

# **SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)**

February 2018 Version 2.2



## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>
SVQ 3 Social Services (Children and Young People) at SCQF Level 7	4174-03

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 July 2014	Some contents in performance criteria in unit 302 has been removed.	Units
2.1 February 2016	Statement on the back page about City & Guilds group changed	Useful contacts
2.2 February 2018	Amended Quality Assurance Requirements	Appendix 2 Sources of general information



## Contents

<b>1</b>	<b>Introduction</b>	<b>7</b>
	Structure	7
<b>2</b>	<b>Centre requirements</b>	<b>11</b>
	Approval	11
	Centre resource requirements and assessment strategy	11
	Learner entry requirements	20
<b>3</b>	<b>Delivering the qualification</b>	<b>21</b>
	Initial assessment and induction	21
	Recording documents	21
<b>4</b>	<b>Assessment</b>	<b>22</b>
<b>5</b>	<b>Units</b>	<b>25</b>
<b>Unit 301</b>	<b>Promote effective communication (SCDCCLD0301)</b>	<b>26</b>
<b>Unit 302</b>	<b>Promote health, safety and security in the work setting (SCDHSC0032)</b>	<b>33</b>
<b>Unit 303</b>	<b>Develop your practice through reflection and learning (SCDHSC0033)</b>	<b>39</b>
<b>Unit 304</b>	<b>Promote the safeguarding of children and young people (SCDHSC0034)</b>	<b>44</b>
<b>Unit 305</b>	<b>Promote the development of children and young people (SCDCCLD0303)</b>	<b>51</b>
<b>Unit 306</b>	<b>Plan and organise environments for children and families (SCDCCLD0306)</b>	<b>59</b>
<b>Unit 307</b>	<b>Promote the health and physical development of children (SCDCCLD0307)</b>	<b>67</b>
<b>Unit 308</b>	<b>Promote children's well-being and resilience (SCDCCLD0308)</b>	<b>73</b>
<b>Unit 309</b>	<b>Implement frameworks for early education through the development of curriculum planning (SCDCCLD0309)</b>	<b>80</b>
<b>Unit 310</b>	<b>Assess children's progress according to relevant curriculum frameworks (SCDCCLD0310)</b>	<b>88</b>
<b>Unit 311</b>	<b>Implement positive environments for babies and children (SCDCCLD0312)</b>	<b>94</b>
<b>Unit 312</b>	<b>Support early intervention for the benefit of children and families (SCDCCLD0313)</b>	<b>101</b>
<b>Unit 313</b>	<b>Promote the care of babies and children (SCDCCLD0314)</b>	<b>109</b>
<b>Unit 314</b>	<b>Promote ways to support families that have literacy, numeracy and language needs (SCDCCLD0315)</b>	<b>117</b>

Unit 315	Promote children's early learning in the school environment (SCDCCLDo316)	125
Unit 316	Engage with families in ways that encourage them to be involved with their children's learning and development (SCDCCLDo317)	132
Unit 417	Plan for and support self directed play (SKAPW9)	138
Unit 318	Promote healthy living for children and families (SCDCCLDo319)	149
Unit 319	Care for children at home (SCDCCLDo320)	156
Unit 320	Promote the care, learning and development of children with additional requirements in partnership with their families (SCDCCLDo321)	162
Unit 321	Empower families through the development of parenting skills (SCDCCLDo322)	171
Unit 322	Use Information and Communication Technology to promote children's early learning (SCDCCLDo323)	178
Unit 323	Support the use of medication for children (SCDCCLDo324)	185
Unit 324	Support children and young people through major transitions (SCDCCLDo325)	191
Unit 325	Support children who have experienced trauma (SCDCCLDo327)	198
Unit 426	Manage a small-scale childcare business (SCDCCLDo328)	205
Unit 327	Work with a management committee (SCDCCLDo329)	211
Unit 328	Maintain a service for children and families (SCDCCLDo330)	217
Unit 329	Support children and families within the community (SCDCCLDo331)	224
Unit 330	Support families to engage in groups within the childcare setting (SCDCCLDo332)	231
Unit 431	Promote the recruitment of staff in childcare settings (SCDCCLDo333)	238
Unit 332	Deliver services to families, children and young people from diverse cultural and language communities (SCDCCLDo334)	246
Unit 334	Promote childcare practice in group living (SCDCCLDo336)	252
Unit 335	Develop productive working relationships with others (SCDCCLDo338)	258
Unit 436	Promote the care, learning and development of children with additional support needs in early education settings (SCDCCLDo339)	264
Unit 437	Promote quality systems and procedures for the delivery of childcare services (SCDCCLDo340)	273

Unit 338	Promote literacy, numeracy and language development for children's early learning (SCDCCLDo345)	279
Unit 439	Promote the acquisition of a new language by children through immersion in an early years setting (SCDCCLDo347)	286
Unit 340	Contribute to the assessment and planning process with children and young people (SCDHSCo036)	294
Unit 341	Care for babies (SCDHSCo037)	302
Unit 342	Support children and young people to manage aspects of their lives (SCDHSCo038)	310
Unit 343	Support children and young people to achieve their educational potential (SCDHSCo039)	317
Unit 344	Work with children and young people to prepare them for adulthood, citizenship and independence (SCDHSCo310)	325
Unit 345	Support children and young people to develop and maintain supportive relationships (SCDHSCo311)	333
Unit 346	Support children and young people to develop a positive identity and emotional wellbeing (SCDHSCo312)	340
Unit 347	Work with children and young people to promote their own physical and mental health (SCDHSCo313)	347
Unit 348	Care for a newly born baby when the birth parents are unable to do so (SCDHSCo314)	354
Unit 349	Work with children and young people with additional requirements to meet their personal support needs (SCDHSCo315)	360
Unit 450	Work with children and young people with additional requirements to address their development needs (SCDHSCo316)	367
Unit 351	Prepare your family and networks prior to providing a home for babies, children and young people (SCDHSCo317)	375
Unit 352	Provide a home for children and young people (SCDHSCo318)	382
Unit 353	Support the families of children and young people in their own homes (SCDHSCo319)	390
Unit 354	Support professional advice to help parents take care of their newly born baby (SCDHSCo320)	397
Unit 355	Support parents and guardians to care for babies during the first year of life (SCDHSCo321)	405
Unit 246	Prepare, implement and evaluate group activities (SFJCJEC4)	412
Unit 356	Contribute to child care practice in group living (SCDHSCo323)	418
Unit 457	Contribute to the support of children and young people who have experienced harm or abuse (SCDHSCo325)	425

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

Unit 458	Promote the development of positive behaviour in children and young people (SCDHSC0326)	432
Unit 368	Model pro-social behaviour when working with individuals (SFJBB2)	440
Unit 359	Support individuals, families and communities to commission their own services (SCDCPC309)	445
Appendix 1	Core Skills Mapping	451
Appendix 2	Sources of general information	455



# 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

## Structure

To achieve the **SVQ 3 in Social Services (Children and Young People)**, learners must achieve a total of eight units. 38 credits must come from the **four** mandatory units 301-304. A minimum of 30 credits must come from any **four** optional units 246, 305-316, 318-325, 327-330, 332, 334, 335, 338, 340-349, 351-356, 359, 368, 417, 426, 431, 433, 436-437, 450, 457, 458

City & Guilds unit number	Unit title	Unit Level	Credit value
<b>Mandatory</b>			
301	Promote effective communication	7	9
302	Promote health, safety and security in the work setting	7	10
303	Develop your practice through reflection and learning	7	9
304	Promote the safeguarding of children and young people	7	10
<b>Optional</b>			

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

305	Promote the development of children and young people	7	11
306	Plan and organise environments for children and families	7	8
307	Promote the health and physical development of children	7	9
308	Promote children's well-being and resilience	7	9
309	Implement frameworks for early education through the development of curriculum planning	7	10
310	Assess children's progress according to relevant curriculum frameworks	7	9
311	Implement positive environments for babies and children	7	11
312	Support early intervention for the benefit of children and families	7	10
313	Promote the care of babies and children	7	12
314	Promote ways to support families that have literacy, numeracy and language needs	7	8
315	Promote children's early learning in the school environment	7	11
316	Engage with families in ways that encourage them to be involved with their children's learning and development	7	7
417	Plan for and support self-directed play	8	17
318	Promote healthy living for children and families	7	8
319	Care for children at home	7	8
320	Promote the care, learning and development of children with additional requirements in partnership with their families	7	13
321	Empower families through the development of parenting skills	7	9
322	Use information and communication technology to promote children's early learning	7	8
323	Support the use of medication for children	7	8
324	Support children and young people through major transitions	7	11



325	Support children who have experienced trauma	7	8
426	Manage a small scale childcare business	8	9
327	Work with a management committee	7	8
328	Maintain a service for children and families	7	9
329	Support children and families within the community	7	9
330	Support families to engage in groups within the childcare setting	7	10
431	Promote the recruitment of staff in childcare settings	8	8
332	Deliver services to families, children and young people from diverse cultural and language communities	7	9
433	Promote positive behaviour	8	10
334	Promote childcare practice in group living	7	8
335	Develop productive relationships with others	7	10
436	Promote the care, learning and development of children with additional support needs in early education settings	8	10
437	Promote quality systems and procedures for the delivery of childcare services	8	7
338	Promote literacy, numeracy and language development for children's early learning	7	10
439	Promote the acquisition of a new language by children through immersion in an early years setting	8	9
340	Contribute to the assessment and planning process with children and young people	7	10
341	Care for babies	7	9
342	Support children and young people to manage aspects of their lives	7	9
343	Support children and young people to achieve their educational potential	7	9
344	Work with children and young people adulthood, citizenship and independence	7	10

345	Support children and young people to develop and maintain supportive relationships	7	10
346	Support children and young people to develop a positive identity and emotional wellbeing	7	10
347	Work with children and young people to promote their own physical and mental health	7	10
348	Care for a newly born baby when the birth parents are unable to do so	7	9
349	Work with children and young people with additional requirements to meet their personal support needs	7	10
450	Work with children and young people with additional requirements to address their developmental needs	8	10
351	Prepare your family and networks prior to providing a home for babies, children and young people	7	10
352	Provide a home for children and young people	7	10
353	Support the families of children and young people in their own homes	7	9
354	Support professional advice to help parents take care of their newly born baby	7	8
355	Support parents and guardians to care for babies during the first year of life	7	10
246	Prepare, implement and evaluate group activities	6	13
356	Contribute to childcare practice in group living	7	9
457	Contribute to the support of children and young people who have experienced harm or abuse	8	11
458	Promote the development of positive behaviour in children and young people	8	10
368	Model pro-social behaviour when working with individuals	7	8
359	Support individuals, families and communities to commission their own services	7	8



## 2 Centre requirements

### Approval

If 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

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- 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 registrable 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:

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- 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 learning 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](http://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 an 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 City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	<p>This standard identifies the requirements when promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.</p> <p>This Standard is tailored from SCDHSC0031 (Health and Social Care suite of NOS)</p>

### Performance criteria

You must be able to:

#### Establish understanding about children's communication

- P1 work in ways, appropriate the child's ability, that promote active participation when establishing their preferred method of communication and language
- P2 observe the child to identify their verbal and non-verbal communication styles
- P3 seek information and advice from key people and others where you have difficulty communicating using the child's preferred
- P4 work with the child and key people to identify any extra support or specific aids required for communication
- P5 recognise when communication methods are proving to be ineffective
- P6 seek information and advice when issues relating to communication are beyond your expertise
- P7 establish the child's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences

#### Support children to interact through communication

- P8 develop relationships with the child and key people that promote communication
- P9 arrange the environment to minimise barriers to communication
- P10 make sure that any extra support or specific aids to communication are available
- P11 support the child to communicate using their preferred language and methods of communication
- P12 encourage the child to use any extra support or specific aids
- P13 pay full attention to the child when listening to them
- P14 use routines and activities to communicate with the child
- P15 use styles and methods of communication that are most likely to meet the child's preferences and needs
- P16 respond to the child in a way that shows you value and respect them
- P17 adapt your communication when it is proving ineffective
- P18 support the child to engage with key people and others
- P19 support people to communicate using the child's preferred methods of communication and to understand their responses
- P20 encourage the child to communicate their feelings and emotions in ways that will help you and other people to understand them
- P21 work together to overcome barriers to communication

**Communicate effectively about difficult, complex and sensitive issues with children and key people**

- P22 consider the setting and environment when difficult, complex or sensitive issues are to be addressed with children and key people
- P23 communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the child's needs, concerns and reactions
- P24 pace the interaction to allow the child and key people sufficient time to understand the content of the communication and for you to understand their reactions
- P25 support the child to express their responses to the issue
- P26 work with the child and key people to achieve shared understanding about the issue and its impact
- P27 maintain confidentiality within legal and work setting requirements and taking account of the child's safety and welfare

**Communicate using records and reports**

- P28 work with the child to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and work setting requirements
- P29 exchange verbal reports with others to inform their work and yours
- P30 seek permission from appropriate people to access records and reports
- P31 access records and reports needed to inform your work

- P32 support the child to understand records and reports concerning them in keeping with their abilities and preferences
- P33 complete records and reports to inform others of your work with the child, in accordance with legal and work setting procedures and requirements
- P34 report any signs and symptoms that indicate a change in the care and support needs of the child, in accordance with work setting requirements
- P35 complete records and reports about any decisions made and actions taken regarding the care and support needs of the child
- P36 complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them
- P37 seek support to address any difficulties you have in accessing and updating records and reports
- P38 maintain the security of records and reports in line with confidentiality agreements and legal and work setting procedure

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

**Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

**Specific to this NOS**

- K38 specific conditions that can affect communication and language
- K39 how speech, communication and language differences and difficulties can affect identity, self-esteem and self-image
- K40 the importance of recognising behaviour as communication
- K41 how cultural differences can influence the use and interpretation of non-verbal communication
- K42 skills, styles and methods for supporting children to communicate
- K43 the importance of play when promoting communication
- K44 extra support and specific aids to communication that may be used in your area of work
- K45 the environments that are most appropriate for communication, including complex or sensitive issues
- K46 what action to take if a child's communication or reactions become extreme and could result in risk of harm to you, the child or others
- K47 conflicts and dilemmas created by difficulties in communication and language in your area of work

# Unit 301 Promote effective communication (SCDCCLD0301)

## 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.

**Barriers to communication** may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress.

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

**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 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 children 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 individual's well-being and who enable you to carry out your role.

### **Scope/range related to knowledge and understanding**

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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote the health, safety and security of yourself and others for whom you are responsible within settings where children, young people or adults are cared for or supported. This includes monitoring and maintaining health, safety and security, promoting working practices that are safe, healthy and secure and minimising risks arising from emergencies.

### Performance criteria

You must be able to:

#### Maintain health, safety and security in the work setting

- P1 follow organisational safety and security procedures while in **the work setting**
- P2 ensure that appropriate people know where you are at all times
- P3 monitor work areas and **working practices** to ensure that they are safe and free from **hazards** and conform to legal and work setting requirements for health and safety
- P4 before starting and while carrying out work activities, identify health, safety and security issues that may present risks to yourself or other people
- P5 minimise identified health, safety and security risks
- P6 take account of individuals' preferences and needs when you ensure your own safety and that of individuals and other people during your work activities
- P7 check people's right to enter or to be in and around the premises and the environment in which you are working
- P8 take action in line with legal and work setting requirements to deal with people who do not have a right to enter or to be present
- P9 take action in line with legal and work setting requirements to ensure that equipment and materials are used and stored correctly and safely

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P10 take action in line with legal and work setting requirements to deal with the spillage of hazardous and non hazardous materials
- P11 take action in line with legal and work setting requirements to dispose of waste immediately and safely
- P12 report health and safety issues in accordance with legal and work setting requirements
- P13 complete health, safety and security records within confidentiality agreements and according to legal and work setting requirements
- P14 seek additional support in relation to health, safety and security issues when necessary

#### **Promote health and safety in the work setting**

- P15 operate within the limits of your own role and responsibilities in relation to health and safety
- P16 act as a role model in promoting health, safety and security
- P17 support others to understand and follow correct safety procedures
- P18 work with others to identify, minimise and manage potential risks and hazards in the working environment and when carrying out work activities
- P19 take appropriate action where there is the likelihood of an **accident** or injury
- P20 use appropriate risk **assessments**
- P21 support others to use appropriate risk assessments
- P22 use safe procedures and techniques for moving and handling
- P23 support others to use safe procedures and techniques for moving and handling
- P24 use **approved methods** and procedures when carrying out potentially hazardous work activities
- P25 support others to use approved methods and procedures when carrying out potentially hazardous work activities
- P26 encourage others to identify and report any issues in the working environment that may put themselves or others at risk
- P27 support others to identify and report any issues they have identified
- P28 support others to complete health and safety records correctly

#### **Minimise risks arising from emergencies**

- P29 make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
- P30 take **appropriate and immediate action** to deal with health and environmental **emergencies and incidents**
- P31 provide support and assistance within your own competence until someone who is qualified to deal with the emergency is available
- P32 make the area around the person at the centre of the emergency as private and safe as possible
- P33 follow correct safety procedures during incidents and emergencies
- P34 help others to follow correct safety procedures during incidents and emergencies

- P35 offer appropriate support to others involved in the incident or emergency
- P36 complete records and reports on incidents and emergencies within confidentiality agreements and according to legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### Your practice

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 how to work in partnership with individuals, key people and others
- K12 how to manage ethical conflicts and dilemmas in your work
- K13 how to challenge poor practice
- K14 how and when to seek support in situations beyond your experience and expertise

### Health and Safety

- K15 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K16 practices for the prevention and control of infection in the context of this standard

### Safeguarding

- K17 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K18 indicators of potential or actual harm or abuse
- K19 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K20 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K21 legal requirements, policies and procedures for the security and confidentiality of information
- K22 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K23 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K24 legislation and work setting procedures to prevent and control infection
- K25 aspects of your own health and hygiene that can help prevent the spread of infection
- K26 legislation and work setting requirements for dealing with incidents and emergencies
- K27 different kinds of incidents and emergencies that may arise in your work setting
- K28 your responsibility for keeping yourself and others safe within your work role and environment
- K29 additional hazards to consider when working alone
- K30 how to take responsibility for your own health and wellbeing
- K31 practices for safe moving and handling
- K32 approved methods and procedures for potentially hazardous activities you undertake at work
- K33 national and local guidance on falls prevention and factors that impact on falls
- K34 principles of risk assessment and risk management

**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.

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

**Appropriate and immediate action** may include summoning emergency assistance

**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

**Emergencies** are occurrences that present immediate and threatening danger to people, goods and/or the environment; they may relate to fire, security, serious accidents, minor accidents or first aid

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

**Incidents** require immediate attention to avoid possible danger and harm to people, goods and/or the environment. They may include intruders; chemical spillages; lost items such as keys; missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares

An **individual** is the adult, child or young 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

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

**Working practices** may include activities; procedures; use of materials or equipment; working techniques

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

## 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for reflecting on and developing your practice within settings where individuals are cared for or supported. This includes reflecting on your own practice in the workplace and taking action to enhance your practice by using opportunities for development.

### Performance criteria

You must be able to:

#### Reflect on your own practice

- P1 communicate to **others** the importance of being a reflective practitioner
- P2 analyse with **individuals, key people** and others what is required for competent, effective and safe practice in your job role
- P3 use reflection to review your own knowledge, skills, attitudes and behaviours
- P4 reflect on how any life experiences and **personal beliefs** might affect your work
- P5 evaluate with individuals, key people and others how well you carry out your work to achieve outcomes and promote **active participation**
- P6 analyse the areas of your work where literacy, numeracy and information technology skills are necessary
- P7 demonstrate where you have used literacy, numeracy and information technology skills in your work
- P8 evaluate with others how your practice and skills could be improved

#### Take action to enhance your practice

- P9 use **support** to identify strengths within your practice

- P10 use support to reflect on and identify ways that your practice can be enhanced
- P11 prioritise aspects of your practice that need to be strengthened
- P12 take action, with support, to identify **development opportunities** that will enhance your knowledge and practice
- P13 agree with others your **personal development plan**
- P14 access development opportunities
- P15 apply new learning to your practice
- P16 evaluate how effective the development opportunities have been in enhancing your practice
- P17 share with others how reflection has led to improved ways of working
- P18 revise your personal development plan to take account of personal growth, skills enhancement and new challenges
- P19 keep up-to-date records of your personal and professional development, according to legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 conflicts and dilemmas that may arise in relation to rights and how to address them

### 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 how to work in partnership with individuals, key people and others

### Personal and professional development

- K8 principles of reflective practice and why it is important
- K9 how to access information and support on knowledge and best practice relevant to your work
- K10 your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K11 the range of learning opportunities and how to access them
- K12 how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences



K13 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.

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

**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 development 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

## 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	<p>This standard identifies the requirements when promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.</p> <p>This Standard is tailored from SCDHSC0031 (Health and Social Care suite of NOS)</p>

### Performance criteria

You must be able to:

#### Maintain your understanding and awareness of harm, abuse and safeguarding

- P1 demonstrate understanding of factors, situations and actions that may cause or lead to **harm and abuse**
- P2 demonstrate understanding of signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused
- P3 demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
- P4 demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of children and young people
- P5 demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role

- P6 demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse
- P7 reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive

#### **Implement practices that help to safeguard children and young people from harm or abuse**

- P8 monitor actions, behaviours and situations that may lead to harm or abuse
- P9 monitor significant changes in a child or young person's emotional or physical health, personal appearance or behaviour
- P10 follow required procedures for reporting concerns about the welfare of a child or young person and any actions, behaviours or situations that may lead to harm or abuse
- P11 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
- P12 use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

#### **Develop relationships that promote the safeguarding of children and young people**

- P13 establish relationships that support trust and rapport with children and young people and key people
- P14 establish relationships in which children, young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P15 use the child or young person's preferred communication methods and language
- P16 support the child or young person to communicate their views and preferences, according to their age, ability and level of development
- P17 explain to the child or young person your responsibilities to disclose any information about potential or actual harm or abuse, according to their age, ability and level of development
- P18 maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people

#### **Promote rights and inclusion with children and young people**

- P19 provide information to children, young people and key people about their rights and responsibilities
- P20 work with the child or young person in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights
- P21 work with the child or young person, key people and others to balance rights, responsibilities and risks
- P22 ensure your own actions promote equity and inclusion and do not discriminate

- P23 take appropriate steps when the actions of others are discriminatory

### **Work in ways that promote the well-being of children and young people**

- P24 support key people and **others** to recognise and respect the **background** and preferences of the child or young person
- P25 work with the child or young person in **child centred** ways
- P26 work with the child or young person in ways that recognise the impact that experiences, losses and life events have had on their lives
- P27 work with the child or young person in ways that promote their self esteem, sense of security and belonging
- P28 work with the child or young person in ways that maximise their **active participation**, independence and responsibility
- P29 support the child or young person to maximise their decision-making and control over their lives

### **Support children and young people to keep themselves safe**

- P30 promote the child or young person's awareness of personal safety, according to their age, ability and level of development
- P31 promote the child or young person's awareness of risks associated with the use of **electronic communications**, according to their age, ability and level of development
- P32 work with the child or young person to help them understand bullying and the action to take if it occurs, according to their age, ability and level of development
- P33 support the child or young person to 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
- P34 work with the child or young person, key people and others to challenge practices that may lead to harm or abuse, according to their age, ability and level of development
- P35 support the child or young person 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 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination

- K5 the rights that children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Communication**

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 legislation and national policy relating to the safeguarding and protection of children and young people
- K37 **types of harm and abuse**
- K38 **factors that may make someone more vulnerable** to harm or abuse
- K39 common features of perpetrator behaviour and grooming
- K40 correct actions to take if harm or abuse is suspected, disclosed or alleged
- 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



## Unit 304 Promote the safeguarding of children and young people (SCDHSC0034)

### 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.

**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.

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

**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, 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

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**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.

**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

**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 individuals or children and young people, 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**

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.

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

**Types of harm or abuse** may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, 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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development. You are required to observe and assess the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, and linguistic and communication. You are required to reflect your observation and assessment findings and identify how they will impact on your practice. You will then be expected to work with children and young people and others to plan, implement and evaluate activities and experiences to promote their development.

