

QUALIFICATION HANDBOOK

SVQ 2 Social Services (Children and Young People) at SCQF Level 6 (4174-02)

February 2016 Version 1.2



Welcome

Qualification at a glance

Subject area	Health and Social Care
City & Guilds number	4174
Age group approved	16+
Assessment	Portfolio
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
SVQ 2 Social Services (Children and Young People) at SCQF Level 6	4174-02



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for learners who work or want to work in the social services sector specialising in children and young people
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the social services sector
Is the qualification part of a framework or initiative?	It is an SVQ in the Social Services and Healthcare Apprenticeship framework.
Who did we develop the qualification with?	It was developed by Skills for Care and Development, Scottish Social Services Council and Skills for Health
What opportunities for progression are there?	It allows learners to progress into employment or to the following City & Guilds qualification: <ul style="list-style-type: none">• SVQ 3 Social Services (Children and Young People) at SCQF Level 7

Structure

To achieve the **SVQ 2 in Social Services (Children and Young People) at SCQF Level 6**, learners must achieve a total of six units. 32 credits must come from the **four** mandatory units 201- 204. A minimum of 18 credits must come from any **two** optional units from the following 205 -207, 209-212, 239

City & Guilds unit number	Unit title	Unit Level	Credit value
Mandatory			
201	Support effective communication	6	10
202	Support the health and safety of yourself and individuals	6	10
203	Develop your own knowledge and practice	6	8
204	Support the safeguarding of children	6	9
Optional			
205	Support the development of children and young people	6	10

206	Maintain environments to meet children's needs	6	9
207	Support children's learning through play	6	9
209	Support the care of babies and children	6	11
210	Support a child with additional support needs	6	9
211	Work with children and young people to create play spaces and support freely chosen self-directed play	6	15
212	Support the acquisition of a new language through immersion by children in early years settings	6	9
239	Contribute to the effectiveness of teams	6	9



2 Centre requirements

Approval

There is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre resource requirements and assessment strategy

Assessment Strategy for Scottish Vocational Qualifications in Social Services and Healthcare SVQ 2, 3 and 4 and Social Services (Children and Young People) SVQ 2, 3 and 4

Introduction

This strategy sets out recommendations and specifications for the assessment and quality control of SVQs in Social Services and Healthcare as well as Social Services (Children and Young People).

The assessment strategy requires those who are working predominantly within the social services sector to hold a registrable qualification for the area and level of practice being assessed. **They are not required to register with the SSSC** but must demonstrate they have obtained a qualification which meets the SSSC qualifications principles and criteria which provides evidence of their occupational competence. To support the sector prepare for this aspect of the assessment strategy it has been agreed that **assessors will have 3 years** to meet this part of the assessment strategy requirement. The list of acceptable qualifications can be accessed here <http://www.sssc.uk.com/Applying-for-registration/qualifications.html>.

The National Occupational Standards referred to in this document (HSC and CCLD) underpin the Scottish Vocational Qualifications 2, 3 and 4. This assessment strategy relates to the following SVQs:

Social Services and Healthcare

- SVQ 2 Social Services and Healthcare at SCQF Level 6
- SVQ 3 Social Services and Healthcare at SCQF Level 7
- SVQ 4 Social Services and Healthcare at SCQF Level 9

Social Services (Children and Young People)

- SVQ 2 Social Services (Children and Young People) at SCQF Level 6
- SVQ 3 Social Services (Children and Young People) at SCQF Level 7
- SVQ 4 Social Services (Children and Young People) at SCQF Level 9

The above standards, assessment strategy and award structures are owned by Skills for Care and Development (of which Scottish Social Services Council are partners) and Skills for Health.

The following sections outline the principles that underpin the assessment of the above standards and qualifications with regard to:

1. External quality control of assessment (EQCA)
2. Assessment
3. Use and characteristics of simulation
4. Roles within the assessment and verification process
5. Sources of evidence
6. Recognition of Prior Learning

These principles are in addition to the regulatory requirements that awarding bodies must meet as specified by SQA Accreditation.

1. External quality control of assessment (EQCA)

External quality control of assessment will be carried out through the Scottish Awarding Bodies Forum. All awarding bodies involved in the provision of qualifications based on the National Occupational Standards for Health and Social Care and Children's Care, Learning and Development delivered in Scotland are required to be members of the Scottish Awarding Bodies Forum and attend meetings of the forum.

The forum will be managed and led by the Sector Skills Council (Skills for Care and Development) and will inform the continuous improvement of the standards, qualifications and other associated products.

Awarding bodies are responsible for the competence of external verifiers and must require them to monitor centres' performance in accordance with regulatory requirements by sampling all aspects of the qualifications' delivery. External verification will include both assuring the quality of the centre that is responsible for making the assessment and sampling candidates assessed work to ensure that they are of consistent quality.

The Sector Skills Council will work closely with awarding bodies to achieve external quality control of assessment. Awarding bodies are required to meet with the SSC on a regular basis to identify and address issues arising from implementation of national occupational standards and related qualifications as well as non-compliance. The SSC will directly raise issues of non-compliance with SQA accreditation and awarding bodies when required. The sector skills council will work with awarding bodies to ensure compliance with the following:

- the level of sampling undertaken in external verification is sufficient and comprehensive to ensure consistency in providing high standards between different centres and across different awarding bodies
- areas of risk are identified and addressed to improve quality and consistency
- external verification is planned and linked to intelligence about assessment centre functioning and abilities
- awarding bodies routinely scrutinise and evaluate compliance and alter the level of monitoring accordingly
- awarding bodies require external verifiers to take part in regular standardisation activities.

2. Assessment

The SSC requires that all assessments of candidate's performance must take place during the course of their day-to-day work. Observations should be of naturally occurring practice within the candidate's work role and include demonstration of application of knowledge and understanding. This principle will apply to all units and elements except where simulation has been deemed acceptable.

2.1 Equal opportunities

All candidates should have equal access to assessment regardless of geographical location, work setting and patterns of work.

- Candidates must be enabled and supported to undertake an award
- The awards must be delivered in keeping with the codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice
- The needs of under-represented groups should be addressed
- All individuals involved in the process should clearly demonstrate their commitment to equality of opportunity

2.2 Holistic assessment

Integration of knowledge and practice is a fundamental feature of work within the social services and health sectors. When planning for assessment it is essential that assessors and candidates identify opportunities to integrate a number of activities and knowledge. It is not generally necessary to provide separate pieces of evidence for each performance criteria. However, assessors and candidates need to be satisfied that all performance criteria and knowledge are covered.

2.3 Assessment of knowledge and understanding

In order to assist consistency and reduce repetition universal knowledge and understanding is included in each unit to underpin competence and support candidates to question and reflect on their practice. Each unit has additional knowledge and understanding relevant to the specified area of practice.

Assessment of knowledge and understanding should, wherever possible, be carried out during performance to ensure integration of theory and practice. Evidence of knowledge and understanding should be clearly identified within the audit trail.

Assessors need to ensure that the candidate is able to apply knowledge and understanding within the context of the units. Assessors may use holistic assessment to establish the knowledge and understanding required to support competent practice. Holistic assessment should be used as outlined in part 2.2 of this strategy. This will support establishing knowledge and understanding within and across units.

3 The use and characteristics of simulation

Simulation should only be undertaken in a minority of situations when the candidate is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the candidate or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the candidate's ability to act appropriately.

Where simulation is used it must replicate usual activities in realistic workplace settings. Simulation can never be the sole source of evidence for a unit. Awarding bodies must ensure that their guidance to assessment centres includes a common approach to the use of simulation agreed with the SSC. The Awarding Bodies and SSC will develop guidance on where simulation may be used.

The use of simulation to support evidence should be agreed in advance by the assessor and candidate at the assessment planning stage. Those involved in the assessment process must be satisfied that the use of simulation does not compromise the rigor and integrity of assessment.

Evidence gathered using simulation must result from activities that have taken place in a realistic working environment. A realistic working environment should include the following features:

- It should reflect the workplace conditions and environment and include facilities, equipment and materials used in the workplace for the activities being assessed.
- It should reflect the relationships, constraints and pressures met in the workplace
- Information available to the candidate on the nature of the activity must be consistent with the policies and practices typical of the workplace setting

4. Roles within the assessment and verification process

The assessment centre will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses.

The Sector Skills Council (SSC) has identified that, in keeping with the ethos and breadth of the standards within qualifications, there may be the following people involved in the assessment and verification process – assessors, co-ordinating assessors, expert witnesses, internal verifiers, external verifiers, service users and carers.

Details of the relationship between the candidate and the above must be declared and noted by the assessor.

