education potential		
Unit No:	D/600/9785		
Level:	3		
GLH:	30		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children and young people to achieve their education potential			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1	Explain the principles and values that underpins work to support children and young people to achieve their educational potential
		1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
		1.3	Evaluate the factors that can contribute to low achievement by children and young people
2	Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1	Support children or young people to articulate their educational needs and aspirations
		2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development
3	Be able to support children and young people to work towards their educational goals	3.1	Identify and celebrate individual children or young people's successes and achievements
		3.2	Identify barriers to achievement and support individual children or young people to work towards finding solutions
		3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals
4	Be able to review educational achievements with children and young people	4.1	Evaluate with individual children or young people, their achievements against their action plans
		4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Unit Title:	Support children and young people to make positive changes in their lives		
Unit No:	M/600/9788		
Level:	3		
GLH:	27		
Credit:	4		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting children and young people to make positive changes in their lives			
Learning Outcome		Assessment Criterion	
The learner will:		The learner can:	
1	Understand how to support children and young people to make positive changes in their lives	1.1	Identify the factors that can impact on the lives of children and young people
		1.2	Analyse the impact such factors can have on the lives of children and young people
		1.3	Explain how individuals and agencies support children and young people to make positive changes in their lives
2	Be able to support children and young people to make positive changes in their lives	2.1	Explain interventions that can be provided to support children and young people to make positive changes in their lives
		2.2	Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
		2.3	Work with a child or young person to develop an action plan to support positive changes in their lives
3	Be able to review support to children and young people to make positive changes in their lives	3.1	Support children or young people to review and amend their action plan
		3.2	Give examples from own practice of supporting children or young people to access further interventions
		3.3	Reflect on own practice in supporting children or young people to make positive changes in their lives

Unit Title:	Professional Practice in learning, development and support services		
Unit No:	D/600/9799		
Level:	3		
GLH:	35		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of professional practice in learning, development and support services			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the purposes of learning, development and support services	1.1	Explain the purposes of learning, development and support services
		1.2	Explain the roles and responsibilities of those working within learning, development and support services
2	Understand current legislation, policies and influences on LDSS	2.1	Explain the impact of current legislation, policies, and influences on LDSS
		2.2	Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3	Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1	Explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice
		3.2	Implement the principles and values in own practice
		3.3	Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers
4	Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1	Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
		4.2	Explain how the views of children, young people and carers can be obtained
		4.3	Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision.
5	Be able to use supervision to support continuing professional development	5.1	Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for

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

Unit Title:	Understand the context of supporting children and young people through foster care		
Unit No:	T/503/5878		
Level:	3		
GLH:	45		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of the context of supporting children and young people through foster care			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the circumstances that can lead to children and young people accessing foster care.	1.1	Explain the circumstances that can lead to children and young people accessing foster care
		1.2	Explain the changes that a child or young person accessing foster care may experience
		1.3	Explain the effects that changes may have on the child or young person and others
2	Know the information that should be provided to foster carers prior to placements being arranged.	2.1	Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care
		2.2	Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care
3	Understand how legislation, policies and procedures relate to foster care	3.1	Evaluate how current legislative frameworks in own home national and organisational policies and procedures underpin the way that children and young people are looked after in foster care
		3.2	Explain the importance of foster carers adhering to service policies and procedures
		3.3	Explain how delegated responsibility impacts upon the role of foster carers
4	Understand how foster care can make a positive difference to the lives of	4.1	Explain the importance of stability in the care offered to children and young people accessing foster care

	children and young people in care	4.2	Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment
5	Understand the importance of relationships for children and young people accessing foster care	5.1	Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and informal networks
		5.2	Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self-image or identity
		5.3	Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks
		5.4	Analyse the impact of separation and loss on children and young people accessing foster care
		5.5	Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members
		5.6	Explain why it is important for foster carers to have positive regard for a child or young people's background
6	Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals.	6.1	Describe the roles and responsibilities of the foster carer as part of the fostering service
		6.2	Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals
		6.3	Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals

Unit Title:	Practise as a Foster Carer		
Unit No:	A/503/5879		
Level:	3		
GLH:	46		
Credit:	5		
Unit details:			
The aim of this unit is to develop the learner's skill, knowledge and understanding to enable them to practise as a foster carer			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to prepare to accommodate children or young people in their own home.	1.1	Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided
		1.2	Evaluate how the needs, background and experience of the child or young person can be accommodated within own home
		1.3	Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges
2	Be able to support children and young people to settle into the family home.	2.1	Take steps to make a child or young person feel welcomed into the home
		2.2	Personalise the home for the child or young person
		2.3	Support the child or young person to understand any house rules for living in the home according to their age and stage of development
		2.4	Support the child or young person to express needs, wishes and feelings
3	Be able to provide a safe home environment for children and young people accessing foster care	3.1	Identify a range of risks that may be considered when providing accommodation for a child or young person
		3.2	Evaluate hazards and risks within the home environment
		3.3	Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety
4	Be able to support family and other key people to adjust to family life with	4.1	Explain the impact that emotional, social and physical demands may have on family and other key people

	children and young people accessing foster care.	4.2	Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member
		4.3	Support family and other key people to balance their own needs with those of the child or young person
		4.4	Take steps to address conflicts and disagreements as they arise
		4.5	Develop strategies to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others
5	Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care.	5.1	Implement elements of the care plan that relate to own role as part of the foster care team
		5.2	Work with the fostering team and others to support children or young people's health and well being
		5.3	Demonstrate the use of organisational skills in foster carer role

Unit Title:	Support positive attachments for children and young people		
Unit No:	M/503/5877		
Level:	3		
GLH:	55		
Credit:	7		
Unit details:			
The aim of this unit is to develop the learner's knowledge and understanding of supporting positive attachments for children and young people			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the importance of positive attachment for the well-being of children and young people.	1.1	Summarise theories of attachment
		1.2	Explain why positive attachment is important for children and young people
		1.3	Evaluate the potential impact on the well-being of children and young people of not forming positive attachments
			Explain the role of carers in supporting children and young people to form positive attachments
2	Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1	Describe what is meant by the term resilience
		2.2	Explain how the development of resilience can help children and young people cope with separation and loss
		2.3	Explain ways carers can help develop resilience in children and young people
3	Be able to promote positive attachments for children or young people	3.1	Engage a child or young person in routines and activities that promote positive relationships and well being
		3.2	Use active listening with a child or young person to promote the development of positive relationships and well being
		3.3	Seek advice and support from others when concerned about the attachment behaviour of a child or young person
		3.4	Implement agreed strategies with a child or young person to promote positive relationships and well-being
4	Be able to develop own practice in supporting positive attachments for	4.1	Describe how a child or young person has been supported by own practice to develop positive attachments

	children or young people	4.2	Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person
		4.3	Reflect on how own practice can be adapted to support a child or young person in the future

Staff Requirements

Requirements for Tutors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This may include qualifications such as the Level 3 Certificate in Assessing Vocational Achievement, or the Level 3 Award in Assessing Competence in the Work Environment. Focus Awards will consider other relevant assessing qualifications upon submission. Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor. Assessors must also be able to show they are occupationally competent within the sector area.

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.