### Performance criteria

You must be able to:

#### Observe the holistic development of children and young people

- P1 identify the reasons for observing and assessing development
- P2 select appropriate techniques of observation and types of recording format
- P3 obtain necessary permissions to observe the **child or young person** from the child or young person and **parents** and carers where appropriate
- P4 discuss the observation with the child or young person to be observed and respond appropriately to their views, according to their preferences, needs and **abilities**
- P5 minimise distractions during the observation and observe the child or young person without intruding or causing unnecessary stress
- P6 observe the child or young person using appropriate techniques

- P7 maintain confidentiality, according to **work setting** requirements and **policies and procedures**

### **Assess the development of children and young people**

- P8 undertake **formative** and **summative assessments** of the child or young person making sure they are based on observational findings and information from the child or young person, **others**, and parents and carers where appropriate
- P9 record your assessments, maintaining confidentiality as appropriate to work setting requirements and policies and procedures
- P10 share your findings with the child or young person, others and parents and carers as appropriate
- P11 in keeping with parental permission and work setting requirements, refer concerns about the child or young person to relevant external agencies when required
- P12 Reflect upon your assessment of child or young person's development and work with them to identify implications for future planning and practice

### **Take action to deal with emergencies**

- P13 work with the child or young person to carry out **child and young person centred** planning, based on your assessment of the child or young person's developmental progress and your reflection on practice
- P14 work with the child or young person to review and update their personal learning and development plan
- P15 ensure the personal learning and development plan meets the preferences, needs and abilities of the individual child or young person

### **Implement and evaluate plans to promote learning and development**

- P16 work with the child or young person to implement their personal learning and development plan, taking into account their preferences, needs and abilities
- P17 provide access to **activities and experiences** which meet the preferences, needs and abilities of the child or young person as identified in their personal learning and development plan
- P18 promote the development of the child or young person by getting involved, where appropriate, in activities and experiences designed to meet the developmental needs of the child or young person, taking into account their preferences, needs and abilities

### **Evaluate plans to promote learning and development**

- P19 work with the child or young person to evaluate the effectiveness of their personal learning and development plan in promoting their development
- P20 evaluate the implementation of the personal learning and development plan with the child or young person

- P21 reflect on and record how well your practice has impacted on positive developmental outcomes for the child or young person, according to work setting requirements and policies and procedures

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K40 a detailed understanding 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
- K41 how to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families
- K42 how to adapt your practice and the environment ensure that all the children in your care, including those with additional support needs can take part equally
- K43 how to develop a consistent, caring and nurturing relationships with the children or young people you work with
- K44 how to support the children or young people you work with to cope with their feelings whilst positively encouraging emotional well-being, confidence and resilience
- K45 how to promote independence in children or young people whilst supporting them to make choices, face challenges and take risks, according to their individual preferences, needs and abilities
- K46 how to provide an environment that is safe for the children or young people you work with and that meets their individual preferences and needs
- K47 how to encourage children or young people to make choices, express individual preferences and be aware of how their actions affect others
- K48 how to be realistic, positive, consistent and supportive in your responses to the behaviour of the children or young people you work with according to the procedures and agreed ways of working
- K49 how to give meaningful praise and encouragement according to the preferences and needs of the young people you work with
- K50 how to support emotional well-being, confidence and resilience according to the preferences and needs of the young people you work with
- K51 your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country
- K52 how to encourage and support children or young people's creativity
- K53 how to use everyday routines and developmentally appropriate activities, materials and first-hand experiences to support the learning and cognitive development of children or young people
- K54 how to identify and support children or young people's literacy skills such as mark making, reading and writing
- K55 how to identify and support children or young people's numeracy skills such as counting and using mathematical language
- K56 how to make sure children or young people have access to quiet periods and times to rest

- K57 how to support the communication skills of children or young people, including verbal and non verbal methods; such as using baby sign, email, and other forms of ICT
- K58 how to adapt strategies for children or young people where English or Welsh is not the home language or where there are communication difficulties
- K59 how to support children or young people's communication in bilingual or multilingual settings
- K60 how to meet the physical needs of children or young people including nutrition and healthy eating
- K61 how to encourage the physical development of children or young people including the development of gross and fine motor skills, through the use of appropriate activities and equipment, according to individual preferences and needs
- K62 how to provide a safe environment that encourages the children or young people's physical skills and confidence in movement to develop
- K63 how to answer children or young people's questions with sensitivity whilst encouraging independence in a supportive way
- K64 how to encourage children or young people to have healthy lifestyles, such as healthy eating and exercise, in accordance with national guidelines
- K65 how to talk honestly and raise awareness of issues in line with children's questions and concerns in accordance with the procedures and agreed ways of working of your work setting
- K66 how to encourage children or young people to make informed choices about matters that affect them
- K67 how to assess the importance of information
- K68 how to provide an encouraging and safe environment that recognises the significant developmental changes of children or young people
- K69 how to recognise children or young people's individual preferences and needs as they go through developmental changes in their lives
- K70 how to provide information for children or young people, when requested, about things that concern them
- K71 how to support children and 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 and divorce
- K72 the importance of promoting active participation of the child and young person in the planning cycle



## Unit 305                      Promote the development of children and young people (SCDCCLD0303)

### 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.

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

**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.

**Formative assessment** is an initial and on-going assessment.

**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.

**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.

**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.

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

**Summative assessment** is an assessment that summarises findings. 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

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

**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:	7
SCQF Credit value:	9
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:

**Plan and provide a positive and safe physical environment in which to promote children's social, emotional, cognitive and linguistic development**

- P1 work with **others** to assess what is necessary to create and maintain a safe and secure **environment**
- P2 ensure the physical environment meets regulatory and health and safety requirements and protects the **child** from **danger** and **harm**
- P3 develop and maintain systems and procedures for risk assessment and health and safety, according to work setting requirements
- P4 adapt the environment to meets the child's, **parents** and **key people's** preferences and needs, according to their developmental stage
- P5 ensure that the environment promotes inclusion and **active participation** of the child, parents and key people
- P6 promote and **value diversity** within the environment and range of **activities** provided
- P7 ensure the physical environment supports **curriculum frameworks** and planning for the child's play and **holistic development**
- P8 organise both visual and tactile displays to stimulate the child's curiosity and cognitive development
- P9 display the child's work in ways that build **creativity** and self-esteem

- P10 ensure the environment provides opportunity for exercise and physical play
- P11 organise and structure the physical environment to maximise sensory experiences and play and learning opportunities of different types

#### **Organise space and resources to meet children's needs**

- P12 plan and organise the safe use of physical space to provide a comfortable and stimulating environment for the child
- P13 organise furniture and equipment so that activities can be carried out safely and allow the child to move freely
- P14 encourage the child, parents and key people to be actively involved in decisions about their environment
- P15 organise resources so they are accessible to the child, parents and key people and enable choice and independence
- P16 promote the use ICT to support play and learning
- P17 adapt the environment to ensure it is equally accessible to all children
- P18 ensure there are comfortable areas where the child can go for quiet and privacy

#### **Provide a caring, nurturing and responsive environment**

- P19 demonstrate that you value the child, parents and key people and respect their **culture, ethnicity**, faith, language and background
- P20 encourage the child to be positive about their own cultural backgrounds
- P21 praise and acknowledge the child's efforts and achievements
- P22 be responsive to the child's emotions and experiences
- P23 provide support for the child, parents and key people through **transition processes**
- P24 implement flexible and sensitive arrangements for the new child who is settling in
- P25 provide consistent care and a stable environment for the child, according to their developmental stage, preferences and needs
- P26 **communicate** clearly and calmly to the child the boundaries and limitations of acceptable behaviour
- P27 ensure that you are consistent and fair in the way you deal with the child's behaviour
- P28 promote flexible routines to support the child's well-being
- P29 encourage the child to take responsibility for themselves and others and become more independent, according to their stage of development and needs
- P30 explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes
- P31 be available to the child, parents and key people when they wish to communicate with you
- P32 be flexible and responsive to the child's changing needs and circumstances

- P33 deal positively with conflict that may arise between the child, parents, key people and others within the setting
- P34 ensure that parents and key people receive up to date information regularly about their child's activities and developmental progress

### **Facilitate children's personal care**

- P35 work with the child, parents, key people and others to identify any specific care needs of the child
- P36 encourage the child to care for themselves, according to their preferences, developmental stage and needs
- P37 ensure personal care routines support the child's protection and that of the adults who care for them
- P38 meet the child's physical care needs in ways that reflect the preferences and needs of the child, parents and key people, and according to cultural and religious practices, so long as this does not compromise the well-being of the child
- P39 meet the child's nutritional needs during the time they are present, according to their preferences and needs, the wishes of their parents and key people and work setting requirements
- P40 take the necessary safety and hygiene measures when handling and storing food, according to work setting requirements
- P41 set up systems to deal safely with waste, according to work setting requirements
- P42 deal with the child's medicines or other specific medical requirements, according to work setting requirements
- P43 ensure that any particular requirements are documented and shared with those involved in the child's care

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 materials and equipment, including ICT, that can be used to promote play and development
- K40 the importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour
- K41 knowledge of child development and resilience

## Unit 306                      Plan and organise environments for children and families (SCDCCLDo306)

### 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 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.

**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.

**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

**Creativity** is the ability to make links and connections between one area of learning and another and therefore extend understanding

**Culture** refers to and includes all factors that contribute to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Curriculum frameworks** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people

**Danger** is the possibility of harm and abuse happening

**Environment** is the place where the child is cared for, it could include a day



care or residential setting

**Ethnicity** refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

**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 physical, social, emotional, cognitive and linguistic skills

**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

**Parents** are the people with legal parental responsibility

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

**Transition processes** are changes that happen within the child's life as they move to different environments and different developmental stages. This includes entering the environment and progressing to school.

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

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

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the health and physical development of children. In order to achieve this standard, you must plan and implement physical activities and routines for children to meet their physical development needs as well as planning and providing food and drink to meet the nutritional needs of children.

## Performance criteria

You must be able to:

### Plan physical activities and routines for children to meet their physical development needs

- P1 plan indoor and outdoor **activities and experiences** that provide opportunities for **children** to practice physical skills and develop competence
- P2 make sure children involved in physical activities are wearing appropriate clothing for their safety and given 'warm up' and 'wind down' opportunities
- P3 ensure that the activities provided are in line with the overall plan for the setting
- P4 adequately assess risk, in line with organisational policy, without limiting opportunities to extend and challenge children's skills and experience
- P5 ensure that planned activities are inclusive and available to all children, adapting plans as necessary to meet individual needs
- P6 plan routines that allow children to rest and recover from physical exercise

### Implement physical activities and routines for children to meet their physical development needs

- P7 provide indoor and outdoor activities that develop balance, skill and co-ordination of large muscles

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P8 provide activities to support fine motor skills development
- P9 provide indoor and outdoor activities that develop hand/eye co-ordination
- P10 provide activities that encourage co-operation, sharing and turn taking among children
- P11 encourage children to extend their range and level of skills and reward their efforts and achievements
- P12 implement routines that allow children to rest and recover from physical exercise

#### **Plan food and drink to meet the nutritional needs of children**

- P13 plan menus, snacks and drinks that meet the dietary and nutritional needs of children in your care
- P14 involve children in the planning and preparation of food or snacks, according to their capabilities
- P15 encourage children to make healthy choices about food and help them understand the link between food and health

#### **Provide food and drink to meet the nutritional needs of children**

- P16 ensure the food and drink provided is in line with government guidelines, current best practice on healthy eating and is prepared according to dietary and cultural requirements
- P17 provide food, snacks and drinks that are interesting and will stimulate children's awareness of the variety of different food and drinks
- P18 provide food and drink for children with special dietary requirements that meets their nutritional needs
- P19 document information regarding special dietary requirements and share this with all those in contact with the individual
- P20 ensure that high standards of hygiene are maintained when storing and preparing food and drink, in line with government guidelines and legal and work setting requirements
- P21 encourage children's independence in feeding routines, according to family requirements and practice

#### **Promote children's healthy physical development**

- P22 provide opportunities for children to learn about how their bodies work and their health needs
- P23 provide opportunities for discussion about healthy physical development, according to the child's age, needs and abilities
- P24 support children in making positive health decisions and choices and provide information according to government guidelines and legal and work setting requirements
- P25 ensure children who have chronic illnesses or physical difficulties can participate positively in discussions and activities

### **Knowledge and understanding**

You need to know and understand:

## **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

## **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

## **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people

- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 the type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination
- K40 how to provide opportunities for children to rest and recover from physical activity and why this is important

## Unit 307                      Promote the health and physical development of children (SCDCCLDo307)

### 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 statement 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 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.

**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.

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

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

**Routines** are the regular structure of the day, incorporating care routines, play and learning activities that are carried out at similar times of day in sequence.

#### 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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty;

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting children's well-being and resilience. It is concerned with how you provide an environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others. This includes enabling children to relate to others, providing a supportive and challenging environment, enabling children to take risks safely and encouraging children's self-reliance, self-esteem and resilience.

### Performance criteria

You must be able to:

#### Enable children to relate to others

- P1 engage with children in ways that promote trust and **active participation**, taking into account their abilities and level of development and understanding
- P2 demonstrate respect and value for views, opinions and feelings of children you work with
- P3 encourage children to consider and respect the views, opinions and feelings of others
- P4 encourage children to share and co-operate in joint activities
- P5 help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others
- P6 reflect and acknowledge with children positive aspects of their behaviour and interactions
- P7 recognise developmentally appropriate behaviour
- P8 demonstrate respect and value for children's capabilities and strengths
- P9 value diversity and demonstrate acceptance of similarities and differences

#### Promote a supportive and challenging environment

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P10 promote a calm and nurturing environment which allows children to experience and express their feelings safely
- P11 promote interactions between children and those around them that develop their sense of well-being
- P12 ensure that your own actions enhance the self-esteem, self-reliance and resilience of children you work with
- P13 encourage children to try new activities and experiences
- P14 reward children's efforts and achievements
- P15 support children in expressing their feelings in ways that are acceptable to themselves and others
- P16 help children to predict, recognise and accept the consequences of their actions
- P17 help children support each other through activities and achievements which may test their skills and abilities
- P18 promote acceptance and respect for children as individuals in their own right
- P19 demonstrate honesty and openness in interactions with children
- P20 seek appropriate help when you are unable to deal with any issues raised by children

#### **Enable children to take risks safely**

- P21 carry out **risk assessments** in line with **policies and procedures** without limiting opportunities to extend children's skills and abilities
- P22 encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem
- P23 involve **parents** in the assessment of their children taking positive risks
- P24 work in partnership with children to set their own limits within the framework of risk assessment
- P25 encourage children to assess risks to themselves and others regarding activity and behaviour
- P26 agree and set boundaries and limits with children and clearly explain the reasons
- P27 intervene in situations where children are at risk of harm
- P28 help children manage and monitor their own behaviour
- P29 help children to consider how the behaviour and actions of others
- P30 supervise children according to legislation and accepted policy and practice in the setting

#### **Encourage children's behaviour towards self reliance, self-esteem and resilience**

- P31 engage with children in a **child centred** way
- P32 communicate with children openly and honestly in ways that are not judgmental
- P33 support the children to understand why different behaviours have positive or negative outcomes
- P34 direct any comments towards the behaviour demonstrated, not the child

- P35 help children to choose realistic goals that are challenging but achievable
- P36 show **empathy** to children by demonstrating understanding of their feelings and point of view
- P37 encourage children to take decisions and make choices
- P38 work with colleagues and other professionals as required, to encourage children's self-esteem and resilience

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 how to carry out risk assessments that balance reasonable precautions and provides opportunities for development
- K39 what is meant by resilience and factors that may affect resilience in children
- K40 ways to support children's resilience, according to the child's preferences, needs and abilities
- K41 the link between children's ability to relate to others and their emotional well-being and resilience
- K42 ways to help children understand, express and manage their feelings
- K43 the connection between children challenging and testing their abilities and resilience and self-esteem
- K44 methods to encourage and support children to test and stretch their skills and abilities
- K45 ways to support children to manage lack of achievement and disappointment
- K46 the importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves
- K47 how you demonstrate empathy and understanding to children, including the language and expressions you might use
- K48 how you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy

## Unit 308 Promote children's well-being and resilience (SCDCCLDo308)

### 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 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.

**Active participation** is a way of working that regards children as active partners in their own care or support rather than passive recipients. Active participation recognises each child'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.

**Empathy** is the ability to see things from another person's perspective and gain insight into their feelings.

**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.

**Resilience** is the ability to manage normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem.

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

**Self-esteem** is confidence in one's self as a valued person.

**Self reliance** is personal autonomy and independence, ability to solve own problems.

**Well-being** is physical, social and emotional good health, resulting in a positive outlook and feelings of happiness

## **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting, planning and implementing the curriculum for early education. It includes the development and implementation of plans. It requires you to monitor curriculum frameworks for early education and reflect on your practice. The planning and implementation of the curriculum for early education should be consistent with the frameworks in your home nation.

### Performance criteria

You must be able to:

#### Develop curriculum plans according to requirements of work setting

- P1 select relevant information from your **early years framework** documents on which to base curriculum planning
- P2 work with **others** to plan the sharing of new information about curriculum planning
- P3 work with others to use an **integrated approach** to develop plans that reflect different areas of the curriculum
- P4 develop plans that value diversity, are **inclusive** and show **anti-discriminatory practice**
- P5 ensure that plans reflect the ethos and values of the **work setting**
- P6 work in partnership with **families** to help plan children's learning and development
- P7 carry out sensitive observational assessments in order to plan to meet children's individual needs
- P8 work with the **child** to carry out a **child centred approach** to planning, based on your assessment of the child's learning and development



- P9 plan for every child to receive an enjoyable, challenging, learning and developmental experience, that recognises their individual needs
- P10 ensure that plans include free choice for the child
- P11 develop plans that balance adult-led and child initiated activities through both indoor and outdoor play
- P12 develop plans that use **ICT resources** in your setting to support learning and development
- P13 ensure your plans are flexible enough to adapt to different circumstances

### **Implement curriculum plans**

- P14 ensure that the **work setting** has adequate and appropriate resources available for the implementation of the curriculum plans
- P15 provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces
- P16 facilitate adult-led and child initiated activities in both indoor and outdoor spaces for all aspects of the curriculum framework
- P17 use **everyday activities** to enhance learning
- P18 be sensitive to children's achievements and recognise when they are ready to move on
- P19 seek additional support if children are not progressing as expected
- P20 keep accurate and coherent records about the implementation of curriculum plans in line with work setting requirements

### **Monitor the implementation of curriculum frameworks**

- P21 work with others to monitor and evaluate the implementation of curriculum frameworks in line with work setting requirements
- P22 evaluate the participation, learning and development of children in curriculum areas
- P23 adapt curriculum planning to meet the needs of children
- P24 provide feedback to families on the progress of their child in the curriculum areas
- P25 keep accurate and coherent records about the implementation of curriculum frameworks

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation

- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

#### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

## **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

## **Personal and professional development**

- K28 principles of reflective practice and why it is important

## **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

## **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

## **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

## **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 early education curriculum frameworks in your home country
- K40 requirements of the relevant inspectorates
- K41 sources of support in respect of planning and curriculum development, drawing on available best practice
- K42 the kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery
- K43 effective use of ICT to support the curriculum
- K44 the importance and implications of a differentiated approach to the provision of learning experiences for children
- K45 the meaning of personalised learning and how this affects planning and implementation of the curriculum in your home country

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K46 the effects of low self-esteem and lack of confidence on learning
- K47 how to support and extend play opportunities to encourage learning
- K48 that children learn in different ways and have individual **learning styles** and preferences
- K49 specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language

## Unit 309      Implement frameworks for early education through the development of curriculum planning (SCDCCLDo309)

### 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 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.

**Anti- discriminatory practice** is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences

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

**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

**Early years framework** is a framework that is discretionary or statutory, currently in use in your home country

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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well being of babies, children or young people and people who may or may not have legal responsibility

**ICT resources** are a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

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

**Integrated approach** is pulling together different areas of learning into activities and experiences

**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

**Work setting** may be in someone's home, within an organisation's premises, in the premises of another organization, 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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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

**Learning styles** are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing

**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 310

## Assess children's progress according to relevant curriculum frameworks (SCDCCLD0310)

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when assessing children's progress within relevant curriculum frameworks. It includes working with families, children and others in the planning of assessments. It also includes working with families, children and others to assess and record children's progress. The planning of assessments should be consistent with the frameworks within your home nation.

### Performance criteria

You must be able to:

#### Plan assessment requirements of curriculum frameworks

- P1 select relevant information on which to base early years assessments, from curriculum documents
- P2 work with others to plan assessments
- P3 work in partnership with **families** to plan assessments
- P4 work with **others** to promote a supportive environment in which families are able to discuss aspects of their child's learning and development
- P5 use a **child-centred approach** when planning assessments
- P6 involve children in assessment planning in ways which make it enjoyable and which contribute to their developmental needs
- P7 when planning assessments, use an integrated approach which reflects different areas of the **curriculum framework**
- P8 plan assessments that are flexible enough to adapt to different circumstances
- P9 plan assessments that reflect the ethos and values of the setting you work in
- P10 plan to use children's **everyday routines** on which to base your assessments
- P11 develop assessments that **value diversity**, are **inclusive** and **show anti-discriminatory practice**



- P12 ensure that your setting has adequate and appropriate resources for the implementation of the assessment process
- P13 record plans for assessments accurately and coherently in line with **work setting** requirements

### **Assess children's progress in consultation with others**

- P14 liaise with families and others on a regular basis to discuss individual children's progress
- P15 use a positive and supportive manner to encourage families to discuss their child's progress, capabilities and limitations
- P16 liaise with families and others on a regular basis to share views and to amend plans and strategies
- P17 be sensitive to children's achievements and recognise when they are ready to progress
- P18 undertake formative and summative assessments, using agreed methods
- P19 use observation to contribute towards assessments
- P20 seek additional support if the child is not progressing as expected
- P21 complete records of assessments accurately and coherently in line with work setting requirements
- P22 share the contents of records within families
- P23 reflect on your practice when planning and implementing assessments

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how children's learning is affected by their stage of development
- K40 current theoretical approaches to how children learn and develop
- K41 requirements of the relevant inspectorates
- K42 safeguards that need to be in place when assessing children and the need for objectivity
- K43 how to use assessments of children's progress as part of the planning
- K44 how to use assessments of children's progress to inform staff development and improve provision

## Unit 310                      Assess children's progress according to relevant curriculum frameworks (SCDCCLDo310)

### 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 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.

**Anti- discriminatory** practice is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences

**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

**Curriculum frameworks** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people

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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well being of babies, children or young people and people who may or may not have legal responsibility

**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 or young person's well-being and who enable you to carry out your role

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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when implementing positive environments that will enhance the social, emotional, cognitive and linguistic development for babies and children. This includes communicating effectively with babies and children and observing, assessing and recording their developmental progress.

### Performance criteria

You must be able to:

#### Communicate with babies and children to develop positive relationships

- P1 use a warm and respectful approach when initiating relationships with **babies and children**
- P2 encourage the baby or child to initiate and engage in **communication** at their own pace
- P3 engage the interest and attention of the baby or child by using methods according to their preferences, needs and developmental level
- P4 use a range of methods of communication in order to develop supportive relationships with babies and children and promote their development
- P5 interact responsively with the baby or child, using praise and positive language
- P6 interact with the baby or child in ways which stimulate, support and encourage their social and emotional development
- P7 use techniques to interact with the baby or child which stimulate and encourage the development of their cognitive and linguistic skills
- P8 recognise and respect when the baby or child does not wish to communicate, or wishes to disengage from communication
- P9 model behaviour with the baby or child which demonstrates respectful interactions with others
- P10 communicate clearly and effectively with the baby or child at a level and pace suited to their culture, development and understanding, and respecting the children's chosen method

- P11 use a range of communication methods, including singing, talking, stories, rhymes, games, imaginative play and language activities

**Provide a stimulating and safe environment in which to promote babies' or children's social, emotional, cognitive and linguistic development**

- P12 work with the baby or child, **parents, key people** and **others** to assess the specific stimulation and developmental needs of the baby or child
- P13 work with parents, key people and others to agree how care of the baby or child should be shared to maximise the desired outcomes for the baby or child
- P14 promote the **active participation** with parents, key people and others to develop and implement a **care plan** to address the baby or child's social, emotional, cognitive and linguistic developmental needs
- P15 identify with parents, key people and others the preferences and needs of the baby or child
- P16 use a variety of creative and imaginative **everyday activities** that stimulate and actively promote the baby or child's social, emotional, cognitive and linguistic development
- P17 ensure that resources are available to support activities
- P18 provide daily routines, including appropriate indoor and outdoor activities, to stimulate and actively promote the baby or child's social, emotional, cognitive and linguistic development
- P19 use everyday activities to encourage the baby or child to respond, interact and communicate
- P20 link activities in a way that stimulates curiosity and the desire to explore
- P21 reward appropriately the baby or child's efforts and achievements
- P22 promote effective use of space to enable the baby or child to develop their physical skills and to exercise their whole bodies
- P23 assess **risk**, in line with legislation and **work setting** requirements, without limiting opportunities to promote the baby or child's social, emotional, cognitive and linguistic development
- P24 protect the baby or child from **harm, abuse** and **danger**, in line with legislation and work setting requirements
- P25 plan activities with reference to **curriculum frameworks** for babies and children in line with current best practice

**Observe developmental progress**

- P26 identify the purpose and objectives for undertaking observations of the baby or child, ensuring that work setting requirements are followed
- P27 use appropriate techniques of observation to accurately and unobtrusively observe different aspects of development, interaction and behaviour of the baby or child undertaking specific tasks or activities
- P28 monitor observations of the baby or child over time
- P29 take appropriate action when you notice anything of concern in their growth, development, behaviour, condition or bodily functions

P30 ensure that observations are informed by theories of development

### **Assess developmental progress**

- P31 provide the baby or child with activities that will help you to assess whether they are growing and developing normally
- P32 assess the evidence from observations against baseline information and other identified criteria
- P33 evaluate developmental progress based on relevant and significant evidence from observations
- P34 work with parents, key people and others, including those with specialist expertise, to monitor and review the progress of the baby or child and to respond to changes in their needs and life circumstances

### **Record developmental progress**

- P35 obtain baseline information about the baby or child's development from parents, key people and others to inform observations
- P36 report on the baby or child's development, what has been achieved and areas where additional support may be needed
- P37 record the results of observations clearly and legibly, using agreed formats and appropriate language, and including any factors that could affect the reliability, validity or outcome of observations
- P38 complete records and reports on the baby or child, according to confidentiality agreements and legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries



- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 social, emotional, cognitive and linguistic development
- K40 curriculum frameworks as relevant to the work setting
- K41 the importance of early intervention as being central to working with parents, key people and others to enhance the social, emotional, cognitive and linguistic development of babies and children
- K42 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development

# Unit 311 Implement positive environments for babies and children (SCDCCLDo312)

## 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 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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

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

**Babies** are from birth to two years of age

**Care plan** A care plan may be known by other names such as support plan or individual plan. It is the document where day to day requirements and preferences for the care and support of the baby or child are detailed

**Children** with whom you are working, except otherwise stated

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

**Curriculum frameworks** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school and school age children

**Danger** is the possibility of harm and abuse happening

**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

**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

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

parents, family, friends, carers and others with whom the child or young person 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

**Parents** People with legal parental responsibility

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

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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working with children, families and other professionals to identify and assess the need for early intervention for the benefit of children. Needs could include sensory impairment; health needs, including chronic illness or disability; social interventions; literacy or numeracy; developmental delay as well as other circumstances.

### Performance criteria

You must be able to:

#### Help to identify families in need of early intervention and support

- P1 develop an open and trusting relationship with the **families** and **children** you work with
- P2 work with **others** to promote a supportive **environment** in which families are able to discuss aspects of their child's health, well-being and developmental progress
- P3 **communicate** using different styles and methods which encourages families and children to express any concerns they may be experiencing
- P4 demonstrate a non-judgmental attitude that **values diversity** and recognises the **ethnicity** and **culture** of the families you work with
- P5 use different sources of information, including observations, to identify or validate concerns about children
- P6 work with others to refer children and families you have concerns about to relevant agencies
- P7 use up-to-date organisational policies and procedures to enable you to work in the best interest of families and children
- P8 accurately record information about children, in accordance with legal requirements and work setting requirements

#### Negotiate needs in consultation with families

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P9 involve families when you are considering and assessing the needs of their child
- P10 recognise different emotional, social and environmental pressures which families may experience
- P11 acknowledge parents' feelings with empathy and understanding
- P12 use a positive and supportive manner to encourage families to discuss their child's capabilities and limitations
- P13 work with families to identify the areas in which they need help and support
- P14 discuss options and interventions with families which will support their child's health, well-being and developmental progress
- P15 provide families with **information** about resources and organisations able to provide additional support for their child's health, well-being and developmental progress
- P16 agree the roles and responsibilities of families which will support their child's health, well-being and developmental progress
- P17 agree the roles and responsibilities of practitioners which will support the child's health, well-being and developmental progress
- P18 ensure families understand organisational policies in relation to confidentiality
- P19 ensure families and children understand the boundaries and limits of confidentiality

#### **Work with families and other agencies to access specialist support**

- P20 identify professionals, agencies and services which can provide help and support to families and children that meets their identified needs
- P21 work with families to access specialist services and expertise through appropriate channels
- P22 work with others to obtain **specialist support** for families and children
- P23 agree with families the information that needs to be exchanged with other professionals or agencies, in order to provide optimum care for their child
- P24 develop positive and effective working relationships with other professionals and agencies
- P25 address any barriers, issues or communication difficulties that could affect multi- agency working
- P26 contribute to multi-agency working, as agreed with agencies and individual practitioners

#### **Evaluate services to ensure the needs of children and families are met**

- P27 regularly review the needs of children and families to ensure that their needs are being met through specialist interventions
- P28 discuss services and provision with individual families and seek their views
- P29 liaise with colleagues, agencies and professionals on a regular basis to discuss progress, feed back parents' views and amend plans and strategies

- P30 agree and implement any changes in order that the requirements of families and the needs of their children continue to be met
- P31 record accurately and coherently, meetings, discussions, contact details and information relating to the children and families you work with in line with work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**



- K38 the **transitions** that children and young people may go through
- K39 how you can encourage families to share information
- K40 the importance of understanding how families feel about needing intervention or specialist help for their child
- K41 the types of information you can use to confirm the need for intervention for individual children
- K42 why it is important that responsibilities for sharing information between practitioners and parents are clearly stated and understood by both parties
- K43 the type of specialist help that is available for families, including financial help
- K44 how to access specialist help and the appropriate channels for doing so
- K45 how to develop positive relationships with professionals and colleagues from other agencies
- K46 the barriers that may be encountered when working with other professionals and how these may be overcome

## Unit 312 Support early intervention for the benefit of children and families (SCDCCLD0313)

### 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.

**Agreed ways of working** are policies and procedures originating from legislation and from employers

**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

**Culture** refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Environment** may refer to a setting which is familiar or new to an individual

**Ethnicity** refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Information** may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

**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

**Specialist support** is support that is relevant to the reason for early intervention, such as speech and language therapy, drug and alcohol support, and literacy needs

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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	12
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting direct care for the holistic development of babies and children. This includes caring for their physical and nutritional needs. It also includes providing a safe, secure and consistent environment in which babies and children can grow and in which their social, emotional, cognitive and linguistic development can be promoted. It requires you to be able to recognise and respond to illness in babies and children.