The Awarding Bodies and SSC will develop and agree guidance on the following matters.

4.1 Assessors and Internal Quality Assurer

The assessor is the key to the assessment process. All assessors must:

- be occupationally competent and experienced. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice

and

- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist assessors to meet their roles and responsibilities in an informed, competent and confident manner

and

- hold a registerable qualification acceptable to the SSSC for the area and level of practice being assessed. This applies to those who are registered or eligible for registration with either the SSSC or working predominantly in the social services sector. Guidance on this will be agreed between the Sector Skills Council and awarding bodies through the Scottish Awarding Body Forum

and

- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice

and

- have knowledge and experience of national standards at the time assessment is taking place

and

- be able to assess holistically the values contained and embedded in National Occupational Standards

and

- take the lead role in the assessment of observed candidate performance in relation to the Mandatory units of the award.

Assessors must hold or be working towards, an assessor qualification deemed appropriate by the qualification regulator. Achievement of assessor qualification needs to be within appropriate timescales. Assessors, who are working towards an appropriate assessor award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified assessor. Appropriately qualified assessors must review and countersign decisions and activities.

Appropriately qualified assessors must hold the following:

- occupational competence across some units

and

- a relevant occupational background

and

- an appropriate assessor qualification

4.2 Co-ordinating assessor

In order to allow flexibility of the assessment process candidates may have more than one assessor each assessing different units or elements of units. In such circumstances a named and agreed co-ordinating assessor must be identified. They will be responsible for co-ordinating the assessment of an individual candidate.

Co-ordinating assessors will be responsible for the integration, planning and directing of assessment for the whole qualification. Co-ordinating assessors must ensure best use is made of all evidence available to make judgements about the competence of candidates against standards. The co-ordinating assessor should make the final judgement of competence for each unit that has been assessed by more than one assessor.

The co-ordinating assessor must be a qualified assessor who is occupationally competent and experienced in the terms stated in 4.1 of this document.

Co-ordinating assessors will work closely with internal verifiers to ensure standardised practice and decision-making within the assessment process.

4.3 Expert witness

The nature of work to be assessed may include situations of a sensitive nature which require confidentiality. There may also be occasions when there are no occupationally competent assessors for occupationally specific units. In such circumstances an expert witnesses may be used as a source of performance evidence in the workplace.

Expert witnesses can be drawn from occupationally competent individuals who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

Expert witnesses may prove particularly important for those candidates who work unsupervised as part of their work role, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity.

Expert witnesses must be inducted by the centre so they are familiar with the standards for those units for which they are to provide expert witness evidence. Expert witnesses need to demonstrate: -

- a working knowledge of the relevant National Occupational Standards and
- current or recent (within the previous 2 years) experience of working at or above the level for which they are attesting competence and
- continuous professional development relevant to the sector for which they are assessing competence and

- they have either a qualification in the assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff
- and
- they understand the centre's recording requirements and the necessary skills required to provide evidence

A qualified assessor **must** assess the evidence provided by an expert witness including its contribution to overall evidence of competence.

4.4 Internal Verifier

The internal verifier is central to the quality assurance and verification of assessment of performance evidence in the workplace.

Due to the critical nature of the work internal verifiers must:

- be occupationally competent in the area they are verifying. It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates.
- and
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist internal verifiers to meet their roles and responsibilities in an informed, competent and confident manner.
- and
- have working knowledge of the regulation, legislation and codes of practice applicable to their role and setting and at the time assessment is taking place. For those within the social service sector this will include the SSSC Codes of Practice.
- and
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles.

Internal verifiers must hold or be working towards, an IV qualification deemed appropriate by the qualification regulator. Achievement of IV qualification needs to be within appropriate timescales. Internal verifiers, who are working towards an appropriate IV award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified internal verifier. Appropriately qualified internal verifiers must review and countersign decisions and activities.

4.5 External Verifier

The external verifier is the key link for awarding bodies in the quality assurance and verification of assessing candidates' performance in the workplace.

External verifiers must:

- be occupationally knowledgeable and have gained their knowledge through working within the sector or appropriate professional/occupational area
- and
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of practice which they are verifying. It is expected that learning and development activity will contribute to professional development, inform practice and assist external verifiers to meet their roles and responsibilities in an informed, competent and confident manner
- and
- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice

External verifiers must hold or be working towards, an EV qualification deemed appropriate by the qualification regulator. Achievement of EV qualification needs to be within appropriate timescales. External Verifiers, who are working towards an appropriate EV award and have the necessary occupational knowledge and experience, as identified above, should be supported by an appropriately qualified External Verifier. Appropriately qualified External Verifiers must review and countersign decisions and activities.

4.6 Service Users and Carers

Service users and carers are in an advantageous position in relation to having direct experience of service provision. Their views of the service received should be seen as relevant and important in the assessment of the candidate's performance, alongside other sources of evidence. Service users and carers may provide witness testimony. Final decisions about the suitability and status of this testimony in the candidate's assessment will be made by the assessor.

5. Sources of evidence

Evidence of candidates' performance will be drawn primarily from work activities that take place under normal working conditions and within their usual work role and environment. Knowledge to support performance should be based on practice evidence and reflection.

Where candidates have particular needs the evidence required may vary. Any alternative evidence used must demonstrate the standards of competence and knowledge identified in the unit, or any part of the unit.

Evidence must be from the candidate's performance at work and will include the integration of the value requirements and the application of knowledge and understanding. This will be assessed through direct observation of practice.

It is expected that a range of different assessment methods will be used:

- direct observation of practice by a qualified assessor
- observation of occupationally specific units by an expert witness

- direct questioning and assignments
- assessment of products

5.1 Alternative forms of recording evidence using ICT

It is recognised that alternative forms of recording assessment evidence will evolve using information and communications technologies including e portfolios. Regardless of the form of recording used, the guiding principle must be that information about practice must comply with legal requirements and best sector practice in relation to confidentiality. This information must also be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets the requirements set out in this strategy.

Awarding bodies must ensure that their guidance to assessment centres includes a common approach to the use of sources of evidence agreed between the SSC and awarding bodies.

6. Recognition of Prior Learning

Awarding bodies must ensure that guidance includes a consistent approach to recognition of prior learning that is agreed with the SSC and reflects the Scottish Credit and Qualification Framework RPL Core Principles. The core principles state RPL should be:

- learner focused
- accessible
- flexible
- reliable, transparent and consistent
- quality assured

The aim of the SCQF RPL Core Principles is to make sure that there is effective, quality-assured practice that will enable all users of the SCQF to have confidence in the outcomes of RPL.

Evidence from prior leaning must be relevant to the standard concerned, and be authenticated, reliable and valid. Evidence more than five years old should not be considered unless in exceptional circumstances. Such circumstances will require agreement of the external verifier. Where there have been significant changes within the sector within the previous five years, prior experience and learning should be used with caution and additional evidence sought.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Centres must ensure that their staff comply with the CPD requirements set out in the assessment strategy

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, learners must have access to a work setting/placement.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

3 Delivering the qualification



Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

This section describes assessment methods and types of evidence for the qualification.

Candidates must have a completed portfolio of evidence for each unit

4.1 Summary of assessment methods

This SVQ qualification is designed to be assessed in the candidate's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

4.2 Observation requirements

The prime source of evidence for within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

4.3 Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the performance criteria and knowledge requirements are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.

- Expert witnesses testimony - see assessment strategy
- Work products can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- Candidate/ reflective accounts describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask

questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- Witness testimonies - These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- Projects/Assignments - Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

This list is not definitive and assessors and verifiers may decide to use additional and alternative assessment methods, particularly to meet the requirements of students with additional support needs and to ensure fair access to assessment.

Other methods of assessment could include:

- assessing candidates in simulated environments (where appropriate)
- Accreditation of Prior Learning or Achievement (APL or APA)

Professional Discussion

Professional Discussion is not a question and answer session and should be planned in advance with the candidate. It should be a holistic discussion and used to clarify the candidate's practice as well as providing evidence for knowledge evidence and performance criteria that are difficult to evidence through observation of the candidates work activities, which take place under normal working conditions.

Professional discussion for vocational awards should be in the form of a structured review of practice with the discussion captured on audio tape or as a written summary. The written or audio summary **must** be clearly cross referenced to the standards to enable the evidence to be internally verified.

Professional discussion is particularly useful to provide evidence of a candidate's knowledge and understanding of the principles which support practice, policies, procedures and legislation. It can also provide evidence that the candidate can critically evaluate these and apply them to their practice and clearly demonstrate the link between theory and practice.

Confidentiality and privacy

At all times individual service users' rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of service users' normal care regimes must only be undertaken with informed consent from individuals or their advocate.