### Performance criteria

You must be able to:

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

- P1 access information and records that identify the physical and nutritional needs of the **baby or child**
- P2 work with **parents**, carers and **others** to identify who should be involved in the assessment of the baby or child's physical and nutritional needs
- P3 work with parents, carers and others to identify your responsibilities and the responsibilities of others in the care of the baby or child
- P4 work with parents, carers and others to identify any specific issues that need to be taken account of within the care plan for the physical and nutritional needs of the baby or child
- P5 work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided
- P6 ensure that any particular requirements are documented and shared with those involved in the baby's or child's care
- P7 advise parents, carers and others of sources of advice and information to assist them to make informed choices and decisions about the care and well-being of their baby or child

- P8 resolve any issues arising when parents' preferences are not in line with current best practice
- P9 prepare and store food and drink for the baby or child according to the needs and any medical conditions of the baby or child and according to legal and **work setting** requirements
- P10 change the baby's nappy in order to meet their physical, health and well-being needs and work setting requirements
- P11 actively encourage the baby or child, along with parents and carers, in their toilet training
- P12 dispose of soiled items in ways that minimise the spread of infection and according to work setting requirements
- P13 promote participation during the baby's weaning process by supporting and encouraging the baby to feed themselves, according to their ability and developmental stage
- P14 encourage the baby or child to carry out self-care in a manner suitable for their ability and level of development, including caring for their **environment** as part of the routines
- P15 create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child
- P16 ensure that there is sufficient time for unhurried routines within **everyday activities** that can be carried out at a comfortable pace suited to the needs of the baby or child and can be used as enjoyable learning experiences
- P17 actively encourage the baby or child to exercise, in order to develop their mobility, explore their surroundings
- P18 positively reinforce the baby or child's physical movement and the development of their social, emotional, cognitive and linguistic skills

**Provide a safe and secure environment in which babies and children can grow and develop**

- P19 work with others to assess what is necessary to create and maintain a safe and secure environment for the baby or child for whom you are responsible
- P20 work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby or child from **danger** and **harm**
- P21 work with others to access the resources to make the environment safe and secure for the baby or child for whom you are responsible
- P22 observe the behaviour and actions of the baby or child, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are interested in and stimulated by, like and dislike
- P23 ensure that the baby or child is never left unattended
- P24 ensure that the baby or child is only held by or left with people who are capable of caring for them
- P25 ensure the baby or child is only placed in environments that are safe and secure, taking account of their developmental stage and physical abilities

- P26 encourage independence and self care by respecting and following the child's wishes regarding the level of assistance they require
- P27 identify learning and developmental opportunities within daily routines for babies and children ensuring that they can contribute to and benefit from such opportunities
- P28 ensure the baby or child is provided with toys and equipment that take account of their developmental stage and physical abilities
- P29 have high expectations of what the baby or child can achieve, whilst ensuring that they are appropriately supported
- P30 take the necessary safety and hygiene measures when feeding the baby or child
- P31 take the necessary safety and hygiene measures when providing toys and equipment for the baby or child
- P32 take necessary precautions to ensure that the baby or child is protected from the **risk** of danger, **harm** and abuse, seeking specialist advice and intervention where appropriate

**Provide an emotionally secure and consistent environment for babies and children**

- P33 promote routines that recognise and respect the value of attachments to the emotional security of the baby or child
- P34 recognise and respond promptly to signs of emotional distress in the baby or child
- P35 use different techniques to reassure the baby or child who is distressed, appropriate to their ability, needs and level of understanding
- P36 **communicate** respect for the feelings of the baby or child as valid and important
- P37 praise babies' and young children's efforts and achievements, taking account of their age and developmental stage
- P38 communicate clearly and calmly the boundaries and limits of acceptable behaviour to the baby or child
- P39 encourage the baby or child to express their feelings in ways that help them manage their emotions
- P40 use respectful physical contact to promote the emotional security of the baby or child
- P41 encourage parents to share information that may affect the baby or child's emotional security and well-being
- P42 reassure parents of the confidentiality of any personal information they share, within the boundaries of legislative and work setting requirements
- P43 ensure that parents and carers receive up to date information regularly about their baby or child's activities and developmental progress.

**Provide an emotionally secure and consistent environment for babies and children**

- P44 recognise physical signs of illness in the baby or child
- P45 report physical signs of illness in the baby or child

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P46 recognise changes in the behaviour of the baby or child that may be due to illness
- P47 report changes in the behaviour of the baby or child that may be due to illness
- P48 respond to the care and treatment of the baby or child who is ill, according to work setting requirements
- P49 manage the symptoms of illness in the baby or child calmly and effectively whilst they are in your care
- P50 inform parents of their baby or child's illness sensitively and at the earliest opportunity, giving details of any care or treatment

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences



- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information

- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

**Specific to this NOS**

- K38 the transitions that children and young people may go through
- K39 frameworks and guidance relating to illness
- K40 theories relevant to the babies and children with whom you work, about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K41 the signs and symptoms of ill health and behaviour changes that may be due to ill health
- K42 management of the symptoms of ill health
- K43 understanding of the concept of resilience

## 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.

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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual, and/or failing/neglecting to protect them from harm.

**Babies** are from birth to two years of age.

The **child** is the person 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

**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

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 statement required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting ways of supporting families with literacy, numeracy and language needs. It includes working with families to enable them to access information and community support which are relevant to their literacy, numeracy and language needs. It requires you to reflect on both your own practice and that of your organisation

## Performance criteria

You must be able to:

### Promote families' self-confidence with literacy, numeracy and language

- P1 develop an open and trusting relationship with the families you work with
- P2 **communicate** with **families** using an open and welcoming approach that is likely to promote inclusion
- P3 communicate using different styles and methods which will allow families and other **key people** to share any concerns they may be experiencing
- P4 demonstrate a non-judgmental attitude that **values diversity** and recognises cultural and ethnic differences
- P5 ensure that you are non-judgmental when working with families who are seeking support for their **literacy, numeracy and language needs**
- P6 work in partnership with families to help them recognise and value the significant contributions they can make to their children's care, learning and development
- P7 work in partnership with families to show them ways in which they can support their child's literacy, numeracy and language
- P8 work with **others** to create an environment which actively promotes literacy, numeracy and language

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P9 use **play, activities and experiences** to encourage families to explore literacy, numeracy and language with their child
- P10 encourage families to express concerns about their own literacy, numeracy and language needs
- P11 encourage families to seek support for their own literacy, numeracy and language needs

#### **Provide information for families to enable them to access support**

- P12 work with families in identifying sources of useful information to support their literacy, numeracy and language needs
- P13 provide detailed and accessible information on local facilities which support the families' literacy, numeracy and language needs
- P14 create a positive working relationship with providers of adult literacy, numeracy and ESOL support
- P15 work with others to identify any specialist expertise required by families to support their literacy, numeracy and language
- P16 engage with families in ways that give them the opportunity to discuss community support options
- P17 use a sensitive approach, seek the permission of families to share appropriate information with others
- P18 provide families with the reassurance that the information they share about their literacy, numeracy and language needs will remain confidential

#### **Reflect on and evaluate own and organisational practice in supporting families with literacy, numeracy or language needs**

- P19 work with others to identify ways of improving the service given to families
- P20 work with others to reflect on your organisation's practice in supporting families with literacy, numeracy or language needs
- P21 work with others to evaluate the support your organisation provides for families with literacy, numeracy and language needs
- P22 work with others to involve families in the evaluation process
- P23 reflect on your own practice in supporting families with literacy, numeracy or language needs

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- P38 the **transitions** that children and young people may go through
- P39 the national and local strategies for improving adult literacy, numeracy and ESOL
- P40 how to set up strong and effective links with local providers
- P41 the benefits of a whole-team approach to identification and support of parents who may have some literacy, numeracy or language needs, whilst ensuring appropriate confidentiality
- P42 the stigma that parents may feel in having literacy, numeracy or language needs
- P43 the importance of ensuring that a non-judgmental or stereotypical approach is taken when working with families
- P44 effective communication with parents who may be hesitant or reluctant to discuss their personal needs for support in literacy, numeracy or ESOL
- P45 strategies for identification of parents who may require support in literacy, numeracy and ESOL
- P46 how to set up strong effective links with local providers



- P47 local providers, the range of support they provide, the suitability and accessibility of their provision for parents with whom they work
- P48 strategies for settings to signpost parents to local providers and learning opportunities
- P49 the key role that the setting and colleagues working within the setting can play in the identification and support of parents with various basic skill and language needs
- P50 the background and influences on parents in local areas and the acknowledgement that there is an inter-generational cycle of literacy, numeracy or language needs
- P51 the beneficial effects on children's learning of parents who can support them and who can offer confident literacy, numeracy and language support
- P52 the importance of reflecting on personal and organisational effectiveness in supporting parents and how this might be taken
- P53 the importance of including parents themselves in evaluating effectiveness of the support offered by the setting

## Unit 314 Promote ways to support families that have literacy, numeracy and language needs (SCDCCLD0315)

### 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.

**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.

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.

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility.

**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.

**Language needs** are those requiring English for Speakers of Other Languages (ESOL) support to enable them to function and progress at work and in society in general.

**Literacy needs** are for adults regarding the ability to read, write and speak in English/ Welsh at a level necessary to function and progress at work and in society in general

**Numeracy needs** are for adults regarding the ability to use mathematics at a level necessary to function and progress at work and in society in general.

**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.

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understanding 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.

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

## **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote children's early learning in the school environment. This includes working with teachers and others to contribute to the planning and preparing for children's learning. You are required to use teaching and activities to deliver the curriculum. You are also required to work with others to monitor and assess children's progress.

## Performance criteria

You must be able to:

### Contribute to planning and preparing for children's learning

- P1 support the teacher in the planning and preparation of lessons and learning opportunities
- P2 work with others to select and prepare teaching resources to meet the diverse needs of children
- P3 ensure you are committed to raising children's achievements, based on a realistic appraisal of their capabilities and readiness to learn
- P4 use plans, programmes and routines within the provision in terms of providing a balanced and relevant curriculum
- P5 use plans, programmes and routines that make use of all available resources in and outside the provision
- P6 plan and prepare for teaching individual children
- P7 plan and prepare for teaching children in small and larger groups
- P8 involve families in the planning and preparing of the curriculum

### Implement teaching and learning activities to deliver the curriculum

- P9 **communicate** effectively with children, and in ways that will enhance their learning
- P10 listen carefully to children and respond in a constructive way

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P11 use a pedagogical approach to promote learning
- P12 use a pedagogical approach to accommodate children's individual ways of learning
- P13 use **ICT** to promote learning
- P14 develop teaching and learning activities that are inclusive
- P15 ensure every child receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children
- P16 understand the different **learning styles** of children
- P17 assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity
- P18 use well-structured teaching and learning activities that interest and motivate children, to help advance their learning
- P19 clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary
- P20 use an innovative and creative approach to help children in their learning
- P21 support children's positive behaviour
- P22 adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process
- P23 actively involve **families** in the teaching and learning process
- P24 ensure that children have equal access to the curriculum
- P25 ensure that children take part effectively and confidently in activities

#### **Contribute to the monitoring and assessment of children's progress**

- P26 support the work of teachers in evaluating children's progress, through assessment activities
- P27 monitor children's responses to learning, and their participation and progress
- P28 provide feedback to teachers and constructive support to children as they learn
- P29 report assessment information, according to the procedures of the setting
- P30 record assessment information, according to the procedures of the setting
- P31 use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children
- P32 evaluate teaching methods suitable for the content and objectives of the session
- P33 select teaching methods suitable for the content and objectives of the session
- P34 evaluate teaching methods suitable for the groups and individuals
- P35 select teaching methods suitable for the groups and individuals

#### **Knowledge and understanding**

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### Theory for practice

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the transitions that children and young people may go through
- K39 how to support children's learning using a variety of approaches based on your knowledge of how children learn
- K40 the role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children
- K41 the curriculum frameworks used within your home country
- K42 differentiation of the curriculum, what this means and why it is necessary



- K43 what is meant by personalised learning and how this is planned for and implemented in teaching and learning
- K44 how to plan and prepare a stimulating, interesting and purposeful learning environment for children
- K45 how to support equality of access to the curriculum for all children
- K46 methods of supporting positive behaviour and their theoretical basis
- K47 provision, regulation and codes of practice for disabled children and those with special educational needs and how these are implemented in your setting
- K48 data protection and confidentiality and security of information relevant to your work

## Unit 315 Promote children's early learning in the school environment (SCDCCLDo316)

### 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.

**Children** 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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**ICT** resources are a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras

**Learning styles** are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing

**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

**Provision** is the setting or service where education takes place

A **teacher** is someone with qualified teacher status and who is employed as a teacher

#### 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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

## Unit 316

## Engage with families in ways that encourage them to be involved with their children's learning and development (SCDCCLD0317)

SCQF Level:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you engage with families in ways that encourage them to be involved with their children's learning and development. It requires you to work with families in ways that will support their understanding of children's learning and development. It includes encouraging families to be involved in play and activities. It also includes involving families in the review process.

### Performance criteria

You must be able to:

#### Liaise with families about their expectations for their child

- P1 **communicate** with **families** using an open and welcoming approach that is likely to promote inclusion
- P2 **listen** carefully to families and acknowledge their feelings and experiences
- P3 listen to **children** to ensure their views are heard, taking account of their age, needs and abilities
- P4 recognise and **value the diversity** of family structures and the impact these may have on the family's expectations for their child
- P5 encourage families to recognise the unique qualities, skills and capabilities of their child
- P6 support families to enable them to access sources of knowledge and information about children's learning and development
- P7 work with **others** to promote a supportive environment in which families are able to discuss aspects of their child's learning and development

### **Encourage families to be involved with their child's learning and development**

- P8 work with families so that they value the importance of play in children's learning and development
- P9 work with families to demonstrate how play activities can extend children's skills and capabilities
- P10 work with families to enable them to participate in their child's play
- P11 identify opportunities for families to be involved with children's learning and development
- P12 identify any obstacles to families' involvement with children's learning and development
- P13 work in partnership with families to help them recognise and value the significant contributions they make to their children's learning and development

### **Review children's progress with families**

- P14 involve families in reviewing their child's progress.
- P15 involve children in reviewing their own progress, taking into account their age, individual needs and abilities
- P16 provide positive feedback to families about their child's progress
- P17 use the information from reviews to contribute to forward planning for children
- P18 develop monitoring strategies and documentation, as required by the curriculum framework in your home country
- P19 reflect on your practice when involving families in their children's learning and development

### **Review children's progress with families**

- P17 implement any agreed changes for which you are responsible in order to increase the individual's participation in recreational activities
- P18 take appropriate action where changes outside your responsibility are not implemented
- P19 monitor the effectiveness of changes made
- P20 complete records and reports on any changes made, in accordance with legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment  
K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices  
K32 indicators of potential or actual harm or abuse  
K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties  
K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information  
K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication  
K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through  
K39 how families' expectations for children might vary according to the child's gender, religion, culture and ethnicity, background, needs and abilities  
K40 how you might demonstrate that you recognise and value diverse family structures  
K41 how families can access information on child development  
K42 the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development  
K43 how you can positively reinforce parents' efforts and involvement

**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.

**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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**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

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



## **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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

<b>SCQF Level:</b>	8
<b>SCQF Credit value:</b>	17
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	<p>This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.</p> <p>The unit is divided into three parts. The first part describes the four things you have to do. These are:</p> <ol style="list-style-type: none"> <li>1. collect and analyse information on play needs and preferences</li> <li>2. plan and prepare play spaces</li> <li>3. support self-directed play</li> <li>4. help children and young people to manage risk during play</li> </ol> <p>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.</p> <p>This unit is for experienced staff working directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p>



## Performance criteria

You must be able to:

### Collect and analyse information on play needs and preferences

- P1 collect information on children and young people's play using a range of **methods**
- P2 investigate and take account of the needs of children and young people who experience barriers to access
- P3 analyse information to identify play needs
- P4 consult with children and young people and take account of their ideas on play needs and preferences
- P5 research and identify a range of **play spaces** and resources that will meet the play needs of children and young people

### Plan and prepare play spaces

- P6 plan play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs
- P7 make sure the play spaces provide for a range of different play types
- P8 obtain the resources needed for these play spaces
- P9 work within the available budget or find other creative ways of obtaining or making resources
- P10 create the planned play spaces involving children and young people wherever possible
- P11 make sure that the range of play spaces will be accessible for all children and young people who could take part
- P12 make sure the play spaces take account of health and safety requirements

### Support self-directed play

- P13 encourage children and young people to choose and explore the range of play spaces for themselves, providing support when necessary
- P14 leave the content and intent of play to the children and young people
- P15 enable play to occur uninterrupted
- P16 enable children and young people to explore their own values
- P17 ensure children and young people can develop in their own ways
- P18 hold children and young people's play frames when necessary
- P19 observe play and respond to play cues according to the stage in the play cycle

### Help children and young people manage risk during play

- P20 allow children and young people to experience and explore risk during play
- P21 identify **hazards** when they occur
- P22 assess the risks that these hazards pose in a way that is sensitive to the nature of the children and young people involved

- P23 raise children and young people's awareness of hazards and manage risk themselves
- P24 balance the risks involved with the benefits of challenge and stimulation
- P25 only intervene if the level of risk becomes unacceptable

## Knowledge and understanding

You need to know and understand:

### For the whole unit

- K1 how the Playwork Principles specifically relate to this unit
- K2 the short and long term benefits of play
- K3 the playworker's role in supporting play
- K4 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
- K5 indicators/objectives you can use to evaluate play provision
- K6 how to provide further range of play types that are commonly accepted in playwork
- K7 how to provide for the following play types:
  - K7.1 communication play
  - K7.2 creative play
  - K7.3 deep play
  - K7.4 dramatic play
  - K7.5 exploratory play
  - K7.6 fantasy play
  - K7.7 imaginative play
  - K7.8 locomotor play
  - K7.9 mastery play
  - K7.10 object play
  - K7.11 role play
  - K7.12 rough and tumble
  - K7.13 social play
  - K7.14 socio-dramatic play
  - K7.15 symbolic play
- K8 the mood descriptors associated with play and how to recognise these:
  - K8.1 happy
  - K8.2 independent
  - K8.3 confident
  - K8.4 altruistic
  - K8.5 trusting
  - K8.6 balanced
  - K8.7 active or immersed
  - K8.8 at ease

- K9 the main stages of child development and how these affect children's play needs and behaviours
- K10 the particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk

### **Collect and analyse information on play needs and preferences**

- K11 why it is important to identify children and young people's play needs and preferences
- K12 different types of information you can use to identify play needs and preferences and how to access these
- K13 the barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these
- K14 why it is important to consult with children and young people on play needs and preferences
- K15 the range of different types of play spaces that can meet children and young people's needs and preferences

### **Plan and prepare play spaces**

- K16 why it is important to create spaces that children and young people can adapt to their own needs
- K17 how to obtain and/or create resources needed for a range of play spaces
- K18 how to involve children and young people in the creation of play spaces
- K19 the health and safety requirements that are relevant to play spaces and how to ensure you take account of these

### **Support self-directed play**

- K20 why it is important for children and young people to choose and explore play spaces for themselves
- K21 the types of support you may need to provide and how to decide when it is appropriate to provide support
- K22 why it is important to leave the content and intent of play to children and young people
- K23 why it is important to allow play to continue uninterrupted
- K24 why it is important to allow children to develop in their own ways and not to show them 'better' ways of doing things when they are playing unless they ask
- K25 the main stages of the play cycle
- K26 how to define a play frame
- K27 how to identify play cues
- K28 how to identify when and how to respond to a play cue

### **Help children and young people manage risk during play**

- K29 why risk is important in play and how to encourage and support acceptable risk taking

- K30 levels of risk acceptable according to organisational policies and procedures
- K31 the range of hazards that may occur during children's play and how to recognise these
- K32 how to assess risk/benefit according to age and stage of development
- K33 the importance of balancing risk with the benefits of challenge and stimulation

# Unit 417 Plan for and support self directed play (SKAPW9)

## Supporting information

### Scope/range related to performance criteria

1. **methods**
  - 1.1. researching playwork theory and practice
  - 1.2. observing children and young people at play
  - 1.3. interacting with children and young people
2. **play spaces**
  - 2.1. physical
  - 2.2. affective
  - 2.3. transient
  - 2.4. permanent
3. **hazard**
  - 3.1. physical
  - 3.2. emotional
  - 3.3. behavioural
  - 3.4. environmental

### Glossary

#### Affective play space

Spaces that: a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play; b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and c) have playworkers who seek 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, 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

#### Behavioural hazard

Some behaviours during play are potentially hazardous eg egging on, showing off, excluding, hyperactivity, dominating, etc. and playworkers



need to be aware of these in case their support is needed

### **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

#### **\* Communication play**

Play using words, nuances or gestures for example mime, jokes, play acting, mickey taking, singing, debate, poetry

#### **\* Creative play**

Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example enjoying creation with a range of materials and tools for its own sake

#### **\* Deep play**

Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam

### **Disabled Children**

Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary

#### **\* Dramatic play**

Play which dramatizes events in which the child is not a direct participator. For example presentation of a TV show, an event on the street, a religious or festive event, even a funeral

### **Emotional hazard**

Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience all kinds of feelings when playing – sometimes by choice and sometimes unexpectedly. Some feelings eg fear, anger, excitement, boredom, could be potentially hazardous and playworkers need to be aware of such feelings in case their support is needed

### **Environmental hazard**

Aspects or things in the environment that could be potentially harmful; for example extreme or freak weather, animals, changing light

#### **\* Exploratory play**

Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks

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**\* Fantasy play**

Play, which rearranges the world in the child's way, a way which is unlikely to occur. For example playing at being a pilot flying around the world or the owner of an expensive car

**Hazard**

Something that may cause harm to the health, safety and welfare of users of the play setting

**\* Imaginative play**

Play where the conventional rules, which govern the physical world, do not apply. For example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there

**\* Locomotor play**

Movement in any and every direction for its own sake. For example chase, tag, hide and seek, tree climbing

**\* Mastery play**

Control of the physical and affective ingredients of the environments. For example digging holes, changing the course of streams, constructing shelters, building fires

**\* Object play**

Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example examination and novel use of any object eg cloth, paintbrush, cup

**Observing play**

The purpose of observation within a play environment is to observe and sometimes record children and young people's play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are not for the purpose of monitoring children and young people's development, or planning a curriculum of activities. Observations may or may not be recorded

**Permanent play space**

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

**Physical hazard**

Something physical that may cause harm and may or may not be removable; for example, broken glass, faulty equipment, traffic

**Physical play space**

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

### **Play**

Play is freely chosen, personally directed and intrinsically motivated

#### **\* Play cues**

Facial expressions, language or body language that communicates 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 metalude, the cue, the return, the frame, adulteration, annihilation and dysplay

#### **\* Play frame**

A material or non-material boundary that keeps the play intact

### **Play needs**

What individual children and young people have to have in order to be able to play but are not always able to have for a variety of reasons; for example lack of access, overprotective adults, lack of outdoor environments, etc

### **Play preferences**

What individual children and young people are interested in and choose to play – based on their prior experience

### **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

### **Risk**

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

#### **\* Role play**

Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example brushing with a broom, dialling with a telephone, driving a car

### **Physical play space**

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

**\* Social play**

Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together

**\* Socio-dramatic play**

The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row

**\* Symbolic play**

Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring

**Transient play space**

Spaces that change, get modified, adapted or get reconstructed via 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. For example, creating dens and hideyholes; 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

**Unacceptable risk**

Risk is considered unacceptable when a child engages in play behaviour which is likely to result in their death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful are considered acceptable because the benefits of the play experience outweigh the harm that may occur

\* Examples of play types taken from Hughes, B., 2002, *A Taxonomy of Play Types*. Available via [www.playeducation.com](http://www.playeducation.com)

\*\* 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 Rock, USA

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting healthy living for children, young people and families. This includes working with families to help them identify healthy living options, access information on healthy living and make lifestyle changes. It requires you to work in partnership with others from the disciplines of health and education. It also requires you to work in partnership with voluntary and community organisations.

### Performance criteria

You must be able to:

#### Enable children and families to identify their healthy living options

- P1 work in partnership with **families** to help them understand the long- and short-term health implications of different **lifestyles** for adults
- P2 work in partnership with families to help them understand the long- and short-term health implications of different lifestyles for **children**
- P3 plan and use programmes and activities that demonstrate aspects of healthy living
- P4 provide families with information to raise awareness of **life-limiting health conditions**
- P5 provide children and families with information about the importance of good nutrition and hydration
- P6 provide children and families with information to raise awareness of healthy living options and facilitate change
- P7 promote the benefits of **healthy living** to children and families
- P8 raise awareness of healthy living choices during regular routines and activities with children and families
- P9 use opportunities to discuss healthy changes to lifestyle with individual children and their families

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P10 use **play** to help support children's understanding of what is meant by healthy living and lifestyle changes
- P11 work with children and families to assist **active participation** in their own health care

### **Work with others to support children and families to implement healthy living**

- P12 assist families to identify realistic opportunities to change to their lifestyle
- P13 encourage families to plan and implement recognised healthy choices
- P14 acknowledge and encourage the efforts made by children and families to make changes to their lifestyle
- P15 assist families to recognise and monitor the benefits to their health and well-being of lifestyle changes
- P16 ensure families know where to get additional help and assistance, when required, to help them implement lifestyle changes
- P17 work with others to promote health and well-being for children and families
- P18 work with others to identify health inequalities for children and families
- P19 with others create an environment where families and children can **communicate** openly about aspects of their health and well-being
- P20 reflect on what children and families are saying when you are listening to their views on health and lifestyle

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries

- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the meaning of healthy lifestyles according to government guidelines and recommendations and what these are
- K39 how to source evidence based research and information, covering prevention of obesity through diet and exercise, effects of smoking and drug and alcohol abuse
- K40 the importance of a balanced diet for the health and wellbeing of children and their families
- K41 the importance of hydration for children and their families
- K42 the indications of malnutrition and dehydration in children and adults
- K43 how major life-limiting health conditions can be minimised or prevented by lifestyle changes
- K44 what is meant by realistic changes to lifestyle, and how these are dependent on the personal circumstances of the children and families involved
- K45 why healthy lifestyles are particularly important for children
- K46 use every day, and occasional routines and activities, to demonstrate healthy living and health promotion
- K47 how you can discuss healthy living with families and children in ways that encourage families to attempt change
- K48 how to access independent and unbiased information about health and healthy living
- K49 ways in which you can motivate and encourage families in their efforts to make changes
- K50 what additional help families might need to implement healthy changes and where this might be available locally
- K51 sources of reliable information about sexual health and how people can access support



- K52 sources of reliable information about mental health and how people can access support
- K53 your own support needs, whether you have a peripatetic or setting based role, how you might access support and from whom

## Unit 318 Promote healthy living for children and families (SCDCCLD0319)

### 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** 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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Healthy living** is adopting ways of life that help to maintain or bring about good health and extend life expectancy

**Lifestyle** is the choices people make about how they live their lives

**Life-limiting health conditions** are chronic illnesses, diseases and health conditions that shorten life expectancy

**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

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understanding 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 complement or challenge the above statement.

## **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 of** individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when caring for children in home based settings. This could mean either your own home or in the child's family home as, for example, a nanny. The standard relates to providing positive environments for children in the home. It addresses contractual and everyday relationships with parents and their expectation for the care of their child. It also addresses agreement about external activities such as outings where you may be transporting children in a private vehicle and any learning that may be derived from such outings.

### Performance criteria

You must be able to:

#### Agree the requirements of parents in line with current best practice

- P1 clarify with parents the **type of service** they require
- P2 establish a relationship with **parents** which reflects an understanding of each other's roles
- P3 agree the **range and boundaries of your own responsibilities**
- P4 clarify with parents about their responsibilities
- P5 agree with parents emergency contact arrangements relating to their child
- P6 ascertain from the parents information about the child's **preferences and needs**
- P7 agree a plan for the child's physical care with parents in line with current best practice guidance
- P8 discuss with parents what activities can be engaged outside the home spontaneously and which require their permission
- P9 ensure that you are compliant with **regulatory requirements** for caring for a child in the home
- P10 ensure written agreements are documented and signed by both parties

### **Create positive environments for children within the home setting**

- P11 communicate with the child, according to their developmental stage and abilities, in ways that promote trusting and secure relationships
- P12 design activities for the child which reflects developmental stages
- P13 ensure that activities accommodate **differences**
- P14 involve the child in the planning of daily activities and routines that are appropriate to their developmental capabilities and level of understanding
- P15 deliver developmentally appropriate activities
- P16 support the child to be independent and carry out self-care where they are able to do so
- P17 assist the child with washing, dressing and toileting, respecting their dignity and privacy
- P18 involve the child in preparing food and drink
- P19 provide healthy food and drink for the child as agreed with parents and in line with current best practice regarding diet and hygiene
- P20 develop routines that allow opportunities for exercise and rest
- P21 develop opportunities for safe indoor play
- P22 ensure that appropriate measures to supervise and keep the child safe at all times are in place

### **Care for children outside the home**

- P23 offer the child opportunities for safe outdoor play and activities
- P24 take the child on **outings** or **routine activities outside the home** in agreement with parents
- P25 involve the child in choosing outings
- P26 agree transport arrangements with parents and ensure appropriate safety equipment is used
- P27 ensure the child is appropriately dressed for outings, outdoor play and routine activities outside the home
- P28 identify opportunities to enhance the child's learning and development during outings, play and activities
- P29 identify opportunities for children to practise physical skills
- P30 observe developmental indicators through outings, play and activities
- P31 Identify opportunities for children to develop awareness of safety and danger
- P32 supervise children and keep them safe at all times

### **Reflect on your skills and knowledge in caring for children at home**

- P33 evaluate your skills, knowledge and values in working with children at home
- P34 evaluate the ways that the home offers safety for children
- P35 reflect on how your care has offered opportunities for learning and development

- P36 develop additional opportunities for your learning and development
- P37 investigate opportunities for your own professional development
- P38 engage with development opportunities

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

## Unit 319                      Care for children at home (SCDCCLDo320)

### 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.

**Differences** may include race, culture, gender, abilities and family experiences

**Outings** are visits to places outside the home, such as friends, relatives, parks or recreation

**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

**Physical skills** may include development of weight-bearing, crawling, walking, gripping a cup, cutlery, exercise

**Preferences and needs** can include the child or baby's preferred routines, food, dietary requirements, medication requirements, games

**Range and boundaries of your own responsibility** These include clarity about what decisions you can and cannot make; working within the parents' wishes; and remembering that you are a service provider and not a friend

**Regulatory requirements** may include conditions of registration and re-registration, minimum standards, insurance requirements

**Routine activities outside the home** may include swimming lessons, music or learning activities

**Type of service** refers to whether a service is full-time, part-time, after-school, leaving off at school, collecting from school.



## **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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 320

## Promote the care, learning and development of children with additional requirements in partnership with their families (SCDCCLD0321)

SCQF Level:	7
SCQF Credit value:	13
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the care, learning and development of children with additional requirements, in partnership with their families. This includes encouraging children with additional requirements to take part in a full range of play, activities and experiences. It also includes the identification and provision of resources that will allow children to participate and be included. It requires you to support families in the care, learning and development of their child.

### Performance criteria

You must be able to:

#### Contribute to the inclusion of children with additional support requirements

- P1 work with **children** in ways that encourage them to be active in their own care, learning and development
- P2 work with external support agencies in order to assess and respond to the individual needs of children
- P3 demonstrate a non-judgemental attitude that values diversity and the ethnicity and culture of the families you work with
- P4 **communicate** using different styles and methods which will allow children and families to share any concerns they may be experiencing
- P5 support children and families involved in direct payments appropriate to the setting you work in
- P6 with others, develop individual, personalised plans to meet each child's needs

- P7 with others, identify and request additional resources to support your work with children with additional requirements
- P8 with others, support children appropriately through transitions to ensure continuity of care, learning and development
- P9 work in partnership with families to share any concerns you may have about their child, according to your settings, **policies and procedures**
- P10 work with others to evaluate the support your organisation provides for children with additional support requirements
- P11 work with others to involve families in the evaluation process

### **Help children with additional requirements to take part in a full range of activities and experiences**

- P12 work with children in ways that allow for barriers to communication to be addressed
- P13 listen to children and find ways to give them a voice in their own care, learning and development
- P14 work with children in ways that take into account their level of development and understanding
- P15 identify and take steps to overcome barriers that prevent children from taking part in a full range of play, activities and experiences
- P16 ensure alternative play activities and experiences are offered, when appropriate
- P17 work sensitively with children to help them understand and manage the frustrations they may feel when seeking or accepting help
- P18 promote active participation to enable children to carry out play or activities, taking account of their expressed wishes and preferences
- P19 implement adaptations that can be made without the use of special aids or equipment
- P20 implement change in the environment, including the layout of furniture and accessibility of equipment, to allow equal access for all children
- P21 with others, identify and use assistive technology, specialist aids and equipment that will support the child's care, learning and development
- P22 ensure all adults working with children with additional requirements are confident in their roles and responsibilities
- P23 reflect on your own practice in supporting families with their child's care, learning and development

### **Encourage families to respond to children's needs**

- P24 establish and develop an open and trusting relationship with the families you work with
- P25 work with others to promote an environment in which families are able to discuss aspects of their child's care, learning and development, openly and in confidence
- P26 observe individual children and use the information to support the child's care, learning and development

- P27 use a sensitive approach to seek the permission of families to share appropriate information with others
- P28 recognise different emotional, social and environmental pressures which families may experience
- P29 respond to families in ways which show that you value and respect their expertise and knowledge
- P30 work in partnership with families to help them recognise and value the significant contributions they make to their child's care, learning and development
- P31 use language in ways that it is easily understood by children, families and others

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences

- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K38 the transitions that children and young people may go through
- K39 the possible impact of having a child with additional support needs within a family and the varied responses of carers, siblings, and the wider family
- K40 awareness of, and ability to use, specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication
- K41 legislation, regulations and codes of practice affecting provision for children and children with additional support needs within your home country
- K42 assessment and intervention frameworks for children with additional support needs
- K43 the meaning and application of participation and the practitioner's role in supporting children, young people and families to engage and participate
- K44 the rights of children and families eligible for direct payments and the processes involved
- K45 the impact of direct payments on the care of disabled children
- K46 the rights of all children to equal access and how this affects provision
- K47 specialist local and national support and information that is available for you and for the children and families
- K48 partnerships with parents and families are at the heart of provision as they know most about their child
- K49 when and why some children and families may require advocacy services and why this is important
- K50 there are 'expert parents' with wide-ranging and in-depth knowledge of their child and the disability or special educational need, who can offer support to others
- K51 details about particular additional support needs as they affect the children in your care and your ability to provide a high quality service
- K52 integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise
- K53 details about particular additional support needs
- K54 the expected pattern of development for the children for whom you are responsible
- K55 planning that personalises each child's requirements according to their and their families' expressed wishes, and their age, needs, gender and abilities
- K56 how to adapt your practice to meet all of the children's personalised needs

- K57 what assistive technology, specialist aids and equipment are relevant and available for the children you work with and how to use these safely
- K58 how to use **Augmentative and Alternative Communication** and assist children through use of all their available sense
- K59 the possible effects of speech, language and communication difficulties and attention deficits

## Unit 320                      Promote the care, learning and development of children with additional requirements in partnership with their families (SCDCCLD0321)

### 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.

**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

**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 eg a simple foam wedge for positioning to sophisticated power mobility devices

**Children** 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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**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

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understanding 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

**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.

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

### **Scope/range related to knowledge and understanding**

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.

**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: eg symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working with families that will enable them to support their children's development, care and wellbeing. This includes working in partnership with parents to help them develop self-confidence in their parenting role. It also includes working with parents in ways that help them relate positively to their child. It requires you to be able to support parents in play activities with their children. It requires you to be able to inform parents about how to access information and community support which are relevant to the needs of the family.

### Performance criteria

You must be able to:

#### Promote parents' self-confidence in the parenting role

- P1 develop an open and trusting relationship with the parents you work with
- P2 work with others to promote an environment in which parents are able to discuss aspects of their parenting role openly and in confidence
- P3 communicate using different styles and methods which encourage parents to share any concerns they may have
- P4 respond to parents in ways which show that you value and respect them
- P5 recognise different emotional, social and environmental pressures which families may experience
- P6 recognise the different roles that parents undertake in order to meet the needs of their family
- P7 demonstrate a non-judgemental attitude that values diversity, the ethnicity and culture of the families you work with

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P8 work in partnership with parents to help them recognise and value the significant contributions they make to their children's development, care and wellbeing
- P9 work with parents to identify the behaviours within the family with which they want support
- P10 work with others to advise parents on practical parenting skills which will contribute to their children's development, care and well-being
- P11 involve parents in the assessment of their children's needs

#### **Encourage parents to relate positively to their children**

- P12 provide information to parents that help them understand key development milestones for children
- P13 encourage parents to have realistic expectations of their children's behaviour and development
- P14 encourage parents to recognise and value their child's unique qualities, skills and capabilities
- P15 work with parents to develop an understanding of the use of praise to recognise children's achievements
- P16 work in partnership with parents to advise them on appropriate strategies for promoting positive behaviour
- P17 work with parents to develop an understanding of the use of positive reinforcement as a means of supporting positive behaviour
- P18 work with parents to identify agreed limits and boundaries for their children's behaviour
- P19 work with parents to consider the importance of routines for children
- P20 encourage parents to involve and consult with their child, according to their age, ability and level of development
- P21 work with parents to consider the importance of keeping promises made to children
- P22 work with parents to consider how their behaviours impact upon the behaviours of the child
- P23 demonstrate a non-judgmental attitude when parents express negative feelings about their child
- P24 acknowledge and reinforce positive aspects of parents' relationships and interactions with their child
- P25 work with the parents and others to evaluate any changes in behaviours as a result of engaging with the provision

#### **Support parents in play activities with their children**

- P26 discuss with parents the value and importance of play for children's development, care and wellbeing
- P27 work with parents to enable them to participate in their child's play
- P28 support parents to identify opportunities and make time for participating in play with their child
- P29 use different techniques to show parents how exploratory play assists children's development and wellbeing

- P30 use different techniques to show parents how physical play assists children's development and wellbeing
- P31 create an environment with a wide range of play activities, where parents can observe and engage in good play experiences
- P32 support parents to identify resources and opportunities for play during everyday activities
- P33 work with families so that they can recognise the importance of non-stereotypical play
- P34 work with parents to help them recognise how playing with their child can build positive relationships

#### **Support parents in accessing information and community support**

- P35 provide parents with sources of useful information and support for parenting
- P36 provide accurate, up-to-date and accessible information on local facilities for parents and children
- P37 provide accurate, up-to-date and accessible information to parents on community support agencies

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual

- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse

- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how to establish and develop open and trusting relationships with parents
- K40 the importance of involving parents in the assessment of their children's needs and how you might do this
- K41 why it is important to provide an environment in which parents are able to discuss their difficulties, and how to create this
- K42 how parents might build up skills to deal with their own feelings, such as assertiveness, talking through problems, negotiation, developing support networks
- K43 the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development
- K44 how to demonstrate a non-judgmental attitude when parents express negative and difficult feelings
- K45 the link between children's play, learning and development, the importance of allowing children to play and how his information is best shared and negotiated with parents
- K46 how you help parents to recognise and value their child's individual characteristics and capabilities and why it is important to acknowledge the positive aspects of parents' relationships with their children
- K47 why it is important to encourage parents to consider a wide range of non-stereotypical opportunities and experiences and strategies for doing this
- K48 knowledge of local facilities to support parents and children
- K49 where parents might obtain information about parenting and child development
- K50 what agencies are available locally to support individual parents
- K51 how increased confidence in the parenting role has positive benefits to the parents' own personal development and aspirations

## Unit 321 Empower families through the development of parenting skills (SCDCCLD0322)

### 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.

**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

**Culture** refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Ethnicity** refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Local facilities** would include play facilities, learning facilities, leisure facilities

**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



**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

**Practical parenting skills** refers to and includes all factors that contribute to the family's ability to use effective techniques for the development, care and well-being of children

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

### **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting children's early learning through the use of Information and Communication Technology (ICT). It includes implementing a range of ICT activities into daily learning. It includes evaluation of the children's learning and abilities through the use of ICT. The ICT activities should be consistent with the Frameworks within each home nation.

## Performance criteria

You must be able to:

### Plan to use ICT in support of children's early learning

- P1 plan to use ICT in your setting in ways that enhance but do not replace adult support and first-hand experiences
- P2 evaluate available **ICT resources**
- P3 consider how ICT resources can be integrated into your provision in order to support early learning
- P4 check that those involved are clear about their roles and responsibilities and confident in using ICT to promote learning
- P5 take opportunities to encourage children's learning about ICT
- P6 use ICT to support play and learning in other curriculum subjects in ways that are stimulating and enjoyable for children, according to their age, needs and abilities
- P7 work in partnership with families to support children's learning through ICT
- P8 plan to provide opportunities for families to participate in ICT provision

### Implement ICT activities

- P9 integrate ICT into daily activities, providing any required adult support

- P10 engage children in ICT activities by providing interesting and stimulating opportunities
- P11 allow children to work alone or in pairs or small groups if they wish when engaging in ICT activities
- P12 use ICT to support children's imaginative play
- P13 promote children's self confidence and self-esteem by the use of ICT
- P14 allow children time to explore and become familiar with ICT activities and equipment
- P15 encourage children to use ICT to solve problems, work collaboratively and find out new information
- P16 make sure that all the children in your setting have equality of access to ICT provision
- P17 encourage any children who may be reluctant to participate in ICT activities

### **Evaluate children's learning through ICT**

- P18 develop a strategy for monitoring children's learning of new skills and knowledge through the use of ICT
- P19 develop a strategy for evaluating children's learning of new skills and knowledge through the use of ICT
- P20 develop a strategy for monitoring learning about ICT
- P21 develop a strategy for evaluating learning about ICT
- P22 monitor children's use of ICT noting how they use equipment and whether they are engaged and involved
- P23 ensure that the use of ICT supports other methods of learning by allocating agreed timeframes alongside other learning activities

## **Knowledge and understanding**

### **You need to know and understand:**

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how high quality ICT provision promotes children's physical, creative, social and emotional and communication development alongside their thinking and learning
- K40 how to adapt use of ICT for children of different ages, gender, needs and abilities
- K41 how to make best use of ICT in bilingual or multilingual settings
- K42 in order to use some ICT equipment children will need to develop a range of skills eg fine motor skills to use keyboard and mouse, and will need time to explore the equipment before they are able to use it
- K43 how children use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ICT as a subject in its own right
- K44 how to involve families in ICT in ways that are sensitive to their prior knowledge and level of confidence
- K45 using screening devices to prevent access to unsuitable material via the internet
- K46 safety issues for children who access the internet
- K47 useful online and offline resources that support appropriate use of ICT
- K48 as ICT is a rapidly developing and changing area how you will keep up-to-date in order to ensure you provide the best service to children and families
- K49 ways of selecting good quality ICT resources that encourage positive learning for children by applying selection criteria eg

allows the child to be in control, has more than one solution, not violent or stereotyped, easy to use, **intuitive** and fun

Supporting information

**Scope/range related to performance criteria**

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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.

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.

**Equality of access** is ensuring that discriminatory barriers to access are removed and allowing for children's individual needs in terms of access to ICT eg taking action to ensure that girls participate equally with boys

**ICT resources** are a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras

**Imaginative play** includes drama, role play ie 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

**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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**Intuitive** Functions that are easily defined, not overly complex and often work in a single operation

**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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the use of medication for children. The standard covers preparing for and supporting the use of medication, as well as implementing practices to ensure medication supplies are received, stored and disposed of safely.

### Performance criteria

You must be able to:

#### Implement safe practices when receiving, storing and disposing of medication supplies

- P1 assess **information** about the **child's** medication
- P2 record and pass on information about the child's medication to **others** in accordance with **work setting** requirements
- P3 ensure that parents understand the work setting requirements for the use of medication
- P4 ensure that the parent has formally consented to the administration of medication to their child within the work setting
- P5 ensure that any medication received into the work setting is in its original container and has a clear pharmacy label with the child's name, date of birth, the dosage, date and any **specific requirements**
- P6 check with the parent any known reactions that the child has to the medication
- P7 check the last time medication was used for the child with the parent and ensure that this has been recorded
- P8 store the medication securely according to any special requirements and work setting requirements
- P9 complete **records** and reports about medication supplies in accordance with work setting requirements
- P10 dispose of any unused medication safely according to work setting requirements
- P11 check that the correct medication for the child is returned to parents or **key people** along with a record of usage

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

### **Prepare for the use of and administer medication**

- P12 prepare the environment for the use of medication ensuring privacy for the child and security for the medication
- P13 check that the medication to be administered is for the correct child
- P14 check the medication record for the last time of administration and the dosage used
- P15 check any special requirements for the administration of the medication
- P16 clarify with appropriate people any discrepancies, conflicting instructions or missing medication, in accordance with work setting requirements
- P17 promote recommended hygiene practice with the child when preparing for the use of, and administering, medication
- P18 **communicate** to the child about the administration of the medication and reassure them about the process
- P19 administer the medication according to special requirements and work setting requirements
- P20 observe the use of medication to identify any practical difficulties
- P21 address any practical difficulties sensitively and in accordance with work setting requirements
- P22 ensure that medication is stored securely after use and that the environment is returned to its original state
- P23 complete accurate, dated and signed records on the use of medication for the child according to work setting requirements
- P24 observe the child for any reactions to the medication
- P25 consult with health staff when necessary when clarification on the type of, or use of, medication and any potential side effects is required
- P26 seek additional help of support about the use of medication where there are any difficulties

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

## **Personal and professional development**

K28 principles of reflective practice and why it is important

## **Health and Safety**

K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K30 practices for the prevention and control of infection

## **Safeguarding**

K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K32 indicators of potential or actual harm or abuse

K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K34 what to do if you have reported concerns but no action is taken to address them

## **Handling information**

K35 legal requirements, policies and procedures for the security and confidentiality of information

K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication

K37 principles of confidentiality and when to pass on otherwise confidential information

## **Specific to this NOS**

K38 the importance of obtaining parental consent for the administration of medication

K39 the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication

K40 common types of medication and their general uses

K41 requirements for storing and disposing of specific medications

K42 practices for maintaining hygiene and preventing cross infection and contamination while handling medication

K43 the routes by which medication can be taken into the body

K44 materials and equipment that can assist in administering medication

K45 changes to a child's physical or mental state that may indicate an adverse reaction to medication

K46 work setting requirements for recording the use of medication

## Unit 323                      Support the use of medication for children (SCDCCLDo324)

### 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 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.

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

#### 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working with children or young people in order to identify major transitions that may be occurring or are about to occur in their lives. Major transitions arising from life events may be an experience in the life of a child or young person that can affect them emotionally, behaviourally or developmentally. These transitions are major and far reaching, such as bereavement, divorce, relocation, separation from family through removal to children's home and fostering. Such transitions may be known and planned for or unexpected and unplanned, but critically they have a major impact on the child or young person.

### Performance criteria

You must be able to:

#### Recognise life events and transitions

- P1 understand the circumstances of the transition that the child is going through by reflecting on the child's situation and **associated changes**
- P2 recognise that this situation is **unique to that child**
- P3 reflect on what the child or young person is going through without any pre-judgements

#### Respond to life events and transitions

- P4 build trusting and honest relationships with children or young people using language appropriate to their age and stage of development
- P5 establish with **others** the limits of your role and capabilities in offering the support required

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P6 explain truthfully to children or young people what information you may have to share with others and why
- P7 confirm with the child or young person and **agreed others** the boundaries and protocols that govern your role in supporting children or young people through transitions

#### **Support individuals to review the value of recreational activities**

- P13 work with the individual, key people and others to agree how participation in recreational activities should be reviewed, including who will be involved and how information will be handled
- P14 encourage the individual to communicate their views on the recreational activities
- P15 encourage the individual to communicate any changes required according to their preferences and needs
- P16 carry out your responsibilities in the review

#### **Support children and young people to manage transitions in their lives**

- P8 work with others to plan how to support children or young people to manage transitions in a positive way
- P9 provide support in a timely way to support children or young people to get through the life event or transition to achieve a positive outcome
- P10 use observation to assess emotions and behaviours which identify indicators of resilience or distress
- P11 listen to and assess emotions and behaviours which identify indicators of resilience or distress
- P12 provide opportunities for children or young people to explore and discuss significant events and experiences
- P13 provide structured opportunities for children or young people to explore the feelings associated with the life event
- P14 support the child or young person to explore the reasons for the changes they are experiencing
- P15 communicate with children to let them know that what they are experiencing is important and being taken seriously
- P16 encourage the child or young person to ask questions
- P17 confirm with the child or young person that you have understood what they have told you
- P18 listen actively to the child or young person
- P19 respond to any concerns that the child or young person may have
- P20 work with the child or young person to explore what **strengths** they have to get through the situation
- P21 discuss with the child or young person what other supports may be available
- P22 identify evidence of any risks to the child or young person's well-being brought about by this life event or transition
- P23 enable the child or young person to recognise what other supports are available
- P24 share concerns with agreed others, with the child or young person's **knowledge**



- P25 comply with legal, organisational and ethical requirements relating to the exchange of information
- P26 make effective links with others within your own organisations or **elsewhere** as necessary to engage support and with the agreement of the child or young person
- P27 facilitate the child or young person to avail of the support
- P28 continue to reinforce with the child that their experience remains important
- P29 record any decisions and actions taken using agreed procedures and ways of working

### **Support individuals to review the value of recreational activities**

- P30 evaluate progress in going through the transition or life event
- P31 reflect on the strengths of your engagement in supporting the child or young person through the life event or transition
- P32 identify through feedback from the child, young person or others any areas of your practice which should be developed
- P33 avail of opportunities of improving practice regarding supporting change or transitions

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
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- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
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- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse

- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K38 types of major transition that children and young people may experience
- K39 knowledge of how transitions and change can impact emotionally, physically, intellectually and psychologically
- K40 the effects that transitions can have on children and young people
- K41 the signs and indications that a child or young person is going through a particular transition
- K42 how the impact of culture, religion, personal beliefs, gender, stage of development and previous experiences may affect a child or young person's approach to transitions
- K43 the importance of enabling children or young people to explore their concerns about transitions in a positive and non-threatening manner
- K44 theories of transition and loss
- K45 theories about and approaches to remembering, such as memory boxes
- K46 non verbal techniques to enable the expression of feelings, such as art or play

## Supporting information

**Scope/range related to performance criteria**

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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.

**Agreed others** Those whom the child or young person have either agreed should be told or those whom they already know will be told

**Associated changes** are changes brought about by the circumstances that the child or young person finds themselves in, ie a bereavement of someone close, being taken into care and the associated losses and emotions which accompany this.

**Elsewhere** It should not be assumed that support will come from another agency or organisation as there may be, for example, kinship or community solutions

**Knowledge** Where possible the child/young person's agreement should be sought but where the duty of care outweighs agreement they should be informed what will happen

**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

**Strengths** may include inner resilience and coping mechanisms. It may also be a supportive family or extended family, supportive community, faith or church group

**Unique to that child** Many children or young people come into care, many go to a foster home, many experience bereavement, but each child or young person's experience is different. No matter how often a learner works with a child or young person in similar circumstances, each child or young person's experience is unique and should be treated as such

## **Scope/range related to knowledge and understanding**

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**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements associated with supporting children who have experienced trauma. The standard addresses the requirements to establish your own understanding of factors to consider when supporting a child who has experienced trauma, identifying and meeting their needs and working in ways that promote their rights, inclusion and well being

### Performance criteria

You must be able to:

#### Identify the needs of children who have experienced trauma

- P1 use **children's** preferred **communication** methods and language in a manner appropriate to their age and level of understanding
- P2 support children to tell you about their experiences
- P3 support a child to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P4 check understanding with a child of what they are expressing and communicating about their experiences, fears, anxieties, feelings and concerns
- P5 observe behaviour to develop an understanding of what a child may be feeling but is unable to express verbally
- P6 record behaviour to develop an understanding of what a child may be feeling but is unable to express verbally
- P7 work with **key people** and **others** to establish information about a child's experience
- P8 work with key people and others to establish information about a child's present circumstances
- P9 work with key people and others to assess the needs of a child
- P10 seek support where the needs of a child are outside your own area of expertise, role and responsibility
- P11 use supervision to help cope with thoughts and feelings about the **trauma** experienced by children

- P12 keep detailed, accurate, dated and signed records about the needs of children
- P13 pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

**Work in ways that promote the rights, inclusion and wellbeing of children who have experienced trauma**

- P14 provide information to children about their rights in a format that is appropriate for their age and level of understanding
- P15 take action where a child is not able to exercise their rights
- P16 work with children in ways that respect their **background**, dignity, privacy, beliefs, culture, values and rights
- P17 ensure that your own actions promote equity and **inclusion** and do not discriminate
- P18 take appropriate steps when the actions of others are discriminatory
- P19 work with children, key people and others to balance rights, responsibilities and risks
- P20 work with children in ways that recognise the impact that experiences, losses and life events have had on their lives
- P21 provide an environment that is as familiar as possible for children
- P22 reassure the children that they are safe and secure within the setting
- P23 work with children in ways that promote their self esteem, sense of security and belonging
- P24 work with children in ways that maximise their **active participation**, independence and responsibility
- P25 support children to access advocacy where this has been identified as a need

**Carry out own role and responsibility in meeting the needs of children who have experienced trauma**

- P26 work with a child, key people and others to develop a plan to meet the assessed needs
- P27 provide information to support a child to make informed choices about the care and services they receive
- P28 carry out own role and responsibilities in implementing the plan for a child
- P29 support a child to express their feelings as the plan is implemented
- P30 work with a child, key people and others to review and evaluate the plan
- P31 use supervision to discuss how you are supporting a child to help you cope with your thoughts and feelings about the trauma
- P32 keep detailed, accurate, dated and signed records about the plan, its implementation, review and evaluation
- P33 pass on information within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise



### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through

- K39 materials and equipment, including ICT, that can be used to promote play and development
- K40 the importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour
- K41 knowledge of child development and resilience

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

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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

A child or young person's **background** is their 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

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

**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

**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

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

**Trauma** is a physical or emotional shock, damage or hurt that may have severe long-term effects. It can be caused by traumatic experiences or situations that can range from being exposed to domestic or criminal violence, being abused, being in an armed conflict, fleeing violence or terror and coming to a new country as a refugee

## **Scope/range related to knowledge and understanding**

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**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard is to enable you to engage in the everyday management of provision of child-minding and small-scale childcare settings for which you have management responsibilities. It is designed to support and promote children's care, learning, development and safety.