Equally, any service users' records, presented as candidate evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymised or not, be put into candidates' portfolios of evidence but must be referred to in the assessment records.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- learning outcomes which are comprised of a number of performance criteria
- notes for guidance.

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council	Skill for Care and Development
Aim:	<p>This standard identifies the requirements when supporting effective communication in settings where children are cared for or supported. This includes identifying how best to communicate with children and then supporting them to communicate. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.</p> <p>This Standard is tailored from SCDHSC0021 (Health and Social Care suite of NOS)</p>

Performance criteria

You must be able to:

Identify how best to support communication with and by children

- P1 seek information and advice about a **child's** specific communication preferences and needs
- P2 **confirm** with the child their preferred ways to **communicate** and any changes in their preferences and needs appropriate to the child's understanding
- P3 review your own communication skills to see if they will be suitable to meet the child's preferences and needs
- P4 where necessary, seek **extra support** to ensure that you are able to communicate with the child and understand their views and wishes
- P5 where necessary, seek extra support to ensure that the child is able to communicate with and understand you
- P6 share information with others about the child's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements

Support children to communicate

- P7 work in ways that promote **active participation** when supporting the child to communicate
- P8 check whether the child has the support they need to communicate their views, wishes and preferences
- P9 take appropriate action to ensure that the required support is available

- P10 support the child to use their preferred means of communication and language
- P11 give the child sufficient time to communicate without interrupting or finishing off their communication
- P12 take appropriate action to address any misunderstandings

Communicate with children and key people

- P13 position yourself so that you can best attend to what the child and **key people** wish to communicate and so that they can best attend to you
- P14 communicate with the child and key people at a pace, in a manner and at a level appropriate to the child's understanding, preferences and needs
- P15 use body language, eye contact, gestures, tone of voice and methods of listening that actively encourage the child and key people to communicate
- P16 use routines and activities to communicate with the child
- P17 adapt your communication to meet the child's changing needs and preferences
- P18 adapt your communication when the child or key people have difficulty understanding what you want to communicate
- P19 ensure the focus of communication is with the child whilst acknowledging the input of key people
- P20 give your full attention and concentration when you are communicating with the child and key people

Respond to questions and concerns of children and key people

- P21 clarify points to check that you have understood what is being communicated, at appropriate points while the child or key people are communicating questions or concerns
- P22 respond appropriately to questions and concerns that the child or key people express
- P23 confirm that the child or key people have understood what you are saying, at appropriate points
- P24 seek additional advice and support for questions and concerns that are beyond your competence to deal with
- P25 respect the child's and key people's rights to confidentiality of information, within legal and work setting procedures
- P26 report or record what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements

Contribute to communicating through records and reports

- P27 gain permission from the appropriate people to access records where needed
- P28 access records required for your work in line with work setting **policies, procedures** and practices
- P29 complete required records according to the activities you have undertaken, confidentiality agreements, legal requirements and work setting policies, procedures and practice

- P30 report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an child's care and support needs
- P31 support the child to understand what you have reported or recorded about them and why in a manner appropriate to their preferences and needs
- P32 report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them
- P33 report to appropriate people any difficulties you have in accessing and updating records and reports
- P34 maintain the security of records and reports according to legal and work setting procedures

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

K23 the **factors that may affect the health, wellbeing and development** of children

K24 how these affect children in different ways

K25 factors that promote the health, wellbeing and development of children

K26 the main stages of child development and learning

Communication

K27 the importance of effective communication in the work setting

K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

K30 why it is important to reflect on how you do your work

K31 how to use your reflections to improve the way you work

Health and Safety

K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K34 signs and symptoms of harm or abuse of children

K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K36 what to do if you have reported concerns but no action is taken to address them

Handling information

K37 legal requirements, policies and procedures for the security and confidentiality of information

K38 work setting requirements for recording information and producing reports including the use of electronic communication

K39 what confidentiality means

K40 how to maintain confidentiality in your work

K41 when and how to pass on information

Specific to this NOS

K42 actions to take when you observe any key changes in the child's communication skills and abilities

K43 how to adapt the way you communicate

K44 ways in which children may use **play** to communicate

Supporting information**Scope/range related to performance criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Children or young people are the children and/or young people you support and care for in your work

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

To **confirm** a child or young person's needs and preferences may include working with an advocate acting in the best interests of the child or young person

Extra support may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies

Performance criteria

You must be able to:

Carry out health and safety checks before you begin work activities

- P1 make sure that you are aware of the setting's health, safety and security procedures before you begin work activities
- P2 check any risk assessments relating to work activities before you begin
- P3 use risk assessments to plan and carry out your work
- P4 examine the areas in which you work and any equipment to be used, to ensure that they are safe and **hazard** free and conform to legal and work setting requirements for health and safety
- P5 wherever possible, remove hazards that might pose a health and safety **risk** to yourself and other people
- P6 report any health and safety issues as required in the work setting

Ensure your actions support health, safety and security in the place where you work

- P7 operate within the limits of your own role and responsibilities in relation to health and safety
- P8 follow requirements of the work setting to ensure that people know where you are at all times
- P9 ensure that your own health and hygiene do not pose a threat to others
- P10 while working with **individuals**, take account of their preferences and needs when you ensure their health and safety and your own
- P11 check that people who are present have a right to be there
- P12 check for hazards and health, safety and **security risks** whilst you are working

- P13 take appropriate action if you identify the likelihood of an **accident**, injury or harm
- P14 work with others to minimise potential risks
- P15 use **approved methods and procedures** when undertaking potentially hazardous work activities
- P16 report any health and safety issues in the place you are working that may put yourself and others at risk
- P17 complete health, safety and security records according to legal and work setting requirements
- P18 seek additional support to resolve health and safety problems when necessary

Take action to deal with emergencies

- P19 take appropriate and immediate action to deal with **health and environmental emergencies**
- P20 summon assistance appropriate to the emergency
- P21 support individuals during the emergency
- P22 provide assistance within your own competence until someone who is qualified to deal with the emergency is available
- P23 support others who may be affected by the emergency
- P24 report on emergencies according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role in supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 what you should do when there are conflicts and dilemmas in your work

K15 how and when you should seek support in situations beyond your experience and expertise

Health and Safety

K16 your work setting policies and practices for health, safety and security

K17 practices that help to prevent and control infection in the context of this standard

Safeguarding

K18 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K19 signs and symptoms of harm or abuse

K20 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K21 what to do if you have reported concerns but no action is taken to address them

Handling information

K22 legal requirements, policies and procedures for the security and confidentiality of information

K23 work setting requirements for recording information and producing reports including the use of electronic communication

K24 what confidentiality means

K25 how to maintain confidentiality in your work

K26 when and how to pass on information

Specific to this NOS

K27 legislation and work setting procedures to prevent and control infection

K28 aspects of your own health and hygiene that can help prevent the spread of infection

K29 legislation and work setting requirements for dealing with incidents and emergencies

K30 different kinds of incidents and emergencies that may arise in your work setting

K31 your responsibility for keeping yourself and others safe within your work role and environment

K32 additional hazards to consider when working alone

K33 how to take responsibility for your own health and wellbeing

K34 practices for safe moving and handling

K35 approved methods and procedures for potentially hazardous activities you undertake at work

K36 national and local guidance on falls prevention and factors that impact on falls

Scope/range relating to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services

An **accident** may be a major or minor incident that is unforeseen and causes injury; accidents may be due to falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty

Approved methods and procedures may include using correct moving and handling techniques; wearing correct personal protective clothing appropriate to the situation, environment and activities; using and storing equipment and materials safely; dealing with spillages safely; safe disposal of waste; safe handling of food; effective hygiene practices

Health and environmental emergencies may relate to fire, security, serious accidents, minor accidents or first aid

A **hazard** is something with potential to cause harm

The **individual** is the person you support or care for in your work

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people

Security risks may include bomb scares; intruders; missing people; lost keys

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way

- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.

Performance criteria

You must be able to:

Reflect on your current practice

- P1 clarify with others the skills, knowledge and values required to carry out your job role
- P2 clarify with others the areas of your work where literacy, numeracy and Information technology skills are necessary
- P3 actively seek feedback from individuals, key people and others on your use of skills, knowledge and values in your practice
- P4 agree with others the areas of strength in your practice
- P5 reflect with others on the way your values, personal beliefs and experiences may affect your work with individuals

Plan to develop your knowledge and practice

- P6 seek **support** from others to identify areas for development within your practice that would help you to carry out your work activities more effectively
- P7 seek advice on **development opportunities** to achieve development
- P8 agree a **personal development plan** with others
- P9 secure opportunities for development

Apply acquired knowledge and skills in your work

- P10 use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice
- P11 review how the newly acquired skills and knowledge can be applied in your practice
- P12 confirm with others that it is safe and within your job role before applying new skills and knowledge

- P13 apply new skills and knowledge that have been agreed as appropriate to your job role
- P14 evaluate with others how far your new skills and knowledge have enhanced your work

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role in supporting rights, choices, wellbeing and active participation

How you carry out your work

- K3 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K4 the main items of legislation that relate to the content of this standard within your work role
- K5 your own background, experiences and beliefs that may affect the way you work
- K6 your own roles and responsibilities with their limits and boundaries

Personal and professional development

- K7 why it is important to reflect on how you do your work
- K8 how to use your reflections to improve the way you work

Specific to this NOS

- K9 your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K10 the range of learning opportunities and how to access them
- K11 how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences
- K12 how to apply learning and transfer skills into new situations

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Development opportunities may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support.

The **individual** is the adult, child or young person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Personal beliefs may include beliefs about values, cultural norms, religious beliefs and opinions which you hold firmly

A **personal learning plan** is a formal record of your areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor

Support may include formal and informal supervision, mentoring, peer support, tutor support, assessor support

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm

- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements associated with safeguarding which must permeate all your work with children. The standard addresses the need to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include implementing practice that helps children to feel safe and valued, supporting rights and inclusion and developing children's awareness of personal safety and keeping themselves safe

Performance criteria

You must be able to:

Clarify your awareness of harm, abuse and safeguarding

- P1 access information about harm, abuse and **safeguarding**
- P2 show that you know factors, situations and actions that may cause or lead to harm or abuse
- P3 show that you know signs and symptoms that may indicate that a child has been, or is in danger of being, harmed or abused
- P4 show that you know your role in safeguarding children
- P5 show that you know the safer care procedures of your work setting
- P6 show that you know the role of different agencies and multi-agency working in the safeguarding of **children**
- P7 show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities of your role
- P8 show that you know the actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse
- P9 ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive

Work in ways that help to safeguard children from harm or abuse

- P10 recognise actions, behaviours and situations that may lead to harm or abuse
- P11 recognise signs that may indicate a child has been, or is in danger of being harmed or abused

- P12 follow required procedures for reporting concerns about the welfare of a child and any actions, behaviours or situations that may lead to harm or abuse
- P13 record promptly and accurately any changes, events or occurrences that cause concern
- P14 use supervision and support to consider and manage your own reactions to suspected or disclosed harm or abuse

Work in ways that help children feel safe and valued

- P15 use children's preferred **communication** methods and language
- P16 relate to children and **key people** in ways that support trust
- P17 relate to children and key people in ways that can help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P18 recognise and respect the **background** and preferences of children
- P19 maintain confidentiality in your work, within the boundaries of your own role and the safeguarding of children

Work in ways that support the rights, inclusion and wellbeing of children

- P20 provide information to children and key people about their rights and responsibilities, according to their age, ability and level of development
- P21 work with children and key people in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights
- P22 work in ways that promote equity and inclusion and do not discriminate
- P23 take appropriate steps when the behaviour and actions of others are discriminatory
- P24 work with children in ways that supports their confidence and self esteem
- P25 work with children in ways that supports their participation
- P26 support children to communicate their views and preferences

Help children to keep safe

- P27 work with children in ways that develop their awareness of personal safety, according to their age, ability and level of development
- P28 work with children to help them understand bullying and actions to take if it occurs, according to their age, ability and level of development
- P29 work with children to help them recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development
- P30 support children and key people to express concerns or make complaints, according to their age, ability and level of development

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 factors that promote the health, wellbeing and development of children
- K26 the main stages of child development and learning

Communication

- K27 the importance of effective communication in the work setting
- K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

- K30 why it is important to reflect on how you do your work
- K31 how to use your reflections to improve the way you work

Health and Safety

- K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 **types of harm and abuse**
- K35 indicators of potential harm or abuse
- K36 **factors that may make someone more vulnerable** to harm or abuse
- K37 common features of perpetrator behaviour and grooming
- K38 correct actions to take if harm or abuse is suspected, disclosed or alleged
- K39 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K40 what to do if you have reported concerns but no action is taken to address them
- K41 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse
- K42 how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

- K43 legal requirements, policies and procedures for the security and confidentiality of information
- K44 work setting requirements for recording information and producing reports including the use of electronic communication
- K45 what confidentiality means
- K46 how to maintain confidentiality in your work
- K47 when and how to pass on information

Specific to this NOS

- K48 the transitions that children and young people may go through, such as starting nursery for the first time, moving from nursery to school, moving home and the birth of a sibling. This list is not exhaustive

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

A child's **background** is the child's unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Children are those with whom you are working, except where otherwise stated

Communication may include using the child's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication; human and technological aids to communication

Electronic communications may include the use of mobile phones and the internet, including social networking sites.

Key people are those who are important to a child and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child's well-being and who enable you to carry out your role

Relationships may include those developed over a period of time or those established in a situation where immediate care or support is required.

Safeguarding is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised and where there are concerns about the welfare of children, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may make someone more vulnerable may relate to the child, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Types of harm and abuse may include physical abuse, emotional abuse, sexual abuse, neglect, bullying, abuse relating to social networking media.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the holistic development of children and young people. This includes supporting their physical, emotional, social, linguistic, communication and cognitive development. This also includes contributing to planning for the developmental needs of children and/or young people, ensuring a child and/or young person centred approach.

Performance criteria

You must be able to:

Support the physical development of children and young people

- P1 observe how the child or young person moves around the setting and co-ordinates their movements
- P2 observe how the child or young person makes use of space and large equipment
- P3 observe how the child or young person manipulates and uses small equipment
- P4 record and share your findings accurately and in confidence, based on **work setting** requirements
- P5 make available **activities and experiences** to support the physical development of the child or young person that involve the use of their large muscles, taking into account their preferences, needs and **abilities**
- P6 provide access to activities to support the physical development of the child or young person that involves the use of their small, fine movement muscles, taking into account their preferences, needs and abilities
- P7 provide access to activities and experiences to support the physical development of the child or young person that involve the use of their hand/eye co-ordination, taking into account their preferences, needs and abilities
- P8 give the child or young person time and opportunity to practice physical skills, taking into account their preferences, needs and abilities

Support the emotional and social development of children and young people

- P9 observe how the child or young person expresses their feelings and emotions
- P10 observe how the child or young person relates to other children and adults
- P11 encourage child or young person's social development in play and everyday activities
- P12 support the child or young person's positive behaviour, according to work setting requirements, giving praise and encouragement as appropriate, according to the child or young person's preferences and needs
- P13 observe how confidently the child or young person participates and makes use of available opportunities to encourage their confidence and self-esteem
- P14 encourage **active participation** in supporting the child or young person to make choices and take decisions for themselves
- P15 provide a positive and encouraging environment for the child or young person taking into consideration their preferences and needs
- P16 record and share your findings accurately and in confidence, based on work setting requirements

Support the linguistic and communication and cognitive development of children and young people

- P17 observe how the child or young person concentrates during activities or experiences
- P18 observe how the child or young person pays attention to what is around them
- P19 observe how the child or young person learns and gains new information
- P20 observe how the child or young person uses their imagination and creativity
- P21 provide access to activities and experiences to support the child or young person's cognitive development, taking into account their preferences, needs and abilities
- P22 observe how the child or young person **communicates** with adults and with other children or young people
- P23 observe how the child or young person uses **language**
- P24 observe how the child or young person responds and participates in activities or experiences which involve language
- P25 provide access to activities and experiences to support the child or young person's communication taking into account their preferences, needs and abilities
- P26 record and share your findings accurately and in confidence, based on work setting requirements

Contribute to planning for the developmental needs of children and young people

- P27 consider carefully what you have found out about the child or young person through your observations of them
- P28 consider how your findings can help with assessment and planning for the child or young person, ensuring a **child/young person centred approach**

- P29 work with the child or young person and others to input in the assessment of the child or young person's development
- P30 work with the child and young person and others to contribute ideas and suggestions to support planning for the child and young person

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways

K25 factors that promote the health, wellbeing and development of children

K26 the main stages of child development and learning

Communication

K27 the importance of effective communication in the work setting

K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

K30 why it is important to reflect on how you do your work

K31 how to use your reflections to improve the way you work

Health and Safety

K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K34 signs and symptoms of harm or abuse of children

K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K36 what to do if you have reported concerns but no action is taken to address them

Handling information

K37 legal requirements, policies and procedures for the security and confidentiality of information