### Performance criteria

You must be able to:

#### Investigate a market for a small childcare business

- P1 explore with others the stages required in setting up a **small-scale childcare business**
- P2 investigate the demand for childcare within your local area
- P3 identify the **type of childcare service** that parents require
- P4 investigate methods of promoting your business
- P5 provide recommendations from **other sources** to support your marketing materials
- P6 set your fees making sure they are realistic in relation to your costs and fees charged by other providers in your area
- P7 market your childcare business

#### Establish systems for maintaining your childcare business

- P8 ensure that your business is compliant with regulatory requirements
- P9 answer enquiries for accessing a placement promptly
- P10 work with families to assess their childcare requirements
- P11 provide examples of work and information about how you have helped children to learn and develop
- P12 have policies in place which meet required standards
- P13 establish a system for personal and professional development to ensure that practice is current
- P14 clarify the type of childcare service required and tasks that are included and not included

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P15 establish formal contracts for payment of fees for the different types of childcare service including retainer and holiday fees
- P16 collect fees according to contractual arrangements
- P17 Secure appropriate insurance cover
- P18 Keep records and receipts of income and expenditure
- P19 Carry out risk assessments of the service and premises to comply with safety requirements

#### **Collect information**

- P20 collect from parents the necessary information about the child
- P21 agree with parents how key information is recorded and stored
- P22 ensure information is complete and legible
- P23 establish with parents the situations when information may need to be shared with **others**
- P24 Establish with parents situations when information may need to be shared with others
- P25 Promptly provide information to others when required

#### **Store information**

- P26 store information securely but in a way which allows it to be quickly retrieved
- P27 restrict access to information according to **agreements** and legal requirements
- P28 promptly provide information to others when required

#### **Manage finances and resources associated with the business**

- P29 set up systems for managing the finances associated with the business
- P30 have systems in place for employment-related contributions
- P31 ensure there is a ready supply of resources with which children can play
- P32 review resources on at regular intervals

#### **Evaluate the childcare business**

- P33 evaluate the success of the business in terms of supply and demand
- P34 gather feedback from parents on the care of their children
- P35 evaluate compliance against regulatory requirements
- P36 update policies where required
- P37 review fees against market competitors
- P38 review payment arrangements
- P39 plan for how the business could be improved

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights

- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
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- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 legislation and regulatory requirements affecting administration of the small-scale childcare setting
- K39 marketing techniques for processing and communicating information



## Unit 426                      Manage a small-scale childcare business (SCDCCLDo328)

### 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.

**Agreements** are what has been agreed with parents about the limits of confidentiality, information which parents agree need to be shared with other professionals in respect of the child's health and well-being

**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. In this instance, it may also include those to whom there is a legal responsibility to share information

**Other sources** This can be parents' recommendations, previous employers, etc.

**Small-scale childcare business** This can be a small home-based childcare business, such as a child-minding or a small community based child minding enterprise

**Supply and demand** The balance between the demand for childcare places and the availability of childcare places in the area. This also takes into consideration economic factors, such as the cost of childminding compared to community day care and the economic choices made by parents

**Types of childcare services** can be extended day care, such as over breakfast, after school, pick up from school, drop off at school, etc.

#### 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working in an organisation or group that is run by a management committee, normally within community-based provision. You must be able to prepare and present operational plans and reports to a management committee, implement any policies and procedures the committee may have and identify potential funding streams to support the provision.

### Performance criteria

You must be able to:

#### Prepare operational plans and reports for a management committee

- P1 prepare operational plans and **committee** reports as frequently as required
- P2 prepare the plans and reports in the format requested by the committee
- P3 ensure that the information provided is correct, relevant, up-to-date and clearly understandable by the committee
- P4 provide plans and reports that can accommodate change
- P5 make sure the plans and reports make the best use of resources
- P6 ensure plans and reports meet the requirements of regulatory authorities
- P7 ensure plans and reports link to recognised frameworks and programmes
- P8 consult with colleagues and **others** when preparing plans and reports
- P9 consult with children and young people in order to actively seek their views, according to their age, needs and abilities

#### Present operational plans and committee reports to a management committee

- P10 provide support for the individual to try out new recreational activities

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P11 agree with the individual the support they require to continue participating in existing or newly chosen recreational activities

#### **Implement a management committee's policies and procedures**

- P12 be clear about the management committee's wishes for implementation of the plan and report
- P13 monitor the use of resources during the implementation of the plan and report
- P14 report upon the use of resources during the implementation of the plan and report
- P15 ensure the management committee is kept fully informed with respect to implementation issues
- P16 suggest new ideas to the management committee as a result of your experience during implementation
- P17 identify training needs for yourself and others as appropriate to the implementation of the plans and reports

#### **Work with a management committee to identify funding streams**

- P18 identify potential sources of funding to support the provision
- P19 suggest potential sources of funding to support the provision
- P20 investigate funding streams in partnership with others
- P21 check that your provision is eligible for funding

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working

- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 the importance of community-based provision and its positive effects on a local community
- K40 how to prepare clear reports and planning documents linked to the requirements of the management committee and the best interests of children and families
- K41 the types of plans which are most suitable and useful for your provision, such as short-, medium- or long-term plans
- K42 the centrality of the needs and achievements of children and families within your planning and reporting
- K43 how to build flexibility, innovation and responsiveness into your plans for provision
- K44 the importance of considering available resources when developing plans and presenting succinct and relevant arguments to support your plan
- K45 issues of responsibility within your provision, the lines of reporting and accountability
- K46 frameworks, programmes and regulations that affect your provision
- K47 local training opportunities
- K48 requirements of the relevant inspectorates
- K49 the need for compliance with other government requirements such as implementing an equality strategy
- K50 potential sources of funding to support the provision
- K51 how to access different funding streams and balance the opportunities and demands these may present
- K52 the difficulties of sustainability of provision and of dependence on short-term funding

## 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.

**Committee** reports are reports about a range of issues required by a committee, such as finance, children's progress, human resource issues

**Funding streams** are sources of income for the provision

**Operational plans** are plans about how your provision will function and deliver an effective service

**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 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the maintenance of a service for children and families in order to meet the requirements of users. You must be able to negotiate and establish service requirements with children and families, establish systems for the correct exchange of information and evaluate services to ensure the needs of children and families are met.

### Performance criteria

You must be able to:

#### Enable children to relate to others

- P1 encourage **families** to express their requirements of the service for their **children**
- P2 provide detailed and accessible information about the service to families
- P3 communicate with families using an open and welcoming approach that is likely to promote trust
- P4 demonstrate a non-judgmental attitude that values diversity and cultural, religious and ethnic differences
- P5 discuss the options and choices of services available with families
- P6 encourage families to ask questions about the options and choices available to them
- P7 clarify any details with families that they may have about the options and choices of services available to them
- P8 agree with families the information recorded regarding the options and choices of services that are available
- P9 encourage families to share information about their children's preferences, habits and routines
- P10 encourage families to express any concerns or worries about their children and any special considerations relevant to their children's care
- P11 accurately record the information provided by families

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P12 reassure families of the confidentiality of them providing you with information
- P13 ensure **colleagues** are aware of the details of the care that is to be provided for children

#### **Establish agreements with children and families**

- P14 identify the roles and responsibilities of family members and practitioners
- P15 agree the roles and responsibilities of family members and practitioners
- P16 ensure that families are aware of current legislation, policies and procedures
- P17 establish that families' contact details are correct
- P18 ensure that families understand the policy in relation to contacting them
- P19 ensure that families understand and agree the details of the contract
- P20 ensure that families have been given a copy of the contract that has been signed by both parties
- P21 make arrangements for reviewing the agreement with families on a regular basis

#### **Establish systems for the exchange of information with children and families**

- P22 agree with families the information that needs to be exchanged in order to provide optimum care for children
- P23 help families to identify the benefits to themselves and their children of sharing and exchanging information
- P24 agree with families what information should be provided on a daily and weekly basis and for the longer term
- P25 agree with families the format for exchanging different information
- P26 arrange regular opportunities for exchanging information with families at times that are convenient
- P27 ensure families understand policies in relation to confidentiality
- P28 ensure families understand the boundaries and limits of confidentiality

#### **Evaluate services to ensure the needs of children and families are met**

- P29 regularly review children's individual needs to ensure that they are being met through the practices and procedures employed within the setting
- P30 examine written documentation to confirm the children are thriving
- P31 discuss services with families
- P32 seek the views of families about services provided to them
- P33 regularly liaise with colleagues to discuss issues affecting the provision of services

- P34 obtain colleagues' views on how to improve the provision of services
- P35 implement any agreed changes in order that the requirements of families and the needs of their children can be met
- P36 keep accurate records of meetings and discussions

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories underpinning our understanding of child development and learning, and factors that affect it

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information



## Supporting information

**Scope/range related to performance criteria**

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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.

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

**Colleagues** Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid

**Families** Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting children and families in the community who are experiencing difficulties for a variety of reasons and require help. This includes establishing developing and maintaining relationships with families. It also includes providing support to families and liaising with colleagues, professionals and agencies when providing support.

### Performance criteria

You must be able to:

#### Establish, develop and maintain relationships with families

- P1 initiate relationships with **families** by communicating in a respectful and professional manner, using preferred names and titles
- P2 make arrangements to have **contact** with families at a time that is convenient to them, as agreed with the service
- P3 clearly recognise the rights of families and your responsibilities whether working with them in their home or another **community setting**
- P4 negotiate and agree with families what action to take to facilitate understanding when there are communication difficulties
- P5 demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences
- P6 **communicate** with families using an open and welcoming approach that is likely to promote trust
- P7 discuss confidentiality issues with families in a way that ensures clarity regarding boundaries, limits and responsibilities
- P8 reach agreement on how to report and record the details of your contact with families and children, in line with organisational policy
- P9 discreetly observe interaction between family members and note any issues that may affect your relationship with the family



- P10 ensure colleagues are aware of the details and arrangements of the contact

### **Provide support for families**

- P11 help families explore their difficulties in order to identify and express their needs
- P12 demonstrate empathy and sensitivity when encouraging families to discuss their lives
- P13 encourage the **active participation** of children and families when exploring options and agreeing the type and level of support required
- P14 clearly identify and agree roles and responsibilities with families
- P15 discuss and agree plans for providing support with family members and agree goals
- P16 help families to access information
- P17 provide support that enhances self-confidence and independence
- P18 encourage families to develop personal support networks
- P19 provide positive encouragement and recognition of families' efforts
- P20 adapt and amend plans and agreements in line with families' changing circumstances

### **Liaise with colleagues, professionals and agencies to support families**

- P21 clearly identify the aims and purpose of the service with colleagues, professionals and agencies
- P22 discuss details of service delivery with colleagues, professionals and agencies
- P23 report progress with families to colleagues and managers regularly, in accordance with agreed policy and practice
- P24 inform families and seek their agreement to share information, within the boundaries of confidentiality and in accordance with agreed policy and practice
- P25 ensure that information shared with others is accurate and recorded in line with organisational policy
- P26 refer concerns about families to colleagues and other professionals, in line with organisational policy and practice
- P27 identify the mechanisms and timescales for reporting concerns
- P28 contribute to professional support for families within the boundaries and limits of your role and in agreement with all concerned
- P29 contribute to decisions about the continuation or withdrawal of formal support
- P30 contribute to evaluating and reviewing the quality of the service delivered
- P31 use agreed mechanisms to reflect upon your work

### **Knowledge and understanding**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people

- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 ways in which children benefit from support for their **parents** and families
- K40 how children who themselves act as carers might be identified and supported
- K41 how to engage with children and families whilst using interpreters or translation services

- K42 why it is important to arrange contact to suit families, what action to take if arrangements fail and the possible impact on the development of relationships
- K43 the ethical issues relating to the rights of children and families during contact and your responsibilities in relation to this
- K44 why it is important to let colleagues know your contact arrangements
- K45 the purpose of contact with individual families in the community and the level and type of support they are likely to require
- K46 why it is important to plan and agree goals with families and how to approach this
- K47 the type of information families may need to achieve their goals and likely sources of such information
- K48 ways in which you can provide motivation and encouragement to individual family members
- K49 the importance of supporting families in ways that enhance their self confidence and how you would do this
- K50 issues which may give cause for concern during contact and mechanisms for reporting concerns

**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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

**Communication** 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, other non verbal forms of communication; human and technological aids to communication

**Community setting** refers to the range of settings in which a worker may have contact with children and families. It can include the home of children and families as well as other settings including community centres, health centres, etc.

**Contact** may take many forms including face to face meetings with children and families as well as telephone contact, etc.

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

## 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**Parents** are those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and wellbeing of the child in question, whether biologically related or not.

**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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This includes providing information and establishing relationships with families. It also includes being able to monitor provision and evaluate the involvement of families. It requires you to encourage families to attend and participate in groups.

### Performance criteria

You must be able to:

#### Provide information and establish relationships with families

- P1 identify **families** who are likely to benefit most from the provision offered
- P2 provide publicity information in a way that is accessible to all and clearly identifies the purpose of the provision
- P3 demonstrate a non-judgmental attitude that **values diversity** and recognises **cultural**, religious and ethnic differences
- P4 **communicate** with families using an open and welcoming approach that is likely to promote inclusion
- P5 respond to enquiries promptly, giving accurate and clear information to families
- P6 ensure that facilities are available if communication difficulties are likely to be experienced
- P7 discuss confidentiality with families in a way which ensures discretion, whilst making boundaries, limits and responsibilities clear

#### Encourage families to attend and participate in the group

- P8 provide information to individual families who could benefit from participating in groups

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P9 identify a suitable and accessible venue
- P10 help family members settle into the group
- P11 establish the aims, objectives and outcomes of the group sessions with families
- P12 agree ground rules that will apply during group sessions with participants
- P13 ensure that events and activities provided are inclusive, stimulating and of interest to all participants
- P14 encourage families to share their experiences, skills and views with other **participants**
- P15 ensure that everyone in the group has an opportunity to contribute
- P16 demonstrate empathy and sensitivity when encouraging families to discuss issues that are important to them
- P17 provide group support that enhances members' self-confidence
- P18 manage and minimise disagreements within the group
- P19 involve families in the running of group sessions

#### **Monitor provision and evaluate the involvement of families in groups**

- P20 evaluate the benefits of group participation with family members
- P21 provide opportunities for individual discussions with participants
- P22 evaluate each session with participants and record the outcome and any issues arising
- P23 use the information to amend and adapt group sessions to meet participants' identified needs
- P24 identify successful and less successful strategies and activities within the group sessions
- P25 agree future activities with participants
- P26 monitor the use of the provision by families
- P27 identify the reasons for reluctance of families to participate in the group sessions
- P28 make changes to group sessions to encourage participation

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**



- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

## **Personal and professional development**

- K28 principles of reflective practice and why it is important

## **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

## **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

## **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

## **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how you can use different methods to provide information to local communities
- K40 how to present information that is inclusive and appropriate to the families involved
- K41 barriers to participation for families in the setting and how to manage reluctance to attend
- K42 how you communicate with families in ways that are non-judgmental and value difference and diversity and the importance of this to successful relationships
- K43 what to consider when identifying a venue for families and why compromises might need to be made to the programme
- K44 resources that might be available in your local area to facilitate communication where there are likely to be difficulties
- K45 the importance of ground rules and confidentiality in group work and how you control this
- K46 activities and events that could be provided to meet different needs
- K47 how you encourage group members to share information and experiences and why this is important to group work

- K48 why it is important to ensure everyone in a parent/family group can have opportunities to be heard
- K49 how family members can be involved in the running of the group and why this is beneficial
- K50 why you need to evaluate different methods of involving families
- K51 successful models of engaging with families

## Unit 330 Support families to engage in groups within the childcare setting (SCDCCLD0332)

### 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 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.

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

**Culture** refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Participants** are all those involved within a group, including both parents, children and other family members

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

#### 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 of individuals** may include adverse circumstances or trauma before or during

birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	8
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the recruitment of staff in childcare settings. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed. The standard also involves taking action to support the retention of staff. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

## Performance criteria

You must be able to:

### Recruit staff

- P1 review, on a regular basis, the work required in your area of responsibility
- P2 identify any shortfall in the number of current staff
- P3 identify any gaps in the current skills, knowledge, understanding and experience of staff
- P4 identify the options for addressing any identified shortfalls and decide on the best option to follow
- P5 review the options for addressing any identified shortfalls
- P6 implement the best option to take when shortfalls have been identified
- P7 consult with **others** to review job descriptions and person specifications where there is a clear need to recruit
- P8 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
- P9 make use of specialist expertise in relation to recruiting staff
- P10 participate in the recruitment and selection process in line with legal and organisational requirements

### **Select staff**

- P11 consult with others to agree stages in the selection process for identified vacancies
- P12 consult with others to agree stages in the selection process for the methods that will be used
- P13 consult with others to agree stages in the selection process for who is going to be involved
- P14 make sure that any applicant who is offered a position is likely to be able to work with existing staff
- P15 meet the need to meet any regulatory requirements in relation to the required number of qualified staff
- P16 ensure that thorough selection procedures have been completed, including checking criminal records and any relevant registers
- P17 check that the individual is legally entitled to work in the UK
- P18 check that the individual can meet the relevant registration requirements
- P19 acquire reliable references of the proposed new member of staff
- P20 provide clear and accurate information about selection decisions to relevant individuals and organisations
- P21 keep accurate records and reports of the selection process
- P22 monitor selection processes in relation to any recent appointments
- P23 review selection processes in relation to any recent appointments

### **Support the retention of staff**

- P24 ensure all staff who are recruited are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities
- P25 ensure all staff who are recruited are given information and understand their responsibilities and accountability; and relevant legislative and organisational requirements they must follow in their work
- P26 ensure all staff who are recruited receive regular supervision
- P27 ensure all staff who are recruited have a personal development plan and a record of training
- P28 ensure that all permanent appointments are subject to the satisfactory completion of a period of probation
- P29 ensure that workers have the opportunity to meet regularly to discuss practice and management issues
- P30 maintain accurate and up-to-date records about workers' recruitment, retention and disciplinary issues in accordance with legal and organisational requirements
- P31 identify ways of addressing staff turnover by communicating your suggestions to the relevant individual
- P32 assess whether the recruitment and selection process has been successful in relation to recent appointments in your area
- P33 identify any areas for improvements in the recruitment and selection process in your area

- P34 talk with colleagues who are leaving your area of responsibility to identify their reasons for leaving

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice



- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

- K38 why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively
- K39 the types of reasons colleagues might give for leaving
- K40 how to measure staff turnover
- K41 the causes and effects of high and low staff turnover
- K42 measures which can be undertaken to address staff turnover problems
- K43 how to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience
- K44 different options for addressing identified shortfalls and their associated advantages and disadvantages
- K45 what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
- K46 different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
- K47 different recruitment and selection methods and their associated advantages and disadvantages
- K48 why it is important to give fair, clear and accurate information on vacancies to potential applicants
- K49 how to judge whether applicants meet the stated requirements of the vacancy
- K50 sources of specialist expertise in relation to recruitment, selection and retention
- K51 how to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
- K52 how to review the effectiveness of recruitment and selection in your area
- K53 turnover rates within similar organisation in the industry/sector
- K54 recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector
- K55 working culture and practices of the industry/sector
- K56 current people resources available to your area, including skills, knowledge, understanding and experience of colleagues
- K57 work requirements in your area
- K58 agreed operational plans and changes in your area
- K59 the staff turnover rate in your area
- K60 job descriptions and person specifications for confirmed vacancies
- K61 local employment market conditions
- K62 the organisation's structure, values and culture
- K63 employment policies and practices within the organisation, including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

K64 sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

## **Unit 431                      Promote the recruitment of staff in childcare settings (SCDCCLD0333)**

### **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.

**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.

#### **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

#### **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

<b>SCQF Level:</b>	8
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	<p>This standard relates to delivering services for children and families who are from diverse cultural and language backgrounds. This includes people from different nationalities who have migrated and it also includes people with distinctive cultural identities, such as the deaf community. Delivering services which are mindful of different cultural and language traditions shows your respect and validation for communities and is consistent with policies regarding human rights and equality and diversity. This standard requires you to work with children and families to assess communication needs and specific cultural requirements, establish and maintain communication to support service delivery and monitor, and evaluate communication support to ensure the needs of children and families are met</p>

## Performance criteria

You must be able to:

### Work with families to assess cultural and communication requirements

- P1 demonstrate an attitude which actively shows respect for diversity and recognises cultural, religious and ethnic differences
- P2 explore different communication methods with the family, children or young person to facilitate communication
- P3 reflect on the ethical considerations of using children or other family members as translators
- P4 agree the family, child or young person's requirements for communication support

- P5 establish with the family, child or young person if there are any **cultural or religious practices** which need to be taken into consideration when delivering services
- P6 identify resources to support communication to facilitate the family, child or young person to engage with you and others
- P7 provide information to the family about local language and communication support services in a format that can be easily understood

#### **Maintain communication to support service delivery**

- P8 communicate with the family, child or young person with an open and welcoming approach
- P9 agree with the family, child or young person their preferred **alternative method of communication**
- P10 encourage the family, child or young person to express their requirements of the service by using their preferred communication method
- P11 encourage the family, child or young person to share information about preferences, habits and routines by using their preferred communication method
- P12 accurately record the information provided and the communication methods used

#### **Monitor communication and support to ensure the needs of children and families continue to be met**

- P13 monitor the progress of the communication being able to meet the family child or young person's requirements
- P14 identify any communication problems or issues arising as a result of communication differences
- P15 agree with the family, child or young person and others how such problems or issues might be solved
- P16 evaluate the effectiveness of resources and services used to support communication
- P17 access the family, child or young person's views on the effectiveness of communication resources
- P18 agree and implement any changes to communication services or resources

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people

- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting



- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 protocols for accessing resources around translation services and communication methods
- K40 how to access translation and interpreting services
- K41 the advantages and disadvantages of using outside agencies or services to support communication in the setting
- K42 ethical considerations in involving family for translation and interpreting
- K43 specific issues for children's development and learning in multilingual or bilingual settings
- K44 why it is important to evaluate the effectiveness of communication, and strategies you can use to do this
- K45 ways in which you could adapt the setting to support communication

## Unit 332

## Deliver services to families, children and young people from diverse cultural and language communities (SCDCCLD0334)

### 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 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.

**Alternative method of communication** This should be a full service which allows fluent communication and understanding. Where possible in important situations, children and family members should not be used as interpreters.

**Communication** problems or issues can include misunderstandings, misinterpretations, unintentional insults, etc.

**Cultural or religious practices** can include acknowledging feasts, fasts and festivals, dietary requirements, rituals surrounding prayer, etc.

**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.

#### 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting children's well-being and resilience. It is concerned with how you provide an environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others. This includes enabling children to relate to others, providing a supportive and challenging environment, enabling children to take risks safely and encouraging children's self-reliance, self-esteem and resilience.

### Performance criteria

You must be able to:

#### Promote the planning, implementation and review of daily living programmes for children and young people

- P1 you promote the planning and implementation of daily living programmes that are appropriate to the abilities and level of development and understanding of **children and young people**
- P2 allow the personal preferences and needs of children and young people to be met flexibly
- P3 balance group needs against the preferences of individual children and young people
- P4 participate in assessing the strengths and weaknesses of the provision's programmes
- P5 take part and encourage children and young people to meet regularly with you and other staff to obtain their views on the running of the provision
- P6 promote the continuity of care provision for children and young people by providing information at handover meetings about the outcomes from daily events
- P7 promote the continuity of care provision for children and young people by providing information at handover meetings about any problems or issues that have emerged

- P8 promote the planning and carrying out of care programmes, taking account of the overall needs and preferences of the children and young people

### **Work with groups to promote individual growth and development**

- P9 support the development of a positive and appropriate culture for groups of children and young people
- P10 support children and young people to be involved in identifying and implementing group work activities that they feel would be beneficial to the group
- P11 assess and balance the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole
- P12 promote the identification, planning and evaluation of how individual growth and development can be met by groups within the provision
- P13 take action to moderate any adverse effects on the children and young people from belonging to groups within the provision

### **Promote group care as a positive experience**

- P14 work with children and young people to evaluate the outcomes from group activities
- P15 work with children and young people to identify and take action to address conflict, crises and tensions in group living
- P16 work with children and young people to identify and take action where there is a risk of danger, harm and abuse
- P17 ensure group members are safe and protected from danger, harm and abuse
- P18 work constructively with group dynamics
- P19 contribute to maintaining a culture in which group experiences are positively valued and promoted
- P20 encourage children and young people to be involved in decisions about group care experiences and how these can be improved and promoted
- P21 record and report on the effectiveness of the provision to promote group care as a positive experience within confidentiality agreements and according to legal and organisational requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation

- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting

- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the transitions that children and young people may go through
- K39 how to manage group dynamics

## Unit 334 Promote childcare practice in group living (SCDCCLDo336)

### 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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

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

**Danger** is the possibility of harm and abuse happening

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

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

#### 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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

## Unit 335

## Develop productive working relationships with others (SCDCCLD0338)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when developing partnership working relationships with colleagues and others within your own work setting and external organisations

### Performance criteria

You must be able to:

#### Develop productive working relationships with others

- P1 establish relationships with **others** that promote effective partnership working
- P2 establish the roles and responsibilities of others
- P3 respect the roles and responsibilities of others
- P4 work in ways that respect the roles and responsibilities of others
- P5 agree the expected outcomes of working in partnership with others
- P6 confirm with others responsibilities for actions required to meet agreed outcomes
- P7 advise others of any difficulties in meeting agreed actions
- P8 negotiate roles and responsibilities where agreed actions cannot be met
- P9 manage conflicts of interest and disagreements with others in ways that promote positive outcomes
- P10 clarify exchange of information with others within the boundaries of agreed protocols and work setting requirements
- P11 exchange information with others in line with agreed protocols and work setting requirements
- P12 store information received from others in line with legal and work setting requirements ensuring that security and confidentiality is maintained
- P13 reflect on your own practice in order to identify areas for improvement
- P14 reflect on the practice of others in the work setting in order to identify areas for improvement

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### Theory for practice

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 colleagues who are relevant to the work being carried out, their work roles and responsibilities
- K39 processes within the organisation for making decisions

- K40 line management responsibilities and relationships within the organisation
- K41 the organisation's values and culture
- K42 power, influence and politics within the organisation
- K43 standards of behaviour and performance expected in the organisation
- K44 information and resources that different colleagues might need

## Unit 335      Develop productive working relationships with others (SCDCCLD0338)

### 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.

**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 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

#### 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:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements required when promoting the care, learning and development of children with additional support needs in early education settings. It requires you to advise and support colleagues in settings where children with additional support needs attend. This includes liaising with children, their families and colleagues to collect appropriate information about individual children with additional support needs. You are also required to review education plans and to collate and update information about children with additional support needs, in partnership with their families.