K38 work setting requirements for recording information and producing reports including the use of electronic communication

K39 what confidentiality means

K40 how to maintain confidentiality in your work

K41 when and how to pass on information

Specific to this NOS

K42 the **transitions** that children and young people may go through

K43 pre-birth development and **growth** and external influences which can affect foetal growth and a baby's brain development

K44 a basic outline of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development

K45 how to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families

K46 how to make sure all the children or young people you work with can take part equally, including those with additional support needs

K47 how to develop a consistent, caring and nurturing relationship with the children or young people

- K48 how to help the children or young people you work with to cope with their feelings whilst positively encouraging emotional well-being, confidence and resilience
- K49 how to be supportive, realistic and consistent in your responses to children or young people's behaviour, following the procedures and agreed ways of working of your work setting
- K50 how to give meaningful praise and encouragement to the children or young people you work with
- K51 how to be a listening ear for the children or young people you work with when needed
- K52 how to support opportunities for children or young people to assess and take risks and face challenges, according to their preferences and needs
- K53 how to use everyday care routines to support the development of the children or young people; such as feeding, washing and toilet training
- K54 how to support children or young people to identify activities, equipment and experiences to meet their preferences and needs
- K55 how activities, equipment and experiences can be used to best support the learning and development of the children or young people you work with
- K56 how to support children or young people's interest in numeracy; such as numbers, counting, sorting, matching, mathematics and economics
- K57 how to encourage children or young people's creativity
- K58 how to provide access to hands-on activities and experiences which allow children or young people to explore materials and their surroundings
- K59 the importance of intervening in a child or young person's activity only when requested by the child or young person
- K60 how to make sure children or young people have access to quiet periods and times to rest
- K61 how to support children or young people's communication through the use of a variety of different communication methods
- K62 how to support children or young people's communication in bilingual or multilingual settings
- K63 how to support children or young people's interest in literacy; such as mark making, writing, reading and literature
- K64 how to contribute to an environment that supports children or young people's physical skills and confidence in movement
- K65 how to support an encouraging and safe environment that recognises the significant **developmental changes** of children or young people
- K66 how to recognise children or young people's individual preferences and needs as they go through developmental changes in their lives
- K67 how to support children or young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one, divorce; according to their preferences and needs
- K68 how to provide information for children or young people, when requested, about things that concern them
- K69 the importance of promoting active participation of the children or young people in the planning cycle

Supporting information**Scope/range related to performance criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Abilities This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs

Language can include the use of verbal and non verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Growth refers to an increase in height and weight

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	<p>This standard identifies the requirements when supporting the care, learning and development of children through the maintenance of environments.</p> <p>This includes preparing and maintaining a physical safe environment which is stimulating and build's the child's confidence, as well as supporting routines for children.</p>

Performance criteria

You must be able to:

Prepare a safe physical environment

- P1 use physical space effectively when providing activities for children
- P2 set out **equipment and materials** so that activities are **child centred** and can be carried out safely
- P3 make sure that access to, and exits from, the environment are not obstructed
- P4 follow **risk assessments** and health and safety procedures while in the **work setting**
- P5 follow health and safety procedures in accordance with legal and work setting requirements
- P6 report any health and safety issues in accordance with legal and work setting requirements
- P7 encourage the **active participation** of children when making decisions about their environment
- P8 check that **environmental factors** within the work setting are appropriate for the child's preferences and needs
- P9 check that the environment is **accessible** for all who use it

Prepare a stimulating environment

- P10 support the active participation of children and **key people** in the preparation and maintenance of a stimulating environment
- P11 make sure that the environment is appropriate for the needs and abilities of the child
- P12 use sensory displays which provide experiences for children to investigate and explore
- P13 use sensory displays to promote positive images of people in accordance with the values and principles of the sector

- P14 use a range of sensory experiences to provide a stimulating and exciting environment which promotes open enquiry
- P15 take into account the child's needs, interests and preferences when making changes to the environment

Maintain an environment that builds children's confidence and resilience

- P16 provide an environment that acknowledges the achievements of each child
- P17 provide active support to children to participate in activities
- P18 help children and key people to recognise their achievements
- P19 explain any changes to the child's environment clearly and honestly
- P20 provide reassurance, explanations and comfort for any unforeseen changes
- P21 help children to develop a sense of worth in relation to themselves and others around them
- P22 help children to make progress and achievements at a level appropriate to their age, needs and abilities
- P23 provide an environment that encourages children to socialise with adults and other users

Support routines for children

- P24 support the active participation of key people in settling the child into the work setting taking account of preferences and needs
- P25 help children new to the setting to settle in, according to work setting procedures
- P26 help implement consistent routines for children that provide a balance of levels of activity whilst using the environment effectively
- P27 support children's personal care preferences and needs according to procedures
- P28 provide food and drinks to children in keeping with procedures in the setting, making sure drinking water is available

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role

- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 factors that promote the health, wellbeing and development of children
- K26 the main stages of child development and learning

Communication

- K27 the importance of effective communication in the work setting
- K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K29 ways to support children and young people to express their needs, views and references

Personal and professional development

- K30 why it is important to reflect on how you do your work
- K31 how to use your reflections to improve the way you work

Health and Safety

- K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children

- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

- K42 the **transitions** that children and young people may go through
- K43 the ways to support children's development thorough the provision of sensory experiences
- K44 the effects of changes, such as new children settling in, and ways to help children manage them
- K45 the way children's needs change as they develop and how to make the environment appropriate to the ages and stages of development of the children
- K46 how to display objects in a stimulating and interesting way for children
- K47 how to maintain the appropriate environmental factors for the comfort, safety and development of the child
- K48 how the values and principles of the sector can be reflected in the environment
- K49 the importance of consistent routines for children's development
- K50 the requirement and importance of physical play
- K51 how to help children physical play opportunities
- K52 the importance of quiet periods for children to rest without being over stimulated by constant activity
- K53 basic information about safe food handling
- K54 basic nutritional needs of children and the principles of healthy eating according to government guidance as well as individual preferences and needs
- K55 the importance of regular physical activity and exercise to physical and mental health
- K56 different food groups and the importance of supporting children's food preferences, nutritional requirements and cultural preferences and needs
- K57 different types of food allergies and the importance of following setting procedures to ensure children are protected
- K58 the care of children's skin and hair, toiletries used, sun safety
- K59 how children's teeth develop, the effects of poor diet, everyday care of teeth
- K60 the physical care preferences and needs of the child

Supporting information**Scope/range related to performance criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Accessible All children and young people can use the environment and children are not prevented from benefiting because of a disability or particular need

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Child/young person centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Environmental factors are the external conditions or surroundings which may influence development or behaviour such as room temperature, ventilation, weather conditions

Equipment and materials are physical objects which furnish the environment

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

Risk assessments are documents that identify actual and potential risks and specify actions to address these

The work setting may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children's learning through play.

Performance criteria

You must be able to:

Participate in activities to encourage communication and language through play

- P1 work in ways that support **active participation** when communicating with children during **play**
- P2 use every opportunity during activities and routines to listen and communicate with children in a way that is child centred and suitable for their needs and abilities
- P3 support the child to ask questions and develop an attitude of open enquiry
- P4 use body language, eye contact, tone of voice and methods of listening that actively encourage the child to communicate
- P5 use **language** to enhance children's communication skills and learning through play
- P6 use all activities and routines to encourage, support and model language and communication
- P7 make sure what you communicate is **child centred** and suitable for the children's needs and abilities

Encourage children's imaginative play

- P8 support active participation of children when providing a range of materials, equipment and props to support **imaginative play**
- P9 in partnership with children, select equipment and materials for imaginative play, which are inclusive of their own and other cultures

- P10 encourage children to be inclusive of others within their imaginative play
- P11 encourage children to explore the feelings and roles of others through imagination
- P12 support opportunities for children to participate in **unstructured** imaginative play with or without adult intervention
- P13 use unstructured play to support children develop **social and life skills**
- P14 support children to play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes

Encourage children to be creative

- P15 encourage the child's participation in a range of creative activities
- P16 follow the children's interests and preferences when providing a range of materials, equipment and props to support creativity
- P17 use opportunities for children to learn and discover through use of natural materials including sand and water
- P18 support participation of children to select and display work in ways that supports their self-esteem
- P19 encourage children to spend time outdoors with the opportunity to explore natural materials

Support physical play

- P20 encourage and support all children to participate in **physical play** enabling an appropriate element of risk and challenge within their play, according to their abilities, preferences and needs
- P21 help children to assess risk to themselves and others in their physical play
- P22 encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities
- P23 give children opportunities to develop their **fine motor skills** by providing appropriate activities and experiences
- P24 safely supervise children's physical play without over or under protecting them
- P25 encourage children to take turns and consider others feelings and views