### Performance criteria

You must be able to:

#### **Liaise with parents and other professionals regarding children with additional support needs**

- P1 understand the scope and purpose of your role
- P2 understand the legislation, regulation and codes of practice for early education settings in your home country
- P3 work with the child, **families and others** to identify the child's additional support needs
- P4 work with the child, families and others to help you understand the child's personal support needs and plan how to address them
- P5 understand the support systems that will enable you to work effectively with **children**, families and **colleagues**
- P6 work with external support agencies in order to assess and respond to the individual needs of children



- P7 in partnership with families, liaise with other professional colleagues who are involved in the care, learning and development of the children you work with
- P8 encourage the child to **communicate** their views and preferences, taking account of their age, abilities, **level of development** and understanding
- P9 **listen** to children and find ways to give them a voice in their own care, learning and development
- P10 demonstrate a non-judgemental attitude that values diversity and the ethnicity and culture of the families you work with
- P11 establish a positive relationship with the children with additional support needs you are working with
- P12 establish a positive relationship with the families of the children with additional support needs you are working with

#### **Advise and support colleagues in the setting**

- P13 work with colleagues who have concerns about the progress of individual children, in ways that offer support and advice
- P14 work with colleagues in accessing information and advice from external support agencies which relates to children with additional support needs
- P15 work with colleagues who are providing additional interventions or a differentiated curriculum
- P16 model good practice by hands-on work with children and families in the setting
- P17 support colleagues working with children who have emotional or behavioural difficulties
- P18 take sensitive and appropriate action when colleagues request additional help when they are working with children who have emotional or **behavioural difficulties**
- P19 support colleagues who are working with children with communication difficulties
- P20 advise colleagues on continuous professional developmental and on-going training opportunities relating to children with additional support needs
- P21 support colleagues who are undertaking continuous professional and training opportunities

#### **Ensure that individual education plans for children are in place and are regularly reviewed**

- P22 work with children, parents and colleagues when developing individual plans for children
- P23 develop individual education plans, according to local and national requirements
- P24 review individual education plans at regular intervals, in consultation with children and parents
- P25 support colleagues to help children reach their full potential, based on a realistic appraisal of their **abilities**

- P26 identify with others what additional expertise is required to meet the child's current and future care, learning and developmental needs
- P27 identify with others how additional help and support can be accessed and who should be responsible for this
- P28 ensure the child and family understand why changes are made to individual plans and who will make the changes
- P29 work with children and families in the review process in ways that respect their views, wishes and preferences

#### **Collect, record and update relevant background information about children with special educational needs**

- P30 encourage children and families to share relevant background information relating to the children's care, learning and development.
- P31 work with external agencies in the collection and sharing of relevant information relating to the additional support needs of individual children
- P32 ensure records are kept according to the procedures of the setting
- P33 ensure the confidentiality and data protection requirements of the setting are adhered to
- P34 ensure children's records are regularly updated according to the policies and procedures of the setting
- P35 record information according to the agreed setting format and procedures
- P36 ensure you keep records that are clear, factual and objective, in order to inform children, families and external agencies
- P37 implement a **quality system** to assess the quality of the provision you provide

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### Health and Safety

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### Safeguarding

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### Handling information

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 legislation, regulation and codes of practice for special educational needs in early education settings in your home country (additional support needs)
- K40 policies and procedures of your setting or service in respect of special educational needs (children with additional support needs)
- K41 relevant legal requirements and procedures covering confidentiality and the disclosure of information
- K42 **realistic developmental and learning goals** for children with special educational needs (additional support needs)
- K43 resources that may be useful when dealing with children who have communication difficulties
- K44 strategies and resources that may be useful when dealing with children who have social, emotional or behavioural difficulties
- K45 the curriculum offered in your early education setting and strategies you might use to ensure appropriate **differentiation** and **additional interventions**
- K46 appropriate specialist aids and adaptations that are available to support children, parents and colleagues and the circumstances in which they may be used
- K47 how to implement a **graduated approach** to meet children's need and the actions to take if initial interventions are not successful

- K48 how to support parents of children with special educational needs, (additional support needs) using sensitive and non- judgemental approaches
- K49 the importance of consultation with parents as partners in the care and education of their children and with the children themselves, according to their age, needs and abilities
- K50 how to adapt practice and support colleagues to adapt theirs and meet the special educational needs (additional support needs) of children in the setting
- K51 how to keep records that are clear, factual and objective in order to inform children, parents and external agencies
- K52 awareness of, and ability to use specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication

## Unit 436

## Promote the care, learning and development of children with additional support needs in early education settings (SCDCCLD0339)

### 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.

**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

**Behavioural difficulties** are persistent difficulties not dealt with through the setting's usual behaviour management techniques

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

**Colleagues** Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid

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

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

The **level of development and understanding** covers the physical, social, emotional and intellectual development developmental level of children and young people

**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

**Quality systems / criteria** Formal schemes for quality of provision, based on best practice (in addition to minimum standards)

## **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.

**Additional interventions** are additional to what is normally provided as part of the setting's usual curriculum

**Differentiated curriculum** is a curriculum that is responsive to the learner's needs ie not presenting the same curriculum to everyone

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**Graduated approach** is a step-by-step approach trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country

**Realistic developmental and learning goals are those that** are realistic for the child to achieve and still provide a challenge

**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

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- To communicate using their preferred methods of communication and language
- To access information about themselves



## Unit 437

## Promote quality systems and procedures for the delivery of childcare services (SCDCCLD0340)

SCQF Level:	8
SCQF Credit value:	7
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for promoting quality systems and procedures for the delivery of childcare services. It relates to quality systems and procedures linked to externally validated quality assurance schemes. You must be able to establish, maintain and evaluate quality systems that are in place in a childcare setting.

### Performance criteria

You must be able to:

#### Establish quality systems for the delivery of childcare services

- P1 assess requirements for **quality systems** in childcare
- P2 access information and compare different quality systems
- P3 evaluate quality systems against requirements
- P4 identify appropriate quality systems to meet the requirements of the setting
- P5 identify roles and responsibilities in relation to developing quality systems and procedures
- P6 obtain resources necessary to develop quality systems and procedures
- P7 discuss with **others** how the **quality criteria** relate to regulatory requirements for children's care and education
- P8 negotiate a timed plan with others for developing quality systems
- P9 develop policies, practices and procedures to ensure a quality service
- P10 develop documentation to provide evidence of service quality, as required by the quality system

#### Maintain quality systems

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P11 ensure staff and others are aware of quality system to be implemented and the implications for practice
- P12 emphasize to staff the importance of documenting policies and practices and following the quality procedures
- P13 ensure that evidence relating to the quality system is appropriate and fit for purpose
- P14 promote the advantages of quality to staff and service users
- P15 maintain documentation to provide evidence of service quality, as required by the quality system

### **Evaluate quality systems**

- P16 assess the setting's procedures and systems against given quality criteria
- P17 identify areas of non-compliance and evaluate the reasons for this
- P18 discuss the implications of non-compliance with others
- P19 identify changes needed to policies, practices or procedures in order to maintain compliance
- P20 negotiate a plan for implementing changes with staff and others
- P21 identify a timescale for review of the plan
- P22 support colleagues to identify how changes will improve the quality of service that is delivered to children and their families

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working

- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K38 the role of quality assurance systems for childcare services
- K39 the range of quality assurance systems available and the differences between them
- K40 key roles and responsibilities in relation to delivering quality assurance systems and resources that may be necessary to implement such a system
- K41 key policies, practices and procedures which will ensure a quality childcare service and meet the requirements of quality assurance systems
- K42 how you will ensure that staff and others understand and are aware of the implications of quality assurance systems for their practice
- K43 what documentation is required to provide evidence of service quality and why documentation is needed
- K44 likely sources of evidence that the service meets the requirements of the quality assurance system
- K45 why it is important to have a timed plan for reviewing quality assurance and implementing any changes

**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.

**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

**Quality systems / criteria** Formal schemes for quality of provision, based on best practice (in addition to minimum standards)

**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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**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 338

## Promote literacy, numeracy and language development for children's early learning (SCDCCLD0345)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting literacy, numeracy and language for children's early learning. It requires you to work with key people in supporting children to develop literacy, numeracy and language. It also requires you to work in partnership with families. It requires you to work with others in the setting to monitor and evaluate children's literacy, numeracy and language.

### Performance criteria

You must be able to:

#### Promote children's self-confidence in literacy, numeracy and language

- P1 liaise with **families** and **others** to understand the learning needs of the **children** you are working with
- P2 agree with families and others the support strategies you will use for working with individual children
- P3 agree with others the support strategies you will use for working with groups of children
- P4 ensure you have the learning resources needed to implement the agreed support strategies
- P5 work with others to create an environment which actively supports children's literacy, numeracy and language development
- P6 use play, **activities** and **experiences** to encourage children to explore literacy, numeracy and language
- P7 encourage children to feedback preferences or concerns about literacy, numeracy or language
- P8 use pedagogical approaches to promote children's literacy, numeracy and language
- P9 ensure appropriate **differentiation of the curriculum** to meet the needs of all children

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P10 ensure a personalised approach to the learning of the children you work with
- P11 work with others to understand children's different learning styles
- P12 work with others to develop the use of different methods of observing and assessing the child
- P13 work with the child in ways that will encourage **active participation** in their own literacy, numeracy and language development
- P14 work with others to identify any specialist expertise that may be required to support a child's literacy, numeracy and language development
- P15 respond to children's use of home language, local accent and dialect, in a way which values cultural diversity

#### **Encourage families to be involved in their child's literacy, numeracy and language**

- P16 communicate with families using an open and welcoming approach that is likely to promote inclusion
- P17 work with others to promote a supportive environment in which families are able to discuss aspects of their child's literacy, numeracy and language needs
- P18 encourage families to recognise the unique qualities, skills and capabilities of their child
- P19 work with families so that they value the importance of play in children's literacy, numeracy and language development
- P20 identify any obstacles to families' involvement with children's literacy, numeracy and language
- P21 use a sensitive approach in seeking the permission of families to share appropriate information with others regarding their child's literacy, numeracy and language development
- P22 provide detailed and accessible information to families, which will help them to support their child's literacy, numeracy and language development

#### **Work with others to monitor and evaluate children's literacy, numeracy and language**

- P23 work with others to identify curricula or other relevant and current frameworks that support children's literacy, numeracy and language development
- P24 work with others to involve children and families in the monitoring and evaluation of literacy, numeracy and language development within the setting
- P25 work with others to evaluate the effectiveness of the support in the setting for children's literacy, numeracy and language development
- P26 work with others to ensure that your setting supports best practice for children's literacy, numeracy and language development
- P27 work with others in the setting to identify ways of improving children's literacy, numeracy and language development



- P28 work with others to reflect on the setting's organisational practice in encouraging parents to be involved with their child's literacy, numeracy and language development
- P29 reflect on your own professional practice

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how to ensure that your provision includes high quality learning experiences, activities and resources that meet the needs of children within early education frameworks and learning situations not linked to a specific curriculum
- K40 the pattern of learning and intellectual development for the age range of children involved in early learning for whom you are responsible
- K41 the sorts of problems that might occur when supporting learning activities and how to deal with these
- K42 the importance of working within the boundaries of your role and competence and when you should refer to others
- K43 the difference between personalised learning and a differentiated approach to curriculum delivery where this is relevant to the requirements of curriculum frameworks in your home country
- K44 how to adapt practice with children for whom you are responsible for of different ages involved in early learning including different genders, ethnicities and with different needs and abilities
- K45 how to involve the family and local community in the setting or service, ensuring cultural and religious sensitivity and equality of access
- K46 specific issues for the curriculum for children's early learning in multilingual and bilingual settings
- K47 curriculum planning formats that are suitable for provision
- K48 resources that are required for delivery of the curriculum, how to ensure these are available, cost effective and fit for purpose
- K49 sources of information about accessing and adapting activities, resources and experiences to ensure equality of access for all children for whom you have responsibility
- K50 systems and procedures for the monitoring and evaluation that are appropriate for your service or setting and for regulatory purposes

## Unit 338 Promote literacy, numeracy and language development for children's early learning (SCDCCLD0345)

### 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.

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

**Differentiated curriculum** is a curriculum that is responsive to the learner's needs ie not presenting the same curriculum to everyone

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**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 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	<p>This standard identifies the requirements when promoting the acquisition of a new or additional language within the context of a variety of childcare settings.</p> <p>It will enable you to promote working with children whose home language is different from the language of the setting. The standard requires you to recognise your contribution to language immersion, contribute to a positive learning environment. It also relates to the inclusion of families in the child's progress, supporting assessment and planning and working with children through activities to develop language learning skills. Finally it requires you to contribute to the monitoring and evaluation of children's progress in language learning and of the environment in promoting language learning.</p> <p>This standard relates to total 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.</p>

## Performance criteria

You must be able to:

**Reflect on your contribution to language immersion when working with children**

- P1 support the promotion of the setting as a **language immersion** setting
- P2 reflect on your role in creating a culture of language immersion
- P3 compare the difference in methodologies between working with an immersion language and working with a **shared language**

- P4 reflect on your own use of the spoken immersion language within the setting and any difficulties which may arise in communicating with children
- P5 evaluate the accuracy of your **written work** in communicating with children
- P6 make a case for when the use of specialist support in order to communicate with families and children may be necessary

#### **Work with families and others to assess the needs of the child involved in immersion into another language**

- P7 work with families and **others** to assess the **holistic needs** of the child or young person including the acquisition of a new language
- P8 work with others to define the baseline at which each child operates linguistically
- P9 differentiate between the challenges for the child of acquiring a new language and **other challenges**
- P10 communicate with families, using **specialist support** if required
- P11 actively support families' involvement in the child's language learning experiences
- P12 ensure that families understand the process that their child is likely to follow in acquiring a new language through immersion
- P13 provide families with **information** about resources and organisations able to provide additional support for language immersion
- P14 encourage families to express any concerns or worries about their child and their progress
- P15 show children and families that their cultural identity and right to use their language of choice is recognised and valued
- P16 accurately record the information provided by families in accordance with legal requirements and **agreed ways of working**

#### **Plan activities that will enable children to learn a new language**

- P17 reflect on the stages that children will go through when acquiring a new language
- P18 analyse how children develop and use language learning strategies and how you can support them
- P19 evaluate the effectiveness of activities and resources that assist with language learning
- P20 plan the integration of language immersion activities into curriculum activities
- P21 review the goals of the plan in terms of language acquisition and curriculum learning
- P22 ensure that the plan allows for unplanned and spontaneous learning opportunities

#### **Promote language learning within a children's setting**

- P23 use verbal and non-verbal communication to reassure and welcome children coming into the setting

- P24 use the immersion language clearly and accurately in visible interactions with colleagues within the setting
- P25 communicate using the immersion language with the child according to their stage of development and abilities
- P26 support children in moving through the stages of language acquisition at their own pace
- P27 amend the expectation regarding moving through the stages of language acquisition for children with special needs or requirements
- P28 ensure that you and others are able to deliver emergency instructions and comfort in a child's **home language** and seek support to do so if necessary
- P29 model clear and accurate pronunciation of the immersion language in your own speech
- P30 use activities and experiences to support language acquisition in line with relevant frameworks and for early years provision
- P31 use activities and identify opportunities to promote **oracy**
- P32 introduce activities and opportunities to promote **literacy** in line with the child's stage of development
- P33 provide activities where children have opportunities to use the immersion language with other children
- P34 encourage children to develop and use language learning strategies
- P35 develop individual activities where children are able to experiment with sounds and language
- P36 encourage children to begin to use the immersion language with others both within and outside the setting
- P37 praise and encourage children by responding positively to their progress

#### **Plan activities that will enable children to learn a new language**

- P38 work with others to identify ways of measuring and recording each child's progress in acquiring the immersion language taking stages of development and abilities into consideration
- P39 observe and measure the progress of individual children against previous assessment points
- P40 make changes to the child's plan in consultation with others
- P41 update families about their children's progress
- P42 seek agreement to share **information** with others where necessary
- P43 maintain an accurate and confidential record of the child's progress in acquiring the immersion language
- P44 reflect on and evaluate your own interactions and contribution to children's language development
- P45 work with others to review and evaluate the effectiveness of the environment of your setting in promoting language acquisition through immersion

### **Knowledge and understanding**



You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### Theory for practice

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K28 principles of reflective practice and why it is important

### **Health and Safety**

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### **Safeguarding**

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K38 the transitions that children and young people may go through
- K39 the importance of fluency in your own use of the immersion language
- K40 the importance of accuracy in the written language
- K41 why it is important that information is provided so that it can be understood by everyone
- K42 the reasons why it may be important to communicate with a child in the home language in exceptional circumstances

- K43 an outline of the principles and techniques of language immersion in the context of an early years setting
- K44 the importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs
- K45 the importance of a child's home language and how it affects learning another language
- K46 the stages that children will go through when acquiring a new language and use language learning strategies and how you can support them
- K47 the key terms and techniques of language acquisition in an immersion setting
- K48 why it is important to involve families in the child's acquisition of language if possible
- K49 the meaning of the silent phase and how to respond
- K50 why group activities are important for children when acquiring a new language and how to support them
- K51 the reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately
- K52 the importance of a welcoming and friendly environment and how to promote this
- K53 the value of displays and visual activity in the language learning environment
- K54 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
- K55 the Early Years policy for language acquisition for the UK country in which you work

## Unit 439      Promote the acquisition of a new language by children through immersion in an early years setting (SCDCCLD0347)

### 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.

**Agreed ways of working** are policies and procedures originating from legislation and from employers

**Holistic needs** can include speech, language, communication, cognitive, behavioural, physical, mental health and developmental needs

**Home language** is the language spoken at home and within the child's family

**Information** may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

**Language immersion** A method of language acquisition that involves being in a learning environment where all communication, including learning activities, is undertaken through the medium of the immersion language

**Literacy** is the ability to read and write

**Oracy** is the ability to speak fluently

**Other challenges** may include physical or learning disabilities, speech and language development delay and behavioural needs

**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

**Shared language** is a language which is the single language shared by children, learners and teachers.

**Specialist support** can include use of translator or interpreter

**Written work** can include posted alphabets, name labels, item labels, pictures with labels, all parts of the room can have labels eg 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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the assessment and planning process with children and young people. This includes working with others to assess children and young people's preferences and needs, then contributing to the development and implementation of care or support plans. It also includes contributing to the review of care or support plans with children and young people.

### Performance criteria

You must be able to:

#### Contribute to the assessment of children and young people's preferences and needs

- P1 identify your own role and the roles and responsibilities of **others** in assessing the preferences and needs of **children and young people**
- P2 review **information** about the different **dimensions** of a child or young person's life, their expressed preferences and needs and any specific requirements they have
- P3 seek the **active participation** of the child or young person in assessing their own preferences and needs, using **their preferred communication methods and language** and in ways that are suitable to their age, abilities and **level of development**
- P4 access any extra support you need to enable the child or young person to communicate their preferences and needs
- P5 take account of **pre-speech**, actions and non-verbal behaviour when working with a child or young person who is unable to express their preferences and needs because of their level of development and understanding
- P6 support the child or young person and **key people** to identify preferences and needs for their care and support

- P7 support the child or young person and key people to identify any risks of **danger, harm and abuse**
- P8 identify environments, objects, situations and the behaviour of others that stimulate and interest the child or young person
- P9 identify environments, objects, situations and the behaviour of others that cause fear or other adverse reactions in the child or young person
- P10 take account of the views of the child or young person, key people and others when processing information and providing feedback about short, medium and long term health and care needs
- P11 contribute to the assessment of the different dimensions of the child or young person's life and to
- P12 work with all involved to agree the assessment of the child or young person's preferences and needs
- P13 support the child or young person and key people to understand the assessment
- P14 support the child or young person and key people to challenge the assessment if necessary

#### **Support the development and implementation of care or support plans**

- P15 identify your role and responsibilities in developing and implementing the child or young person's **care or support plan**
- P16 seek the active participation of the child or young person in developing and implementing the plan, using their preferred communication methods and language and in ways that are suitable to their abilities and level of development and understanding
- P17 contribute to consultations to develop the care or support plan, taking account of the child or young person's assessed preferences and needs
- P18 contribute to **permanency planning** to address the child or young person's short, medium and long term needs
- P19 support the child or young person and key people to understand where preferences and needs could not be met within the care or support plan and why
- P20 support the child or young person and key people to understand the arrangements for the implementation of the plan
- P21 support the child or young person and key people to understand how to use procedures, when necessary, to comment or complain about the content of the care or support plan and its implementation

#### **Contribute to reviewing care plans for children and young people**

- P22 check your own responsibilities and those of others in providing feedback on the implementation of the care or support plan
- P23 seek the active participation of the child or young person in reviewing the care or support plan, using their preferred communication methods and language and in ways that are

- suitable to their abilities and level of development and understanding
- P24 engage with the child or young person to identify parts of the plan which they feel best meet their needs
  - P25 engage with the child or young person to identify parts of the plan which they feel need changing
  - P26 engage with the child or young people to identify changes to their preferences and needs which could affect the plan and its implementation
  - P27 engage with the child or young person to identify changes in the needs and circumstances of key people which could affect the plan and its implementation
  - P28 work in partnership with the child or young person, key people and others to review the care or support plan
  - P29 provide feedback to the appropriate people on the strengths and limitations of the plan in meeting the assessed and changing preferences and needs of the child or young person
  - P30 support the child or young person and key people to understand how their feedback will be used to inform changes to the care or support plan
  - P31 where there is conflict about your feedback and observations, follow work setting procedures and practices to address the issues raised
  - P32 contribute to meetings and discussions about revisions to the care or support plan and its implementation
  - P33 contribute to revising and implementing any changes to the plan that are within your role and responsibilities

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries



- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

#### **Theory for practice**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it
- K23 theories about attachment and its impact on children and young people

#### **Personal and professional development**

- K24 principles of reflective practice and why it is important

#### **Communication**

- K25 factors that can affect communication and language skills and their development in children, young people adults
- K26 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

#### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

#### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential harm or abuse

- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K36 national, local and work setting frameworks and guidance on assessment and planning with children and young people
- K37 how and where to access information and support that can inform assessment practice of children and young people
- K38 the role of relationships and support networks in promoting the care and well-being of the children and young people with whom you work
- K39 the impact of disruption, including placement disruption on children and young people's development, their relationships, their educational attainment and health
- K40 the support available for children or young people and key people with additional needs

## 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life

To **agree** means gaining assent to the final form of a plan or assessment and may not mean that everyone was of the same view. The agreement would specify where the assessment or plan recorded that a child or young person's first preferences could not be met, and would identify where there are areas of concern and conflicts of opinion and judgements

**A care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

**Children and young people** from birth to 18 years of age who require health and care services. In some circumstances children or young people are eligible, through legislation or policy, to receive children's and young people's services until they reach 21

**Dimensions** of a child or young person's life may include the child or young person's developmental needs; the capacity of their parents to care for them; family and environmental factors; the child or young person's current circumstances with regard to place of residence and care needs.

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

**Information** could include existing plans; care and support needs assessments; records and reports.

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

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**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 Permanency Planning places a focus on promoting secure, stable and fulfilling relationships for children and young people whether they are living with their birth families or in foster, adoptive or residential homes.

**Permanency planning** uses this criteria to underpin work to meet the short, medium and long term needs of children and young people ie until they are 21 (or 25 if still in education)

**Pre-speech** refers to the sounds made by children before they are able to speak using words

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

A **risk** takes account of the likelihood of danger, harm or abuse arising from anything or anyone and could include the possibility of danger, damage and destruction to the environment and goods; injury and harm to people; self- harm and abuse

## **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** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirement when you provide direct care for the holistic development of babies. This includes caring for their physical and nutritional needs. It also includes providing a safe, secure and stimulating environment in which babies can grow and in which their social, emotional, cognitive and linguistic development can be promoted. The standard also covers assisting in the observation and evaluation of babies' growth and development.

### Performance criteria

You must be able to:

#### Care for the physical and nutritional needs of the baby

- P1 access information and records that identify the physical and nutritional needs of the **baby**
- P2 work with **parents, carers** and **others** to identify who should be involved in the assessment of the baby's physical and nutritional needs
- P3 work with parents, carers and others to identify your responsibilities and the responsibilities of others in the care of the baby
- P4 work with parents, carers and others to identify any specific issues that need to be taken account of when caring for the physical and nutritional needs of the baby
- P5 work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided
- P6 prepare food and drink for the baby hygienically, according to any specific instructions, **correctly for the baby** and according to legal and work setting requirements
- P7 store food and drink for the baby hygienically, according to any specific instructions, **correctly for the baby** and according to legal and work setting requirements

- P8 promote **active participation** during the baby's weaning process by supporting and encouraging the baby to feed themselves, according to their age and developmental stage
- P9 create a comfortable and relaxed atmosphere whilst providing for the **physical care** of the baby
- P10 provide physical care in order to meet the baby's physical, health and well-being needs
- P11 encourage the baby to exercise, develop their mobility, explore their surroundings, crawl and walk
- P12 use positive reinforcement to praise the baby's physical movement and the development of their physical skills

**Provide a safe and secure environment in which the baby can grow and develop**

- P13 work with others to assess what is necessary to create and maintain a safe and secure **environment** for the baby
- P14 work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby from **danger** and **harm**
- P15 work with others to access the resources to make the environment safe and secure for the baby
- P16 observe the behaviour of the baby, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are interested in and stimulated by
- P17 observe the actions and behaviour of the baby, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are fearful of
- P18 ensure that the baby is never left unattended
- P19 ensure that the baby is only held by or left with people who are capable of caring for them
- P20 ensure the baby is only placed in environments that are safe and secure, taking account of their age, size, developmental stage and physical abilities
- P21 ensure the baby is provided with toys and equipment that take account of their age, size, developmental stage and physical abilities
- P22 take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for the baby
- P23 dispose of soiled items hygienically and in ways that minimise the spread of infection
- P24 take necessary precautions to ensure that the baby is protected from the **risk** of danger, harm and abuse, seeking specialist advice and intervention where appropriate

**Provide a stimulating environment in which to promote the baby's social, emotional, cognitive and linguistic development**

- P25 work with the baby, parents, carers and others to assess the specific stimulation and developmental needs of babies
- P26 work with parents, carers and others to agree how care of the baby should be shared to maximise the desired outcomes for the baby

- P27 work with parents, carers and others to develop and implement a **care or support plan** to address the baby's social, emotional, cognitive and linguistic developmental needs
- P28 interact with the baby in ways which stimulate, support and encourage their social, emotional, cognitive and linguistic development
- P29 use objects, games, equipment and play materials that stimulate and actively promote the baby's social, emotional, cognitive and linguistic development
- P30 provide daily routines, including appropriate indoor and outdoor activities, to stimulate and actively promote the baby's social, emotional, cognitive and linguistic development
- P31 use **everyday activities** to encourage the baby to respond, interact and communicate
- P32 use everyday activities to promote the linguistic development of the baby
- P33 use every day activities to extend the baby's listening skills and sound discrimination

#### **Assist in the observation and evaluation of the baby's growth and development**

- P34 provide the baby with activities that will help you to assess whether they are growing and developing normally
- P35 monitor observations of the baby over time
- P36 take appropriate action when you notice anything that is abnormal in their growth, development, behaviour, condition or bodily functions
- P37 take appropriate action when you notice any changes in relation to normal development patterns for babies of a similar age
- P38 work with parents and others, including those with specialist expertise, to monitor and review the progress of the baby and to respond to changes in their needs and life circumstances
- P39 report on the baby's development, what has been achieved and areas where the baby might need additional support
- P40 complete records and reports on the baby according to confidentiality agreements and legal and work setting requirements

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination



- K5 the rights that children and young people have to make complaints and be supported to do so

### **How you carry out your work**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Communication**

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Personal and professional development**

- K26 principles of reflective practice and why it is important

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K37 the ways in which babies can be stimulated according to their age in order to enhance their development
- K38 the development of linguistic and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
- K39 role of relationships and support networks in promoting the well-being of the babies with whom you work
- K40 supports for disabled babies and parents
- K41 the nutritional requirements and the types and consistency of food that is appropriate to babies up to two years old, including factors that influence weaning
- K42 common food allergies and feeding difficulties and where to get advice about them
- K43 unusual conditions and symptoms of common ailments which may require to be reported

- K44 the variation in sleep patterns in babies, the importance of rest/sleep or quiet periods as part of the daily routine, of matching the routines of the home and child care setting
- K45 methods of encouraging attentive listening and sound discrimination in babies
- K46 types of activities that can stimulate sensory, social, cognitive and physical development
- K47 methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these
- K48 suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years
- K49 awareness of the effect of changes in temperature and babies' sensitivity to changes in temperature and the need to adapt the environment and clothing accordingly

## Unit 341 Promote childcare practice in group living (SCDHSC0037)

### 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.

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

A **baby** is from birth to two years of age

A **carer** is any person who cares for the physical, social and emotional well-being of the baby

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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, other non verbal forms of communication, human and technological aids to communication

**Correctly for the baby** will be according to any specific plans for the baby and in accordance with the baby's age, needs and any medical conditions

**Danger** is the possibility of harm or abuse happening

The **environment** is the place where the baby is being cared for; it may include a foster care home or a residential setting

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

**Harm** is the effect of a baby being physically or mentally injured or abused

**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.

**Parents** are those with legal parental responsibility

**Physical care** may include handling, washing, dressing the baby and changing the baby's nappy

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support children and young people to manage aspects of their lives. This includes working with and providing advice for children and young people about their clothes, appearance and pocket money. It also includes supporting children and young people to identify and develop their talents, interests and abilities and supporting them to participate in social activities.