Encourage children to explore and investigate

- P26 help children to use indoor and outdoor environments to explore and investigate their surroundings
- P27 support children to find out about, explore and investigate community resources
- P28 use activities to model your own interest in exploring and investigating
- P29 help children to use ICT as part of their exploration and investigation
- P30 use activities to engage children's curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately
- P31 help children examine, and display objects of interest to enhance their learning
- P32 make sure the environment is safe and organised in ways that are child centred and enable children to explore and investigate freely

Contribute to the assessment of children's learning through play

- P33 observe children learning through play
- P34 record your observations using agreed recording methods within your work setting
- P35 contribute to assessments of children's progress
- P36 complete required record of observations according to confidentiality agreements, legal requirements and work setting policies, procedures and practices
- P37 use observations made by you and others to contribute to planning for children's learning through play

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
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- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
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- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

K23 the **factors that may affect the health, wellbeing and development** of children

K24 how these affect children in different ways

K25 factors that promote the health, wellbeing and development of children

K26 the main stages of child development and learning

Communication

K27 the importance of effective communication in the work setting

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K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

K30 why it is important to reflect on how you do your work

K31 how to use your reflections to improve the way you work

Health and Safety

K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K34 signs and symptoms of harm or abuse of children

K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K36 what to do if you have reported concerns but no action is taken to address them

Handling information

K37 legal requirements, policies and procedures for the security and confidentiality of information

K38 work setting requirements for recording information and producing reports including the use of electronic communication

K39 what confidentiality means

K40 how to maintain confidentiality in your work

K41 when and how to pass on information

Specific to this NOS

K42 the **transitions** that children and young people may go through

K43 the different types of play, such as structured play, unstructured play, imaginative play, creative play and physical play.

K44 how to support active participation of the child in their play and learning

- K45 ideas and views on a child's right to play
- K46 how children may use play to express emotions, fears or anxieties as well as copy behaviour they have observed in key people and those around them
- K47 music, movement, songs and games to encourage communication that are appropriate for the children with whom you work
- K48 how play assists children's learning about themselves, those around them and the wider environment
- K49 how play, routines and activities support the development of social and life skills
- K50 the types of materials and equipment that support play
- K51 the importance of encouraging creativity and the scope of activities involved
- K52 the benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Appropriate language includes questions that give children or young people opportunities for a range of different responses; modelling correct use of language; use of vocabulary to enhance areas of learning such as mathematical, exploration/investigation or children's or young people's personal development

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Fine motor skills include sewing, threading, use of scissors, small construction, pencil or pen, etc.

Imaginative play includes drama, role play i.e. acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support

Language can include the use of verbal and non verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton

Physical play focuses on movement of the body and supports the development of gross and fine motor skills

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

Social and life skills support children to communicate effectively and develop coping and self care skills that assist health and well being

Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	11
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the direct care for the holistic development of babies and children. It includes observing babies and children, communicating effectively to understand and respond to their preferences and needs. It also includes providing safe care and a range of play activities that will support their holistic development.

Performance criteria

You must be able to:

Observe babies and children as part of your everyday work

- P1 identify the purpose and value of observing the **baby** or **child**
- P2 ensuring that work setting requirements are followed
- P3 seek permission from **parents** to carry out formal observations of the baby or child
- P4 observe how the baby or child moves around and what they can do with their bodies
- P5 observe how the baby or child **communicates** with **others** and how they play together
- P6 observe how the baby or child expresses their feelings
- P7 observe the baby or child playing, noting how they play and what they most enjoy
- P8 share what you have observed with parents, carers and others, according to the work setting requirements
- P9 contribute to identifying areas of development that would benefit from support
- P10 record information about the baby or child's developmental progress, according to the **work setting** requirements

Care for the physical and nutritional needs of babies and children for whom you are responsible

- P11 use **everyday activities** and routines to develop positive relationships with the baby or child making sure they are enjoyable experiences and encourage **holistic development**
- P12 identify with parents and carers any specific requirements and feeding routines in relation to feeding the baby or child

- P13 prepare and store food and drink for the baby or child hygienically and according to any specific instructions
- P14 support in partnership with parents and carers the weaning process by encouraging the baby or child to feed themselves, according to age and developmental stage
- P15 recognise signs of illness in the baby or child and respond according to work setting requirements
- P16 create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child
- P17 handle, wash, dress and change the baby or child's nappies in order to meet their physical, health and well-being needs
- P18 dispose of soiled nappies safely in line with work setting requirements
- P19 care for hair, skin and teeth according to procedures
- P20 make sure the baby or child is not left on their own and is kept safe from harm and are secure at all times
- P21 comfort the baby or child when they are distressed, according to the needs of the child and work setting requirements

Provide play activities to encourage learning and development

- P22 identify individual or group play **activities** that will support different aspects of learning and development for the baby or child that are enjoyable and encourage participation
- P23 ensure that the **environment** is safe, secure and free from harm
- P24 identify **risk** and **danger** in line with work setting requirements
- P25 select a range of play activities for the baby or child that are appropriate to their level of development and provide them with stimulation and fun
- P26 ensure that the activities are in line with the overall plans for the setting
- P27 ensure that group activities are **inclusive** and **value diversity**
- P28 encourage the **active participation** of the baby or child in selecting creative, imaginative learning activities that meet their identified preferences and needs
- P29 ensure that the activities are challenging but achievable for the baby or child
- P30 play with and alongside the baby or child encouraging learning and development through the activities
- P31 monitor and record the responses of the baby or child to different activities
- P32 inform parents, carers and others of the activities and developments undertaken by their baby or child

Communicate with babies and children, understand and respond to their preferences and needs

- P33 communicate with babies and children at a level and pace suited to their culture, development and understanding
- P34 communicate with the baby or child in ways that support their holistic development
- P35 respond positively to the baby or child by using praise and positive language

- P36 use a variety of communication techniques, including songs, rhymes, stories, finger plays and hand movements, gesture and facial expression
- P37 respond appropriately when babies and children are distressed, recognising that separating from parents and carers can be a source of anxiety
- P38 identify the needs of babies and children from their communication
- P39 use a range of different communication methods to respond to babies' and children's preferences and needs
- P40 provide positive feedback to parents and carers about their baby or child's activities

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

K23 the **factors that may affect the health, wellbeing and development** of children

K24 how these affect children in different ways

K25 factors that promote the health, wellbeing and development of children

K26 the main stages of child development and learning

Communication

K27 the importance of effective communication in the work setting

K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

K30 why it is important to reflect on how you do your work

K31 how to use your reflections to improve the way you work

Health and Safety

K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K34 signs and symptoms of harm or abuse of children

K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K36 what to do if you have reported concerns but no action is taken to address them

Handling information

K37 legal requirements, policies and procedures for the security and confidentiality of information

K38 work setting requirements for recording information and producing reports including the use of electronic communication

K39 what confidentiality means

K40 how to maintain confidentiality in your work

K41 when and how to pass on information

Specific to this NOS

K42 the **transitions** that children and young people may go through

K43 an awareness of the importance of pre birth brain development

Supporting information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Babies are from birth to two years of age

Children are those with whom you are working, except where otherwise stated

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Danger is the possibility of harm and abuse happening

The **environment** is the place where the baby or child is living, it could include a foster parent's home or a residential setting

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs

Harm The effects of a baby or child being physically or mentally injured or abused

Holistic development refers to babies or children gaining skills and competence to develop their social, emotional, cognitive and linguistic skills

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

Others are your colleagues and other professionals whose work contributes to the child's well-being and who enable you to carry out your role

Parents are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the care, learning and development of a child with additional support needs. You will be able to support a child with additional support needs by providing care and encouragement, enable them to participate in activities and experiences and support the child and key people, according to the procedures of the setting

Performance criteria

You must be able to:

Support a child with additional support needs by providing care and encouragement

- P1 seek information about the **child**'s individual needs from **others** and the child and **key people**
- P2 follow the child's individual plan as a basis for their care and participation
- P3 promptly refer to others any concerns about the child, according to the procedures of your setting
- P4 give praise and reward for the child's efforts and achievements
- P5 sensitively support and care for the child, making sure that what you do is suitable for the child's needs and abilities
- P6 communicate effectively with the child, seeking advice and support to overcome any communication difficulties

Provide support to help the child to participate in activities and experiences

- P7 observe the child in everyday activities, identifying any **barriers to participation** in activities and experiences
- P8 offer alternative activities if required
- P9 use any specialist aids and equipment as required
- P10 adapt the environment, including layout of furniture and accessibility of equipment
- P11 encourage children's positive behaviour