### Performance criteria

You must be able to:

#### Support children and young people to manage their personal environment, appearance and pocket money

- P1 take account of the **child or young person's level of development** when supporting them to manage aspects of their life
- P2 support the child or young person to **communicate** their preferences and needs about the care, organisation and decoration of their own space within the environment, taking account of their right to privacy
- P3 communicate with the child or young person about their personal appearance and clothing, offering advice if requested
- P4 support the **active participation** of the child or young person in shopping for, choosing and buying their own clothes
- P5 provide advice and support to the child or young person on learning how to manage their pocket money
- P6 where a child or young person is managing their pocket money ineffectively or inappropriately, take appropriate action to help them deal with this

#### Support children and young people to develop their interests, talents and abilities

- P7 support the child or young person to communicate about their interests, talents and abilities in ways that develop their self-image and esteem
- P8 encourage the child or young person to participate in activities in which they are interested, for which they have the talent and ability and which adhere to their spiritual and religious beliefs
- P9 provide opportunities for the child or young person to take forward their interests, talents and abilities
- P10 secure resources to support the child or young person to take forward their interests, talents and abilities
- P11 encourage the child or young person to participate in activities that help them extend their interests, talents and abilities
- P12 praise the successes of the child or young person
- P13 encourage **key people** to praise and celebrate such successes
- P14 support the child or young person to identify how they could use their interests, talents and abilities to better their **life chances**

**Provide a stimulating environment in which to promote the baby's social, emotional, cognitive and linguistic development**

- P15 work with the child or young person to communicate the type of social activities they are interested in
- P16 acquire information and support about activities that the child or young person expresses an interest in and that would be beneficial to their health and well-being
- P17 provide opportunities for the child or young person to participate in social activities of their choice
- P18 secure resources to support the child or young person to participate in social activities of their choice
- P19 encourage the child or young person to take part in social activities that will help them grow and develop, making practical arrangements where necessary
- P20 praise and celebrate the successes of the child or young person in any social activity they undertake
- P21 encourage key people to praise and celebrate such successes
- P22 support the child or young person through any difficulties they encounter with social activities
- P23 encourage the child or young person to invite other children and young people to participate in social activities in which they are interested, providing practical support where necessary
- P24 encourage the child or young person to invite other children and young people to visit and become friends with them, taking account of their protection and any restrictions placed upon them and others with whom they wish to be friends

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### **Your practice**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important



### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how and where to access information and support that can inform your practice when supporting children and young people to manage their lives
- K37 theories relevant to the children and young people with whom you work about identity and self-esteem
- K38 theories relevant to the children and young people with whom you work about loss and change
- K39 the effects of stress and distress on children and young people
- K40 factors that cause risks and those that ensure safe and effective care for children and young people
- K41 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K42 types of support for disabled children, young people and parents
- K43 how to work with and resolve conflicts that you are likely to meet

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K44 the role of recreational activities, relationships, support networks and recognition and praise of talent and abilities in promoting the well-being of children and young people
- K45 constructive ways of providing advice that will enable children and young people to manage their own money, environment and appearance
- K46 types of activities and advice that can be beneficial when supporting the child or young person to communicate their interests, talents and abilities
- K47 the importance, benefits and methods of ensuring the child or young person understands and has confidence in their own interests, talents and abilities
- K48 the ways to encourage children and young people to pursue their interests and those activities that enhance their talents and abilities
- K49 the role which recreation and leisure play in the health and social well-being of children and young people

## 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.

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

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

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

**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

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially

**Social activities** may include any leisure or social pursuits that children or young people wish to be involved in

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting children and young people to achieve their educational potential. This includes supporting children and young people to identify their educational aspirations then helping them to plan and access educational opportunities and activities. It also includes encouraging and supporting children and young people when they carry out educational activities and reviewing how effective the activities have been

## Performance criteria

You must be able to:

### Support children and young people to identify their educational aspirations

- P1 take account of the **child or young person's level of development** when supporting them to identify their educational aspirations
- P2 explore with the child or young person and **key people** their interests, talents, abilities and beliefs and how these can relate to their educational aspirations
- P3 encourage the child or young person to **communicate** the types of educational activities they are good at and what they would like to do in the future
- P4 identify with the child or young person how they can build on their educational talents and interests
- P5 support the child or young person to examine what they want to achieve in their life
- P6 demonstrate to the child or young person that you have listened to and taken into account their views, experience, expertise and any difficulties they are facing

- P7 demonstrate to the child or young person that you recognise their educational talents and interests
- P8 support the child or young person to consider how education and their interests, talents and abilities could improve their **life chances**
- P9 encourage the child or young person to identify aspirations for their educational prospects that are both realistic and motivating
- P10 respond to changes in the child or young person's educational aspirations as they develop

#### **Help children and young people to access educational opportunities and activities**

- P11 support the child or young person to communicate their aspirations, concerns and fears about their education
- P12 encourage the child or young person to identify any extra support they believe would help them to achieve their educational aspirations
- P13 work in ways that promote **active participation** to plan with the child or young person educational activities that will help to overcome any difficulties they are having
- P14 work with the child or young person, key people and **others** to negotiate and agree how best to meet the child or young person's short, medium and long term educational preferences and needs
- P15 work with the child or young person, key people and others to select from the educational opportunities that are open to them in the short and medium term
- P16 work with the child or young person, key people and others to plan for longer term educational needs
- P17 contribute to identifying resources that are available to help meet the child or young person's educational needs
- P18 where resources are not available, work with the child or young person to identify other creative solutions to meet their educational preferences and needs
- P19 work with the child or young person and others to identify how any concerns will be addressed when implementing planned educational activities

#### **Support children and young people to carry out educational activities**

- P20 provide the child or young person with agreed support to help them achieve educationally
- P21 give positive feedback to the child or young person about their educational achievements and successes
- P22 encourage key people and others to give positive feedback for such achievements and successes
- P23 involve the child or young person, key people and others in recognising and rewarding educational achievements and successes
- P24 support the child or young person to address aspects of their life that may undermine their educational efforts and achievements
- P25 support the child or young person to overcome difficulties in any part of their education

- P26 support the child or young person to complete educational activities, offering help and advice where required

### **Contribute to reviewing educational activities**

- P27 monitor the implementation of planned educational activities
- P28 support the child or young person to identify how what they have learned through educational activities will affect their life chances
- P29 review with the child or young person, key people and others the outcomes of planned educational activities
- P30 involve the child or young person, key people and others in negotiating, agreeing and implementing changes that need to be made to educational plans

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### **Your practice**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**



- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K36 how and where to access information and support that can inform your practice when supporting children and young people to achieve their educational potential
- K37 how stereotypes can limit the child or young person's educational development
- K38 the educational provision for children and young people in general and specifically the provision relating to the children and young people with whom you work
- K39 the importance of meeting educational needs for children and young people and the connection between education and life chances
- K40 how the educational performance of looked after children and young people compares with educational norms
- K41 theories relevant to the children and young people with whom you work, about identity and self-esteem, loss and change
- K42 the effects of stress and distress on a child or young person
- K43 environmental, physical, social, cultural and genetic factors that may enhance or impair children's and young people's educational development and achievement
- K44 aspects of personal, social, emotional, identity, cognitive and linguistic development that might impact on children and young people's educational development and achievement
- K45 how children and young people learn and achieve through education and how this relates to other aspects of their development
- K46 methods of encouraging children and young people's educational aspirations, talents and interests and positively supporting children and young people's successes and achievements
- K47 methods of working with, engaging and sustaining a child or young person's interest when supporting them to complete educational activities and programmes
- K48 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption on children and young people's educational achievements
- K49 types of support for disabled children, young people and parents
- K50 resources, information and advice to support children and young people's educational development and achievements
- K51 the local educational provision and options available within that provision to support children and young people's educational needs

- K52 roles and responsibilities of specialist agencies in identifying educational need, providing resources and/or advocating on behalf of the children and young people
- K53 the type of opportunities that occur naturally that can be used to help children and young people in their educational development and achievement
- K54 educational difficulties which may be experienced by children and young people who have been abused, neglected or are otherwise defined as "in need" and systems to address such difficulties

## 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.

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

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

**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

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially

**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

**Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working with children and young people to prepare them for adulthood, citizenship and independence. This includes how you will support children and young people to access support, advice and information about adulthood, citizenship and independence. It also includes working with children and young people to identify the skills and abilities they will need to be effective citizens and adults, and to prepare children and young people to move on and become independent.

## Performance criteria

You must be able to:

### Support children and young people to access support, advice and information about adulthood, citizenship and independence

- P1 seek advice, support and training to equip you to work with a **child or young person** to assess their needs and prepare them for adulthood, citizenship and independence
- P2 promote the **active participation** of the child or young person to assess and **communicate** their own support preferences and needs in terms of their independence, citizenship and becoming an adult
- P3 identify with the child or young person appropriate sources of support that will help them understand aspects of independence, citizenship and adulthood relevant to needs
- P4 help the child or young person access appropriate support materials, information and individual assistance to enable them to prepare to move into independent and/or semi independent accommodation

- P5 support the child or young person to understand and evaluate the support materials, and identify any materials that are discriminatory or exclusive
- P6 provide individualised support to enable the child or young person to understand any information that will help prepare them for adulthood, citizenship and independence
- P7 support the child or young person to access individual assistance to help them make the transition to independence, citizenship and adulthood

**Identify with children and young people the skills and abilities needed to become adults and effective citizens**

- P8 work with the child or young person to identify the skills, abilities and behaviour that will enhance their **life chances** and equip them to be responsible adults and effective citizens
- P9 help the child or young person to identify skills, abilities and behaviour patterns they need to acquire to enable them to become responsible adults and effective citizens
- P10 support the child or young person to identify personal experiences and behaviour that they think may affect their ability to become responsible adults and effective citizens
- P11 give guidance to the child or young person about socially acceptable behaviour that will prepare them for being responsible adults and effective citizens
- P12 use documents, materials, everyday experiences and specific individual and group activities to initiate discussion on the positive aspects of citizenship and adulthood, and any associated risks of **danger, harm and abuse**
- P13 support the child or young person to understand the rights and responsibilities involved in being an adult and an effective citizen
- P14 where the child or young person has specific needs in relation to understanding the rights and responsibilities involved in being an adult and effective citizen, support them to access specialist support

**Prepare children and young people to move on and become independent**

- P15 contribute to developing, implementing and changing plans to prepare a child or young person for adulthood, citizenship and independence
- P16 provide information about moving on and becoming independent that is understandable, accessible, non discriminatory, inclusive and that meets the individual needs of the child or young person
- P17 contribute to the assessment of the child or young person's needs in relation to moving into independent or semi independent living
- P18 contribute to developing plans for the move into independent or semi independent living
- P19 contribute to liaising with housing and other relevant services to ensure the preferences and needs of the child or young person are paramount

- P20 assist the child or young person to receive continued support in their relationships, identity, educational and practical life skills when they move on
- P21 use documents, materials, everyday experiences and specific individual and group activities to illustrate and help communications about skills, knowledge and risks associated with independent living
- P22 work with **others** to acquire any specialist support for the young person to ensure that they are not disadvantaged, discriminated against nor excluded
- P23 support the child or young person who is distressed about leaving the existing environment to express their feelings, fears and concerns about moving on
- P24 contribute to developing, implementing and changing plans to support a young person who is living independently

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**



- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K36 how stereotypes can limit the child or young person's ability to move on and become an active citizen
- K37 how and where to access information and support that can inform your practice when preparing children and young people for adulthood, citizenship and independence
- K38 theories relevant to the children and young people with whom you work about identity and self-esteem
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 the effects of stress and distress on children and young people
- K41 working in integrated ways that promote children and young people's well-being
- K42 methods of effective communication and engagement with children and young people, their parents, families and carers when preparing them for adulthood, citizenship and independent living
- K43 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour
- K44 methods of working with, engaging and sustaining a child/young person's interest when preparing them for adulthood, citizenship and independence
- K45 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K46 types of support for disabled children, young people and parents
- K47 resources, information and advice which can support children and young people's preparation for adulthood, citizenship and independence
- K48 the skills and abilities children and young people that will need to plan and prepare them for adulthood, citizenship and independence
- K49 issues that need to be taken account of by children and young people when they move on and become independent, including how to protect themselves from harm and abuse
- K50 difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as "in need", when preparing them for adulthood, citizenship and independence
- K51 the type of opportunities that occur naturally that can be used to help children to communicate their feelings about adulthood, citizenship and independence

K52 the type of opportunities that occur naturally that can be used to reinforce behaviour that illustrates that children and young people are ready for adulthood, citizenship and independence

## 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.

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

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

**Danger** is the possibility of harm and abuse happening

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially

**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.

## **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 of** individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when enabling children and young people to develop and maintain constructive relationships with their parents, carers, families and others. This includes enabling children and young people to identify their own contact and relationship needs, working with them to maintain appropriate contact and relationships and supporting them to develop appropriate and supportive relationships.

## Performance criteria

You must be able to:

### Enable children and young people to identify their own contact and relationship needs

- P1 access records to understand any limitations that have been placed upon relationships and contact with a **child or young person**
- P2 engage with the child or young person in ways that promote **active participation** appropriate to their age, abilities and **level of development**
- P3 **communicate** with the child or young person in ways that are appropriate to their age, abilities and level of development and understanding
- P4 enable the child or young person to understand why and how some relationships are beneficial to their health and social well being
- P5 enable the child or young person to understand why and how some relationships are detrimental to their health and social well being
- P6 support the child or young person to identify the people and groups with whom they wish to have contact

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P7 support the child or young person to identify the benefit of forming relationships within groups where people share their interests and talents
- P8 support the child or young person to identify the type of people and groups with whom it would be detrimental to remain in contact
- P9 use documents, materials, naturally occurring events and specific individual and group activities to help the child or young person to communicate their contact and relationship needs

**Work with children and young people to maintain appropriate relationships with key people**

- P10 provide the child or young person with practical support and opportunities to maintain constructive contact and relationships with key people, taking account of any restrictions placed upon anyone
- P11 encourage the child or young person to keep in contact with key people, communicating the benefits of such contacts and highlighting any limitations
- P12 enable the child or young person to use the most appropriate form of contact to maintain constructive relationships with key people
- P13 monitor any visits to safeguard the child or young person, providing supervision where necessary
- P14 enable the child or young person to understand why any restrictions have been placed on contact with specific groups and people
- P15 encourage the child or young person and key people to be involved in activities within and outside the children and young person's environment, taking account of any restrictions placed upon anyone
- P16 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may be harmful and abusive for them
- P17 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to **offending behaviour**
- P18 take sensitive and appropriate action where you consider the child or young person's contacts and relationships may lead to the harm and abuse of others

**Enable children and young people to develop new relationships**

- P19 enable the child or young person to develop appropriate relationships when they have just moved into a new environment, and whilst living there
- P20 respect the child or young person's wishes and rights for privacy and confidentiality when they select and invite friends into a specific place
- P21 enable the child or young person to avoid new relationships that are abusive and could lead to risks of danger, harm and abuse to themselves and others

- P22 enable the child or young person to identify and report abusive relationships

### **Enable children and young people to develop new relationships**

- P23 enable the child or young person to cope with distress when contacts or relationships end
- P24 observe and take action to support the child or young person when they have relationship problems or become isolated
- P25 access specialist help for anyone with specific relationship problems, taking account of the confidentiality needs of the child or young person
- P26 complete records and reports on relationship issues, within confidentiality agreements and according to legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### **Your practice**

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
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### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**



- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K36 dilemmas that may arise between the child or young person's views, preferences, aspirations and expectations for relationships, and your role and responsibilities in supporting them to avoid relationships that may result in the risk of danger, harm, abuse and/or offending behaviour
- K37 how stereotypes can limit the child/young person's ability to develop and maintain supportive relationships
- K38 how and where to access information and support that can inform your practice when supporting children and young people to develop and maintain supportive relationships
- K39 theories relevant to the children and young people with whom you work about identity and self-esteem
- K40 theories relevant to the children and young people with whom you work about loss and change
- K41 how power can be used and abused when supporting children and young people to manage their lives
- K42 the effects of stress and distress on children and young people
- K43 the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K44 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- K45 factors affecting the child or young person's ability to maintain existing relationships, move on from old relationships, form and maintain new relationships and avoid contact with those people and groups where limitations have been placed upon them
- K46 issues that are likely to arise when supporting children and young people to develop, maintain and move on from relationships and how to support the child or young person to deal with these
- K47 factors to take account of when deciding how much and what type of information to divulge to children and young people
- K48 the different reasons why limitations may be placed upon the children and young people's contact and relationships with specific individuals and groups
- K49 the different forms which family patterns and relationships may take

**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.

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

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

**Danger** is the possibility of harm and abuse happening

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**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

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially

**Offending behaviour** may include drug and alcohol abuse and realise their full potential, educationally and socially

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support children and young people to develop a positive identity and thereby promote their social and emotional wellbeing. This includes helping children and young people to assess their social, emotional and identity needs and supporting them to develop a positive self-image, enhance their self esteem and improve their self-reliance. It also includes observing, assessing and taking action to ensure that children and young people's social, emotional and identity needs are addressed.

### Performance criteria

You must be able to:

#### Enable children and young people to assess their social, emotional and identity needs

- P1 engage with the **child or young person** in ways that promote their trust and **active participation**, taking account of their **level of development**
- P2 enable the child or young person to **communicate** their feelings and thoughts about themselves, their past experiences, current circumstances and future plans
- P3 enable the child or young person to express their feelings and thoughts about aspects of their lives which they think are good and not good
- P4 enable the child or young person to express their feelings and thoughts about their relationships with key people
- P5 use spontaneous opportunities to enable children and young people to communicate about their social, emotional and identity needs

- P6 support the child or young person to understand, assess and identify their own social, emotional and identity needs
- P7 support the child or young person to identify any activities or support they think could help to meet their social, emotional and identity needs
- P8 seek appropriate help where you are unable to deal with any issues raised by the child or young person

### **Support children and young people to develop a positive self-image, self esteem and self-reliance**

- P9 support the child or young person to communicate the impact of their personal circumstances on their self-image
- P10 use planned activities to help the child or young person understand issues about their self-image, self-esteem and identity
- P11 use spontaneous learning opportunities to help the child or young person understand issues about their self-image, self-esteem and identity
- P12 ensure your own actions enhance the self-esteem and self-reliance of the child or young person
- P13 use resources and networks in the local community to introduce positive role models that relate to the child or young person's identity
- P14 encourage the child or young person to identify with and take pride in their own self-image and ethnic, cultural and sexual identity
- P15 encourage the child or young person to identify their own strengths and abilities for developing a positive self-image, self-esteem and identity
- P16 provide opportunities for the child or young person to make their own decisions and accept responsibility for their actions, taking account of the **risks** and benefits
- P17 reward achievements and efforts towards self-reliance which enhance the child or young person's self-confidence and self-esteem and their social, emotional and identity development

### **Promote children and young people's social, emotional and identity development**

- P18 observe the child or young person in a variety of environments, when they are relating to others and when they carry out activities alone and within a group
- P19 identify positive aspects of the child or young person's social, emotional and identity development
- P20 identify scope for further positive development of the child or young person's social, emotional and identity development
- P21 work with the child or young person to build upon positive aspects of their social, emotional and identity development

- P22 work with the child or young person to find ways and activities that will help them to address aspects of their social, emotional and identity development that create challenges for them
- P23 assess observed changes in the child or young person's social and emotional well-being
- P24 take opportunities to explore any changes with the child or young person and **key people**
- P25 seek advice and support to help resolve the child or young person's identity concerns and help them develop a more positive sense of identity

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences

- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication

- K35 principles of confidentiality and when to pass on otherwise confidential information

**Specific to this NOS**

- K36 how and where to access information and support that can inform your practice when supporting the social, emotional and identity development of children and young people
- K37 the development of self-image and identity in children, and the additional needs regarding the development of identity which children from minority racial groups and cultures, bilingual children, and children of mixed racial origins may have
- K38 stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-esteem, self-image and identity
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K41 the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K42 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- K43 factors that cause risks and those that ensure safe and effective care for children and young people
- K44 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K45 type of support to promote the abilities of children, young people and parents
- K46 methods of developing positive identity, self-esteem and self-reliance in children and young people
- K47 methods of engaging and sustaining the child/young person's interest and involvement when working on social, emotional and identity development
- K48 reasons for distress when working on identity issues with young person
- K49 the type of opportunities that occur naturally that can be used to help children to communicate, and deal positively with, their feelings to develop socially and emotionally
- K50 the type of opportunities that occur naturally that can be used to reinforce positive aspects of children and young people's social, emotional, identity, self-esteem and self-reliance
- K51 difficulties which may be experienced by young people who have been abused, neglected or insufficiently supported to develop socially and emotionally
- K52 planning, provision and evaluation of activities to explore issues of social, emotional and identity 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.

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 all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

**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.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

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

**Scope/range related to knowledge and understanding**

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

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

**Factors that may affect the health, wellbeing and development of** individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you enable children and young people to promote their own physical and mental health. This includes supporting them to explore their own health and wellbeing and factors that can affect them. It also includes promoting children and young people's mental health and wellbeing and responding appropriately to specific physical and mental health care needs that arise.

## Performance criteria

You must be able to:

### Support children and young people to explore their own health and development and factors affecting these

- P1 engage with the child or young person in ways that promote trust and active participation, taking account of their level of development
- P2 support the child or young person to understand aspects of personal health care, growth, and sexual development consistent with their age, abilities and level of development and understanding
- P3 with the child or young person and key people, examine factors that can promote or hinder healthy physical, emotional and psychological development
- P4 reinforce to the child or young person the importance of factors which might affect their personal health, growth and development
- P5 encourage the child or young person to identify and evaluate changes in their physical development and bodily functions
- P6 encourage the child or young person to **communicate** any concerns about their physical development and bodily functions

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P7 communicate with the child or young person about their sexual development and sexuality
- P8 respond to any issues and concerns they may have about their sexual development and sexuality
- P9 support the child or young person to communicate and agree what types of personal health care they require
- P10 work with the child or young person to try to resolve any conflicts and tensions in relation to their preferences and needs for health care

#### **Promote children and young people's mental health and wellbeing**

- P11 contribute to a culture within the work setting that encourages the self-esteem, mental health and wellbeing of children and young people
- P12 identify signs and symptoms of distress which might have an impact on the emotional and psychological health and well-being of the child or young person
- P13 identify factors that might pose a risk to the mental health and well-being of the child or young person
- P14 support the child or young person to identify risk factors and signs and symptoms of distress in themselves
- P15 take appropriate action to assess and manage potential risks
- P16 acquire support, information and advice to resolve difficulties for the child or young person
- P17 encourage the child or young person to use available resources of help, support and information
- P18 suggest resolutions where conflicts and tensions arise

#### **Respond appropriately to specific needs of children and young people in relation to their health and wellbeing**

- P19 work with the child or young person, key people and others to meet the physical and mental health care needs of the child or young person, taking account of restrictions placed upon anyone
- P20 monitor the child or young person's well-being and behaviour for signs of change
- P21 inform the relevant people when you observe changes in the child or young person's behaviour and well being
- P22 take appropriate action when you see signs and symptoms that may indicate mental or emotional distress
- P23 take appropriate action when you see signs and symptoms that may indicate harm and abuse or exploitative behaviour
- P24 take appropriate action when you see signs and symptoms that may indicate use of illegal substances
- P25 take appropriate action to deal with other specific health care needs of the child or young person, dependent on the level of risk to them
- P26 acquire information and advice to resolve health care issues with the child or young person
- P27 summon assistance immediately when the child or young person has a health emergency

- P28 inform key people, taking account of any restrictions placed upon anyone, when the child or young person has a health emergency
- P29 organise appointments to address medical, physical or mental health needs, providing practical support where necessary to enable the child or young person to attend
- P30 ensure that additional help is accessed when required to address particular physical and mental health care needs
- P31 contribute to supporting the treatment plan for a child or young person
- P32 monitor any indications of change in the condition of the child or young person
- P33 complete records and reports on incidents and treatment, within confidentiality agreements and according to legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 how and where to access information and support that can inform your practice when supporting children and young people to promote their own physical and mental health needs
- K38 government reports, inquiries and research reports into serious failures to protect children and young people, especially related to physical and mental health needs
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K41 theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social well-being
- K42 factors that cause risks and those that ensure safe and effective care for children and young people
- K43 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K44 conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- K45 sources of information, resources and advice available to promote the positive mental health development of children and young people and how to access these
- K46 how the children and young people's circumstances, history of social and health care can adversely affect their growth, development, mental health and well-being
- K47 the effect that age, stage, development and personal circumstances of children and young people may have on their ability to contribute and make decisions about their own health and social well-being
- K48 factors which constitute a risk to the individual's development, positive health, mental health and well-being
- K49 the types of impact that disabilities can have on children and young people's health and social well-being
- K50 factors which define circumstances as being urgent, chronic or routine, and why it is essential that you know the limits of your responsibility and competence

## Unit 347 Promote childcare practice in group living (SCDCCLD0313)

### 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services. 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, other non verbal forms of communication, human and technological aids to communication. **Emergencies** may relate to fire, security, serious accidents, minor accidents or first aid.

**Exploitative behaviour** is manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people.

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused.

**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.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

**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 **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

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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

<b>SCQF Level:</b>	7
<b>SCQF Credit value:</b>	9
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	This standard identifies the requirement when you provide direct care for babies when their birth parents are unable to do so. This includes feeding, clothing and keeping babies clean and ensuring babies are safe, secure and free from danger, harm and abuse.