Support the child and key people according to the procedures of the setting

- P12 seek help from others when you require information or support
- P13 record children's progress according to agreed methods
- P14 provide personalised support to the child and key people
- P15 support key people to participate in activities with children, as required by your setting
- P16 give feedback about a child's progress to the child and other adults as required

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of the child or young person
- K16 the child's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect the child's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 the main stages of child development

Communication

- K26 the importance of effective communication in the work setting
- K27 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K28 ways to support communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

- K29 why it is important to reflect on how you do your work
- K30 how to use your reflections to improve the way you work

Health and Safety

- K31 your work setting policies and practices for health, safety and security
- K32 practices that help to prevent and control infection

Safeguarding

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

- K42 the **transitions** that children and young people may go through
- K43 how to adapt activities and experiences to enable the child to take part, in consultation with others
- K44 laws and codes of practice affecting provision for children with **additional support needs** within your home country
- K45 the rights of children and key people who are eligible for direct payments and the processes involved.
- K46 the rationale for the personalisation of care and how this can work in practice

- K47 the impact of direct payments on care of children with additional support needs
- K48 the meaning and application of ‘participation’ and why this is important
- K49 specialist local and national support and information that is available for children with additional support needs
- K50 partnerships with parents and key people are at the heart of provision as they know most about their child and how partnerships can be encouraged
- K51 the importance of not labelling children and having realistic expectations
- K52 how **integration** and inclusion works in your setting and local area and the reasons for its benefits or otherwise
- K53 details about particular additional support needs affecting the children in your care
- K54 how to use **Augmentative and Alternative Communication** and assist children through use of all their available sense
- K55 the range of commonly used **assistive technology** in mainstream work contexts
- K56 how the provision supports all children including gifted children and those with occasional and longer term support needs”
- K57 planning for each child’s individual requirements in partnership with others
- K58 what barriers may exist preventing children’s participation and how to remove these barriers
- K59 how to make sure what you do is suitable for all the children you work with, according to their needs and abilities
- K60 what specialist aids and equipment are available for the children you work with and how to use these safely
- K61 the possible impact of having a child with additional support needs

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Barriers to participation are anything that prevents the child participating fully in activities and experiences offered by the setting or service

Children with whom you are working, except where otherwise stated

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Additional support needs are physical or mental impairments which have a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities. They include special educational needs (SEN) which can mean that children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from e.g. a simple foam wedge for positioning to sophisticated power mobility devices

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Integration is inclusion of children with disabilities or special educational needs in mainstream settings

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

Unit 211

Work with children and young people to create play spaces and support freely chosen self-directed play (SKAPW34)

SCQF Level:	6
SCQF Credit value:	15
Sector Skills Council	SkillsActive
Aim:	Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. work with children and young people to create play spaces
2. support children and young people's freely chosen, self-directed play

The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice

Performance criteria

You must be able to:

Work with children and young people to create a range of play spaces

- P1 use your observations, and feedback from children and young people, to identify their play needs and wants
- P2 work with children and young people to develop possibilities for play spaces that meet these needs and wants
- P3 support all children and young people to create play spaces appropriate to their individual needs and requirements
- P4 support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation
- P5 contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space
- P6 seek advice and support from colleagues throughout this process of creating play spaces

Support play spaces for children and young people's freely chosen, self-directed play

- P7 support all children and young people's right to play
- P8 observe children and young people involved in play
- P9 respond to play cues appropriately
- P10 support children and young people to explore their play spaces
- P11 support the play process in a way that does not undermine the children and young people's personal control and involvement
- P12 leave children and young people to determine the content and intent of their play
- P13 choose an intervention style that enables children and young people to extend their play
- P14 take part in play only when invited by children and young people through their play cues
- P15 intervene in children and young people's play when their or others' health, safety or welfare requires it
- P16 enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation

Knowledge and understanding

You need to know and understand:

- K1 how the Playwork Principles specifically relate to this unit
- K2 how the requirements of the United Nations convention on the rights of the child in relation to play provision specifically relate to this unit
- K3 the legal requirements when relating to children and young people and why it is important to comply with them
- K4 what is and is not freely chosen, self-directed play
- K5 why children and young people's play should be freely chosen and self-directed
- K6 the importance of inclusion in playwork practice

- K7 how play and interactions with others in the play environment help the child/young person to understand themselves and the world around them and realise their potential
- K8 the playworker's role in supporting freely chosen, self-directed play through helping to create play spaces with children and young people
- K9 different types of play spaces and why they are important:
 - K9.1 physical
 - K9.2 affective
 - K9.3 transient
 - K9.4 permanent
- K10 how children and young people's development can affect their play needs and wants and their ability or willingness to take part in changing/adapting and creating play spaces
- K11 the specific requirements of disabled children and young people and how these should be met when creating play spaces
- K12 different methods of observing children and young people and how to use this information to identify play needs and wants
- K13 effective methods of getting feedback from children and young people with respect for their preferred methods of communication
- K14 how to identify if a play space is stimulating, challenging, restful or relaxing
- K15 possible interventions that could be used to provide challenge and stimulation
- K16 the barriers to accessing the play space and play that some children and young people may experience and how to address these
- K17 the difference between 'inclusive quality play provision' and 'separate', 'segregated' or 'integrated' play provision
- K18 the concept of 'loose parts' and how loose parts are used
- K19 the importance of risk and challenge in the play of all children and young people's play
- K20 how to undertake risk/benefit assessment
- K21 awareness of assessment frameworks or guidelines designed to safeguard the welfare of children and young people
- K22 how to communicate any concerns you may have about individual children and young people playing
- K23 the importance of recognising and advocating all children's rights to play
- K24 the specific requirements of disabled children and young people and how these should be met when they are involved in play, including helping them to manage risk
- K25 how to balance the rights of the child or young person to play in a self-directed way with the rights of others
- K26 the types of support that children and young people might need to adapt a play space and how to provide this support without taking control
- K27 how to identify when children and young people need support within the play space and the types of support they may need
- K28 the main stages of the play cycle
- K29 a range of play types that are commonly accepted by the playwork sector
- K30 situations in which your own involvement in play could increase the children and young people's involvement and stimulation and situations where it could have the opposite effect

- K31 how to bring play to an end sensitively and in a way that is sensitive to the children and young people and their level of involvement
- K32 the organisational procedures you need to follow after a play session, including tidying up and checking equipment and other resources

Unit 211

Work with children and young people to create play spaces and support freely chosen self-directed play (SKAPW34)

Supporting information

Scope/range related to performance criteria

Glossary

Play spaces

- 1.1. physical
- 1.2. affective
- 1.3. transient
- 1.4. permanent

Ability

The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment

Affective play space

A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness

Barriers to access

Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities

Children and young people

All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Children and young people's rights

Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time, and to say what they think and be listened to about decisions that affect them

Concern

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation

Development

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialization, the process by which children and young people adjust to society and its demands

Inclusion/inclusive provision

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate

Intervention styles

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to

Observation

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Permanent play space

Spaces that are fixed and cannot move, e.g. certain structures, kitchen etc., but these spaces may still also incorporate transient play spaces at different times

Physical play space

Spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills

Play cues*

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play cycle*

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metadude, the cue, the return, the frame, adulteration, annihilation and display

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Play process

There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through and what they experience and what they feel whilst they are engaged in playing

Play space

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces

Resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts

Segregated play provision

The setting aside of disabled children and young people, based on a professional's view of impairment and lack of ability to 'fit in'. Non-disabled professionals have total control

Separate play provision

Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority groups

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people

Transient play space

Spaces that change or get modified, adapted or deconstructed using a wide range of movable resources, props, materials and structures – breaking up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand

*Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as “The Colorado Paper”), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little

Links to other NOS

This unit links closely with units SKAPW33, SKAPW35 and SKAPW36.

Unit 212

Support the acquisition of a new language through immersion by children in early years settings (SCDCCLD0247)

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to work with children whose home language is different from the language of the setting. This standard is to enable you to contribute to the culture of language immersion and will involve keeping families updated on the child's progress, contributing to assessment and planning and contributing to the child's language-learning abilities. This standard relates to complete immersion in a new language and is not designed to cover partial immersion where a new or additional language is taught as part of a curriculum

Performance criteria

You must be able to:

Recognise your contribution to language immersion within a setting

- P1 support the promotion of the setting as a language immersion setting
- P2 show how you contribute to the creation of a culture of language immersion within the setting
- P3 get feedback from **others** about your own use of the spoken immersion language within the setting
- P4 identify your own strengths and difficulties in communicating with children in the immersion language
- P5 get feedback from others about the accuracy of your **written work** in communicating with children in the immersion language
- P6 discuss with others how to achieve any improvements in your own use of the immersion language

Contribute to a positive language learning environment

- P7 use verbal and non-verbal communication to make children feel welcome and secure in the immersion setting

- P8 ensure that you respect the cultural identity of children and their families
- P9 use the immersion language clearly and accurately in all communications and activities with children and others
- P10 in exceptional circumstances, such as emergencies or when a child is distressed, use the most appropriate language to ensure understanding or provide comfort
- P11 use displays and other resources to support the acquisition of the immersion language

Include families in the child's progress

- P12 show a welcoming and supportive attitude towards families and include them in children's language acquisition
- P13 contribute to providing information on children's progress to their families, using specialist support to communicate if necessary
- P14 refer to others in responding to questions or concerns from families if you are unable to provide the information they require

Support assessment and planning activities within the setting to enable children to learn a new language

- P15 observe children's communication skills in the immersion language
- P16 observe children's interaction with others in the group setting
- P17 contribute to overall assessment of a child by passing on information from observations and interactions
- P18 contribute to the planning process to meet the individual needs of children with whom you work
- P19 assist with the planning of how curriculum activities can be used for language acquisition for the group
- P20 consult with others the benefits of specific activities for assisting with language learning
- P21 clarify with others the importance of unplanned and spontaneous learning opportunities

Support children to develop language skills

- P22 support children to participate in planned individual activities in the immersion language
- P23 support children to participate in planned group activities in the immersion language
- P24 participate in activities designed to encourage children to speak the immersion language
- P25 listen to children and respond appropriately, demonstrating respect for their efforts and choices of words
- P26 use repetition and expansion to support children's language development
- P27 praise and encourage children's efforts to identify meaning and to use the immersion language
- P28 use songs and rhymes to support children's use of the immersion language

Contribute to monitoring and evaluation of progress

- P29 support the ongoing assessment of children's progress towards planned outcomes

- P30 contribute accurate information on progress for children's individual records
- P31 seek feedback from children, families and others about their experience of the language learning environment to inform the monitoring and evaluation process.
- P32 seek feedback from your manager and others to assist in reflecting on your contribution to children's language development

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and children's rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of the child or young person
- K16 the child's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect the child's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 the main stages of child development

Communication

- K26 the importance of effective communication in the work setting
- K27 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K28 ways to support communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

- K29 why it is important to reflect on how you do your work
- K30 how to use your reflections to improve the way you work

Health and Safety

- K31 your work setting policies and practices for health, safety and security
- K32 practices that help to prevent and control infection

Safeguarding

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

- K42 the transitions that children and young people may go through
- K43 the importance of fluency in your own use of the immersion language
- K44 the importance of accuracy in the written language
- K45 why it is important that information is provided so that it can be understood by everyone
- K46 the reasons why it may be important to communicate with a child in the home language in exceptional circumstances
- K47 an outline of the principles and techniques of language immersion in the context of an early years setting

- K48 the importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs
- K49 the importance of a child's home language and how it affects learning another language
- K50 the stages that children will go through when acquiring a new language and how to respond to each stage
- K51 the key terms and techniques of language acquisition in an immersion setting
- K52 why it is important to involve families in the child's acquisition of language
- K53 the meaning of the silent phase and how to respond
- K54 why group activities are important for children when acquiring a new language and how to support them
- K55 the reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately
- K56 the importance of a welcoming and friendly environment and how to promote this
- K57 the value of displays and visual activity in the language learning environment
- K58 the importance of different types of activities such as individual play, group games, speaking activities, drawing activities, singing and rhymes and how to use them for language learning
- K59 the Early Years policy for language acquisition for the UK country in which you work

Unit 212

Support the acquisition of a new language through immersion by children in early years settings (SCDCCLD0247)

Supporting information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Emergencies may relate to fire, security, serious accidents, minor accidents or first aid

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Written Work can include posted alphabets, name labels, item labels, pictures with labels, all parts of the room can have labels e.g. door, window, table etc. Every opportunity should be taken to demonstrate the printed name of objects

Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the effectiveness of a team. This includes agreeing your role and responsibilities within the team, participating effectively as a team member and contributing to the team's effectiveness.

Performance criteria

You must be able to:

Agree your role and responsibilities within the team

- P1 access information about the **team**, its objectives and its purpose
- P2 ensure you understand the information about the team, its objectives and its purpose
- P3 work with other team members to agree your role and responsibilities and how they contribute to the overall objectives and purpose of the team
- P4 work with other team members to agree their roles and responsibilities
- P5 work with other team members to clarify how you can and should contribute to team activities, objectives and purposes

Participate effectively as a team member

- P6 carry out your agreed role and responsibilities within the team
- P7 inform other members of the team about your activities
- P8 ensure your **behaviour** towards other team members helps the team to function effectively
- P9 complete your commitments to other team members effectively and according to overall work priorities
- P10 where you cannot complete any commitments within timescales specified, immediately inform appropriate team members
- P11 respond to differences of opinion constructively and in ways which respect other team members' points of view
- P12 where you experience problems in working effectively with other team members, seek appropriate advice and guidance

Contribute to improving the team's effectiveness

- P13 offer supportive and constructive assistance to team members

- P14 offer suggestions, ideas and information that will benefit team members and improve team working
- P15 invite feedback from **others** about how you carry out your role in the team
- P16 use suggestions and information from others to improve your practice as a team member
- P17 take responsibility for agreeing and undertaking any development and learning that will enable you to carry out your role and responsibilities within the team more effectively

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your duty to report any acts or omissions that could infringe the rights of individuals
- K3 how to deal with and challenge discrimination

Your practice

- K4 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K5 your own background, experiences and beliefs that may have an impact on your practice
- K6 your own roles, responsibilities and accountabilities with their limits and boundaries
- K7 the roles, responsibilities and accountabilities of others with whom you work
- K8 how to access and work to procedures and agreed ways of working
- K9 how to manage ethical conflicts and dilemmas in your work
- K10 how to challenge poor practice
- K11 how and when to seek support in situations beyond your experience and expertise

Personal and professional development

- K12 principles of reflective practice and why it is important

Communication

- K13 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Handling information

- K14 legal requirements, policies and procedures for the security and confidentiality of information
- K15 legal and work setting requirements for recording information and producing reports
- K16 principles of confidentiality and when to pass on otherwise confidential Information

Specific to this NOS

- K17 principles that underpin effective team working
- K18 how to work in partnership with team members
- K19 styles of interaction and how these can affect team working
- K20 barriers to developing relationships within the team and how these can be overcome
- K21 problems which may be encountered when relating to and interacting with other team members and how these can best be handled
- K22 your own strengths and development needs as an individual worker and as a team member
- K23 opportunities available for continuing learning and development to support you in team working and activities

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Behaviour includes everything you say and everything you do

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

A **team** is a group of people working together for a specific purpose; it may be a work team, a multi disciplinary team or a broader multi agency team

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets the needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

Appendix 1 Core skills mapping



Core skills signposting SVQ2 Social Services (Children and Young People)

SSC	Skills for Care and Development	Core skills at SCQF Level 4				
SVQ Title	SVQ 2 Social Services (Children and Young People) at SCQF Level 6	Communication	Working with others	Problem solving	Numeracy	ICT
SCDCCLD0201	Support effective communication	√	Task 1	√		
SCDHSC0022	Support the health and safety of yourself and individuals	√	Task 1	√		
SCDCCLD0202	Support the safeguarding of children	√	√	√		
SCDHSC0023	Develop your own knowledge and practice	Tasks 1 and 3	√	√		
SCDCCLD0203	Support the development of children and young people	√	Task 1	√		
SCDCCLD0205	Maintain environments to meet children's needs	Tasks 1 and 3	Task 1	√		
SCDCCLD0206	Support children's learning through play	√	Task 1	√		Tasks 1 and 2
SCDHSC0241	Contribute to the effectiveness of teams	Tasks 1 and 3	√	√		
SCDCCLD0208	Support the care of babies and children	√	Task 1	√		
SCDCCLD0209	Support a child with additional support needs	Tasks 1 and 3	Task 1	√		

SKAPW34	Work with children and young people to create play spaces and support freely chosen self-directed play	Tasks 1 and 3	Task 1	✓		
SCDCCLD0247	Support the acquisition of a new language through immersion by children in an early years setting	Tasks 1 and 3	✓	✓		

Key	
Core skill achieved	✓
Partially achieved	Tasks achieved cited
Core skill not present	Empty

Appendix 2 Sources of general information



The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates online
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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