### Performance criteria

You must be able to:

#### Feed the baby

- P1 clean and dry your hands before and after handling the baby and preparing their food
- P2 use the correct methods to prepare and store equipment and feeds and to dispose of left over food
- P3 use the correct methods and any sterilisation procedures to make the feed
- P4 make up feeds to the required quantities
- P5 when the baby indicates that they are hungry or when feeding is required for nutritional purposes, feed them in a suitable place and position to encourage digestion and satisfaction
- P6 record the baby's progress and feeds accurately, seeking support and advice if problems occur

#### Support children and young people to develop their interests, talents and abilities

- P7 prepare the environment and equipment for bathing and changing the baby prior to undressing them
- P8 handle the baby safely while bathing, washing, drying, changing and dressing the baby
- P9 relate to the baby in ways that promote interaction and stimulation when bathing and dressing them
- P10 check for dryness or sores on the baby's skin
- P11 treat any dryness or sores appropriately

- P12 dress the baby in suitable clothes for the environmental temperature and conditions
- P13 clean and store equipment and materials safely and ready for re-use
- P14 follow work setting **policies and procedures** when disposing of soiled nappies
- P15 report to the appropriate people anything you have observed during bathing and dressing which causes concern, within confidentiality agreements and according to legal and work setting requirements
- P16 update any records that are required

You must be able to:

**Ensure the baby is safe, secure and free from danger, harm and abuse**

- P17 check the identity of anyone wanting to handle the baby
- P18 pass the baby only to someone who has permission to handle and care for them
- P19 ensure the baby is only placed in environments that are safe and secure
- P20 interact with the baby in ways that help them feel safe and secure
- P21 take appropriate steps to ensure that there is no item of equipment or furniture within the baby's environment that could put the baby at risk of **danger**
- P22 take appropriate steps to ensure that there is no person within the baby's environment who could put the baby at risk of **harm or abuse**
- P23 complete accurate records according to legal and work setting requirements
- P24 store records within confidentiality agreements and according to legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

**Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights

**Your practice**

- K2 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K3 your own background, experiences and beliefs that may have an impact on your practice
- K4 your own roles, responsibilities and accountabilities with their limits and boundaries
- K5 the roles, responsibilities and accountabilities of others with whom you work

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K6 how to access and work to procedures and agreed ways of working
- K7 the prime importance of the interests and well-being of children and young people
- K8 how to work in partnership with children, young people, key people and others
- 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

### **Theory**

- K12 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K13 theories underpinning our understanding of child development and learning, and factors that affect it
- K14 theories about attachment and its impact on children and young people

### **Communication**

- K15 factors that can have a positive or negative effect on communication and language skills and their development in children and young people

### **Personal and professional development**

- K16 principles of reflective practice and why it is important

### **Health and Safety**

- K17 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K18 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K19 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K20 indicators of potential or actual harm or abuse
- K21 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K22 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K23 legal requirements, policies and procedures for the security and confidentiality of information
- K24 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K25 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K26 how and where to access information and support that can inform your practice about working with babies
- K27 theories relevant to the babies with whom you work about early communication and verbal and non-verbal behaviour and cues
- K28 theories relevant to the babies with whom you work about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K29 the ways in which babies develop during the first ten days of life
- K30 the ways in which babies develop relationships with their carers in their early days of life
- K31 factors and conditions that can benefit or inhibit babies' development
- K32 the ways in which babies' development can be stimulated
- K33 methods of effective engagement with babies
- K34 type of support for babies and parents with additional requirements
- K35 how and why you need to report feeding problems and anything unusual with babies you care for
- K36 the normal state of and changes in urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
- K37 safest ways of positioning and handling babies for their health and safety and to encourage interaction
- K38 positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent's personal beliefs and preferences
- K39 why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible
- K40 why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly
- K41 how and why you need to report babies' first stools and urine
- K42 why different parts of babies' bodies are bathed differently and why particular attention should be paid to creases
- K43 the reasons for informing the mother about the baby's feed and progress
- K44 the difference between sterilisation and social cleanliness
- K45 the importance of consistency and continuity of care provided to babies
- K46 the effects of environmental conditions and temperatures on babies

## 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.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing or neglecting to protect them from harm

A **baby** is from birth to two years of age

**Danger** is the possibility of harm or abuse happening

**Harm** is the effect of a baby being physically or mentally injured or abused

**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 related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you work with children and young people with additional requirements to meet their personal support needs. This includes working with children and young people to develop plans to meet their personal support needs and supporting them to implement these plans. It also includes contributing to evaluation of how effective the plans and activities have been in meeting their personal support needs.

## Performance criteria

You must be able to:

### Support children and young people with additional requirements to identify their personal support needs

- P1 work with the **child or young person, key people** and **others** to identify the child or young person's **personal support needs**
- P2 seek information to help you understand the child or young person's personal support needs and plan how to address them
- P3 work with the child or young person, key people and others to identify different ways the child or young person's personal support needs can be met
- P4 support the child or young person to **communicate** their views and preferences about how their personal support needs should and could be met, taking account of their **level of development**

### Support children and young people to address their personal support needs

- P5 confirm your understanding of the personal support needs of the child and young person for whom you are responsible



- P6 support the child or young person to identify how their own skills, abilities, experience and knowledge can help meet their own personal support needs
- P7 ensure that plans for personal support needs take account of the child or young person's privacy and dignity and maximise opportunities to develop their skills for independence
- P8 assist the child or young person to meet their personal support needs, taking account of and managing risks
- P9 promote active participation to enable the child or young person to carry out activities that support their personal needs, taking account of their expressed wishes and preferences, any risks and care or support plan requirements
- P10 work sensitively with the child or young person to help them understand and manage the frustrations they may feel when seeking and accepting help
- P11 support the child or young person, key people and others to identify any changes in the child or young person's personal support needs
- P12 take sensitive and appropriate action to take account of any changing personal support needs
- P13 seek extra support when you are having difficulty supporting the child or young person to address their personal needs
- P14 seek additional help to address any personal and emotional needs of your own when supporting the child or young person

#### **Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs**

- P15 agree with **others** your role and responsibilities in evaluating the effectiveness of activities to meet the child or young person's personal support needs
- P16 carry out your own responsibilities in the evaluation
- P17 support the child or young person and key people to provide feedback on the effectiveness of activities in addressing personal support needs
- P18 contribute to evaluating where activities have been beneficial to the child or young person and where activities need amending to meet changes in the child or young person
- P19 support the child or young person, key people and others to evaluate aspects of your own contribution that achieved positive results and any that could be improved
- P20 work with the child or young person and key people within the evaluation process in ways that respect their views, wishes and preferences account of their protection and any restrictions placed upon them and others with whom they wish to be friends

#### **Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs**

- P21 identify with others what additional expertise is required to meet the child or young person's current and future personal support needs
- P22 identify with others how any additional help and support can be accessed and who should be responsible for this
- P23 identify with others who should be responsible for any additional help and support
- P24 identify with others any changes that need to be implemented when supporting the child and young person's additional personal support needs
- P25 support the child or young person and key people to understand any changes that will be made to meet the child or young person's personal support needs
- P26 support the child or young person and key people to understand when and by whom any changes will be made
- P27 support the child or young person and key people to understand how any changes that have resource implications will be resourced

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people

- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 theories about motivation and enabling children and young people to participate to their utmost abilities
- K38 methods of involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs
- K39 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- K40 theories relevant to the children and young people with whom you work about loss and change
- K41 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K42 theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social well-being
- K43 factors that cause risks and those that ensure safe and effective care for children and young people
- K44 how children's different needs might require different techniques
- K45 the type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading
- K46 the importance of identifying if children and young people are distressed or uncomfortable when their personal support needs are being met
- K47 how to support parents and carers to manage the risks to children and young people with their development and independence

**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.

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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

**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

**Level of development** includes the cognitive, linguistic, physical, social,

emotional and intellectual level of the child or young person

**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 support needs** may include needs such as going to the toilet, staying clean and tidy, managing their personal appearance

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

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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 450

## Work with children and young people with additional requirements to address their development needs (SCDHSCo316)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the needs of children and young people with additional requirements. This includes contributing to the assessment of children and young people's specific developmental levels and support needs, supporting the implementation of programmes and support activities to meet the needs of children and young people with additional needs and contributing to evaluating children and young people's participation in programmes and support activities

### Performance criteria

You must be able to:

#### Contribute to the assessment of children and young people's developmental needs where they have additional requirements

- P1 work with the **child or young person** in ways that take account of their **level of development**
- P2 work with the child or young person, **key people** and **others**, to identify assessment frameworks and processes that are relevant to the specific development needs of the child or young person
- P3 support the child or young person to understand the nature and purpose of the assessment
- P4 support the child or young person to understand the activities they will be required to carry out for the assessment
- P5 support the child or young person and key people to **communicate** their preferences, needs, views, concerns and choices about the assessment

- P6 identify areas of potential disagreement between the child or young person and key people
- P7 agree with the child or young person and key people how any potential disagreement will be managed
- P8 carry out aspects of the assessment activities for which you are responsible
- P9 support others to carry out the assessment activities for which they are responsible
- P10 work in ways that promote the **active participation** of the child or young person and key people in the assessment process
- P11 ensure that the expertise, experience and culture of the child or young person and key people are recognised throughout the assessment process
- P12 support the child or young person and key people to understand the outcomes of the assessment and the implications for the child or young person
- P13 contribute to records and reports about the assessments, in accordance with legal and work setting requirements

#### **Contribute to agreeing programmes and activities to meet assessed needs**

- P14 contribute to agreeing outcomes that development programmes and activities will seek to achieve
- P15 contribute to identifying resources within and outside your work setting that could help to achieve outcomes and enable the child or young person to participate in activities
- P16 contribute to identifying resources within and outside your work setting that could help to manage any identified risks
- P17 work with the child or young person, key people and others to evaluate the options available to achieve outcomes and provide the support they require
- P18 support the child or young person, key people and others to express their views, wishes and preferred options about programmes and activities
- P19 contribute to agreeing programmes and activities and how they will be implemented

#### **Support the implementation of development programmes and activities**

- P20 carry out activities for which you are responsible to enable the child or young person to participate in development programmes and activities
- P21 monitor any changes in the child or young person that you observe when supporting them
- P22 take sensitive and appropriate action when you identify any changes in the child or young person as they participate in programmes and activities
- P23 take sensitive and appropriate action when the child or young person expresses any changing preferences and needs for



- programmes and activities or the support they are receiving to participate in them
- P24 take sensitive and appropriate action to address any problems that arise when implementing the agreed programmes and activities
- P25 seek extra advice when the support required by the child or young person and key people is outside your competence
- P26 seek additional help to address any personal and emotional needs of your own when supporting the child or young person to participate in programmes and activities

### **Contribute to evaluating development programmes and activities**

- P27 use your observations to analyse the impact of programmes and activities on the child or young person
- P28 use your observations to identify positive aspects and aspects of the programmes and activities that could be improved
- P29 check your analysis sensitively with the child or young person, key people and others
- P30 contribute to reviewing the impact of the programmes and activities against the intended outcomes
- P31 work with the child or young person and key people within the evaluation process in ways that respect their preferences
- P32 support the child or young person and key people to evaluate which aspects of the programmes and activities have been beneficial to the child or young person
- P33 support the child or young person and key people to identify aspects that need amending to improve their effectiveness or to address changes in the child or young person
- P34 support the child or young person and key people to understand any changes that will be made in programmes and activities
- P35 support the child or young person and key people to understand when and by whom any changes will be made
- P36 support the child or young person and key people to understand how any changes with resource implications will be resourced

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K6 legal and work setting requirements on equality, diversity, discrimination and rights
- K7 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K8 your duty to report any acts or omissions that could infringe the rights of children and young people
- K9 how to deal with and challenge discrimination
- K10 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### Personal and professional development

- K24 principles of reflective practice and why it is important

### Communication

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 theories relevant to working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- K38 theories about motivation and enabling children and young people to participate to their utmost abilities
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K41 theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social well-being
- K42 methods of involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs
- K43 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour

- K44 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K45 factors which ensure safe and effective care for children and young people, including secure attachments
- K46 the type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading
- K47 methods and formats for structured activities and programmes and planning, monitoring, observing and recording
- K48 how children's different needs might require different techniques
- K49 the importance of identifying if children and young people are distressed or uncomfortable when they are participating in activities and programmes
- K50 how to support parents and carers to manage the risks to children and young people with their development and independence
- K51 the importance and value of parents' knowledge and expertise about their children
- K52 the nature of relationships within families and the importance of encouraging family members to be actively involved with the child or young person

## Unit 350

## Work with children and young people with additional requirements to address their development needs (SCDHSCo316)

### 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

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, other non verbal forms of communication, human and technological aids to communication.

**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.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

**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 **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

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you prepare to provide a home for a baby, child or young person. It is for new foster carers preparing to provide a home for the first time or experienced foster carers offering a new placement. The requirements include obtaining information and using this to help prepare your family and personal networks. It also includes evaluating your home and family situation and developing the skills, knowledge and attitudes you require in order to provide a safe and supportive home for a baby, child or young person.

## Performance criteria

You must be able to:

**Use information to prepare yourself, your family and your wider networks for your provision of a home to babies, children and young people**

- P1 acquire information from the **placement organiser** about the baby, child or young person for whom you will provide a home
- P2 clarify additional information about the baby, child or young person and their family to help you understand their unique circumstances and specific needs
- P3 discuss with **family members** and those in your personal **networks** the rights, duties and responsibilities of all involved in providing a home for a baby, child or young person
- P4 with your immediate family, networks and **others**, examine the statutory requirements of acting as a foster parent to a child or young person
- P5 reflect on the emotional impact that requiring placement in your home may have on the baby, child or young person

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P6 discuss with family members the likely support needs and other needs of the child or young person
- P7 clarify with the placement organiser information about any proposed arrangements for the baby, child or young person to have contact with their parents, siblings and other family members
- P8 consider the implications for the baby, child or young person of having contact with their family
- P9 consider any **implications** for your own family of the baby, child or young person having contact with their family
- P10 confirm information about the support you can expect from the placement organiser while you are providing a home for the baby, child or young person

**Evaluate your home situation and the care you are able to offer to babies, children and young people**

- P11 reflect with your family on how your lives and living arrangements will be affected by providing a home for a baby, child or young person
- P12 agree with family members and others what support the baby, child or young person is likely to need whilst living within your home
- P13 establish with your family members any additional support they might need themselves to enable them to welcome the child or young person
- P14 agree with family members and those in your personal networks any changes that will have to be made in order for you to offer a home to the baby, child or young person, to offer care and to keep them safe from harm and abuse
- P15 encourage family members to express and discuss their feelings, positive perceptions and concerns about providing a home for the baby, child or young person
- P16 appraise the feelings, perceptions and concerns raised by your family
- P17 discuss with others any potential areas of ambivalence within the family
- P18 set in place strategies to address areas of ambivalence and overcome fears and concerns
- P19 plan with your family how you will together welcome the baby, child or young person into your home

**Develop skills and knowledge to provide a home for babies, children and young people**

- P20 reflect on the skills, knowledge and attitudes you have in relation to caring for and protecting babies, children and young people coming into your home
- P21 identify with others any areas for development in your skills and knowledge to enable you to meet the needs of babies, children and young people
- P22 identify development opportunities that will enable you to acquire the skills and knowledge you require



- P23 access appropriate support and learning opportunities to fill identified gaps in your skills and knowledge
- P24 reflect on how your learning will impact on your attitudes and enable you to better meet the needs of babies, children and young people
- P25 plan how to apply your learning when you provide a home for babies, children and young people

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Risk management**

- K36 factors that cause risks and those that ensure safe and effective care for children and young people
- K37 frameworks for risk assessment and risk management when providing a home for babies, children and young people

#### **Specific to this NOS**

- K38 how and where to access information and support that can inform your practice when preparing to provide a home for babies, children and young people
- K39 government reports, inquiries and research relevant to providing a home for babies, children and young people
- K40 theories about separation and loss and their impact on children and young people
- K41 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K42 models of disability
- K43 theories and principles that enable you to balance the needs of children and young people and others within your home environment
- K44 how to work in partnership to establish whether the baby, child or young person's needs and preferences can be accommodated within your home and family environment
- K45 how to prepare your family and networks to support babies, children and young people requiring care in your home
- K46 the differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved
- K47 the likely effect on family dynamics, relationships and roles when providing a home for babies, children and young people
- K48 conditions and issues you are likely to face when providing a home for individuals with specific needs
- K49 how to enable the baby, child or young person to become an integrated member of the household
- K50 types of support for disabled children, young people and parents

## Unit 351

## Prepare your family and networks prior to providing a home for babies, children and young people (SCDHSCo317)

### 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.

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

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

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, other non verbal forms of communication, human and technological aids to communication

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

**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

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially

**Social activities** may include any leisure or social pursuits that children or young people wish to be involved in

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you provide a home for a child or young person, where the child or young person's level of development and understanding enables them to explore to some extent their feelings, views and preferences. The standard includes welcoming the child or young person into your home, helping them to settle in and exploring their needs, backgrounds and experiences and the impact of these on family life. The standard goes on to consider how you support your own family and networks to adjust to family life with the addition of the child or young person and how you support the child or young person to thrive while they live with you. Finally the standard addresses the need to review the placement and evaluate how well it meets the needs of the child or young person.

### Performance criteria

You must be able to:

#### Welcome children and young people into your home

- P1 consider information provided about the needs, background and experiences of the child or young person for whom you are providing a home
- P2 welcome the child or young person into your home
- P3 engage with the child or young person by using language and **communication methods** that they can understand
- P4 take practical steps to help the child or young person feel welcome and valued
- P5 introduce the child or young person to your family and **networks** in ways that the child or young person can understand

- P6 encourage your family and networks to provide a supportive welcome, appropriate to the child or young person's age and level of development and understanding

### **Support children and young people to settle into your home**

- P7 help the child or young person to settle into your home, taking account of their distress and anxiety and giving them time, space and support
- P8 ensure that the child or young person knows that items that are personal, special and provide comfort to them are accommodated within your home and available for their use
- P9 support the child or young person to orientate themselves around the house and know where things are
- P10 reinforce to the child or young person where there is space which is personal to them and where they can store their personal belongings
- P11 support the child or young person to understand how your family and living arrangements work
- P12 support the child or young person to understand any ground rules for living in your home
- P13 agree with others any sanctions that will apply if ground rules and boundaries are broken
- P14 establish patterns of contact with the child or young person's own parents, siblings and other **family members**
- P15 implement the requirements of the child or young person's **care or support plan**, taking account of aspects that might affect family members as well as the child or young person
- P16 support the child or young person in ways that help them feel safe and protected in your home

### **Explore the needs, background and experiences of children and young people and their impact on family life**

- P17 support the child or young person to understand what confidentiality means and when otherwise confidential information may need to be passed on
- P18 make time and opportunity for the child or young person to tell you about their needs, background, experiences, wishes, preferences, interests and aspirations in **ways which they find helpful**
- P19 encourage the child or young person to speak about their relationships with their parents, families and friends
- P20 support the child or young person to explore how their background, experiences and wishes may affect them and your family while they are living with you
- P21 evaluate with your family how these considerations may affect your family and home and may provide both challenges and opportunities

- P22 discuss with your family how the needs, background, experiences, wishes, preferences, interests and aspirations of the child or young person will be accommodated within your home
- P23 plan how you, the child or young person and your family can address and manage any challenges presented

#### **Support your own family and networks to adjust to family life with the addition of children and young people**

- P24 encourage your family and social networks to accept the child or young person as a family member through including them in family and network activities
- P25 encourage your family and social networks to help the child or young person to settle in
- P26 support your own family members to understand how their needs will continue to be met as well as the needs of the child or young person
- P27 balance the needs of family members and those of the child or young person living in your home
- P28 assess the impact of the outworking of the child or young person's care plan on your own family members
- P29 address any conflicts and disagreements sensitively and openly, seeking support from others where necessary
- P30 set in place strategies to protect your own family where the child or young person's behaviour causes a risk to themselves or family members

#### **Support children and young people to thrive while they live in your home**

- P31 explore with the child or young person the benefits of living in your home, both for themselves and for your family
- P32 ensure that appropriate **safety devices and procedures** are used within your home to keep the child or young person safe from **danger** or **harm** without overprotecting them
- P33 support the child or young person to be creative and explore their talents, by creating opportunities appropriate to their age and stage of development
- P34 stimulate the child or young person to develop socially and intellectually
- P35 support the child or young person to retain and develop friendships and friendship groups
- P36 encourage the child or young person to make their own decisions within their abilities and **agreed boundaries**
- P37 monitor how visits with their own parents and family cause the child or young person to feel
- P38 report any serious incidents or causes for concern immediately to others

#### **Evaluate the placement of children and young people**

- P39 assess with the child or young person how well they have settled into your home and family life



- P40 assess the family's progress in welcoming the child or young person into the family
- P41 contribute to evaluating how well the placement is meeting the needs of the child or young person
- P42 contribute to agreeing the continued suitability of the placement for the child or young person and any changes needed

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Risk management**

- K36 factors that cause risks and those that ensure safe and effective care for children and young people
- K37 frameworks for risk assessment and risk management when providing a home for babies, children and young people

### **Specific to this NOS**

- K38 how and where to access information and support that can inform your practice when providing a home for children and young people
- K39 the purpose of and arrangements for your own support when providing a home and family environment for children and young people
- K40 how to access records and information on children and young people for whom you are likely to provide a home
- K41 government reports, inquiries and research relevant to providing a home for children and young people
- K42 theories about separation and loss and their impact on children and young people
- K43 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K44 models of disability
- K45 theories and principles that enable you to balance the needs of children and young people and others within your home environment
- K46 how to work in partnership to establish how the child or young person's needs and preferences can be accommodated within your home and family environment
- K47 how to support your family and networks to help support children and young people requiring care in your home
- K48 the differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved
- K49 the likely effect on family dynamics, relationships and roles when providing a home for children and young people
- K50 issues that are likely to arise when the child or young person first moves in and how to support the child or young person to deal with these
- K51 situations when family and network members may be at risk and how to assess and deal with these
- K52 the importance of openly acknowledging potential difficulties and conflicts
- K53 the importance of discussing with family and network members, issues that have and might arise from the child or young person living in your own home and how their needs for support can best be met
- K54 how to enable the child or young person to become an integrated member of the household
- K55 conditions and issues you are likely to face when providing a home for a child or young person with specific needs
- K56 types of support for disabled children, young people and parents

**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.

**Agreed boundaries** will reflect the child or young person's age and abilities; and the degree of autonomy agreed by social services and/or parents

A **care or support plan** is a formal plan that must be developed and agreed with the child or young person. It addresses the holistic needs of the child or young person and contains information on all aspects of their care requirements. The care or support plan must be adhered to.

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

**Danger** is the possibility of harm or abuse happening

**Family members** may include people who are biologically and/or legally related to children and young people and those who through relationships have become an accepted part of their family

**Harm** is the effect of being physically or mentally injured or abused

**Networks** may include the extended family, family friends, school friends of siblings

**Others** are other people within and outside the placement organising agency who are necessary for you to fulfil your role

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 including self-harm, bullying, abuse, reckless behaviour

**Safety devices and procedures** may include stair gates, smoke alarms, first aid kit, locked medicine cupboard, fenced gardens, policy and procedures for health and safety required by the placement organiser

**Ways which they find helpful** may include conversations, drawing, play.

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for supporting the families of children and young people in their own homes when they are experiencing difficulties. This begins with preparing for engagement with families and supporting families to agree areas for work. The standard includes enabling the family to engage in addressing issues with a view to achieving agreed outcomes. It also covers monitoring and evaluating the work.

### Performance criteria

You must be able to:

#### Prepare to visit families in their own home

- P1 identify information that will assist you to build up a picture of the **family's** culture and background and the issues they are facing
- P2 collate the information available
- P3 identify any gaps and inconsistencies in information and assessments
- P4 review the information to reach a preliminary view on the issues facing the family
- P5 reflect on **your own reactions** to the information gathered to consider how these could affect your work with the family
- P6 formulate what may be your contribution to addressing the issues facing the family
- P7 consult with relevant **key people** and **others** to agree a plan for your initial visit
- P8 **communicate** with the family in **accessible ways** to prepare them for your visit

#### Engage with families and others to identify families' needs and ways to address them

- P9 visit the family in accordance with the agreed plan

- P10 ensure that you and the family have a shared understanding about your role and the reason for your involvement
- P11 work in ways that promote **active participation** to enable family members to identify their own needs and priorities and where there are any differences in perspective
- P12 support the family to understand that you are working in partnership with others in the work you are carrying out with them
- P13 clarify with the family the boundaries of confidentiality
- P14 work with any differences in perspective among family members, respecting each opinion
- P15 work in partnership with the family and others to access information about resources and options available to help support the family and address their needs
- P16 support the family to articulate their preferred option and the outcomes it is intended to achieve
- P17 test with the family how feasible the option will be
- P18 identify any potential difficulties and how they will be addressed
- P19 agree the roles and responsibilities of you, the family and others in implementing the preferred option

#### **Support family members to engage with identified issues and work towards outcomes**

- P20 work with the family to ensure they are clear about your contribution in supporting them to work towards outcomes and the limits of this
- P21 support family members to identify the changes that will need to be made in order for the family to benefit all its members
- P22 enable family members to articulate what contribution each must make to achieve identified outcomes for the family
- P23 encourage family members to participate in activities that will enable them to function more effectively as a family unit
- P24 provide appropriate support where required to promote participation
- P25 support the family to recognise and value progress
- P26 provide constructive feedback to enable the family to progress further

#### **Contribute to evaluating the work undertaken with families in their own home**

- P27 contribute to reviewing with the family and others how the planned work is progressing
- P28 contribute to evaluating with the family and others how far the work has met planned outcomes
- P29 contribute to agreeing the continuation, adjustment, referral or closure of the work

### **Knowledge and understanding**

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it



- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- K37 literature related to best practice about the skills, abilities and knowledge parents and carers need to protect and take care of children and young people
- K38 government reports, inquiries and research relevant to parents and carers acquiring and using appropriate skills to protect and take care of children and young people

- K39 the importance of promoting secure and permanent relationships for children and young people
- K40 the rights and responsibilities of parents and carers
- K41 theories regarding the importance of identity and self-esteem
- K42 stress and how it can affect behaviour
- K43 theories on motivation
- K44 methods of good inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
- K45 the impact of poverty on health and well-being
- K46 risk assessment and risk management
- K47 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption/continuity of worker
- K48 use of observation techniques to identify and record and the importance of recording your observations
- K49 the significance of the bonding between parents and their children
- K50 methods of involving parents and carers in meetings about their children
- K51 types of support for disabled children, young people and parents
- K52 models of disability
- K53 types of evidence that are valid in investigations and court actions
- K54 knowing your role boundaries regarding evidence gathering in issues of safeguarding
- K55 the importance of evidence, fact and knowledge based records and reports and clarity about the source of the evidence
- K56 the use of evidence based practice to justify your actions

**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 ways** may include telephone, letter, email or other formats and must take account of methods of communication that suit the preferences, needs, dignity and values of family members

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

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, other non verbal forms of communication, human and technological aids to communication

The **family** includes people who are legally related and those who through relationships have become an accepted part of the family unit

**Key people** are those who are important to family members and who can make a difference to their well-being. Key people may include wider family, friends, carers and others with whom the family has a supportive relationship. Engagement with key people should always be done with the knowledge of the family and in most cases with the agreement of the family

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

**Your own reactions** may relate to strong feelings, beliefs and attitudes about the nature of the difficulties facing the family that may affect your interaction and work with them

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support professional advice to help parents to interact with and take care of their newly born baby. This includes supporting parents by reinforcing actions and advice to help them keep their baby safe and secure, to help them feed and keep their baby clean and to help them to bond with and understand the needs of their baby.

### Performance criteria

You must be able to:

#### Support parents to keep their baby safe and secure by reinforcing professional advice

- P1 observe the **parents** with their **baby**
- P2 give appropriate support to ensure that the baby is safe, secure and free from **danger, harm and abuse**
- P3 support parents to **communicate** the level of assistance they require
- P4 seek other assistance where necessary
- P5 where parents raise issues about their baby's safety, protection and security, encourage them to take account of the advice they have been given and to take appropriate action
- P6 reinforce advice that parents have been given as you assist them to handle and position their baby
- P7 encourage the parents to check their baby is safe before leaving them unattended
- P8 encourage the parents to leave their baby only with people who are known to be safe and able to take care of the baby
- P9 reinforce advice given about changing the coverings, clothing and dressings for the baby when the conditions and temperature change

- P10 reinforce advice given about changing the coverings, clothing and dressings for the baby when they show signs that they are too hot or cold
- P11 where the parents wish, encourage relatives and friends to be actively involved in caring for the baby and their safety, protection and security and cleanliness

**Support parents to feed and keep their baby clean by reinforcing professional advice**

- P12 discuss any difficulties the parents are having in caring for their baby
- P13 agree the level of assistance they require
- P14 seek other assistance where necessary
- P15 encourage the parents to wash and dry their hands before and after nappy changing and feeding
- P16 encourage the parents to monitor the baby's condition and the content of their nappy in order to recognise anything that is abnormal
- P17 encourage the parents to dispose of their baby's nappy and other waste in a safe, hygienic manner and place
- P18 support the parents to prepare themselves, the environment and the equipment prior to bathing their baby
- P19 assist parents to prepare feeds and feed their baby regularly and according to their own preferences and the advice they have been given
- P20 observe parents as they care for their baby
- P21 where necessary, support parents to address their baby's comfort, hygiene and well-being needs when handling, washing, nappy changing and dressing them
- P22 work in ways that promote **active participation** when supporting parents to care for their baby
- P23 complete records and reports on the parents' progress, anything unusual in the baby's condition and any concerns regarding the parents' handling of their baby, within confidentiality agreements and according to legal and work setting requirements

**Support parents to help them bond with, relate to and understand the needs of their babies by reinforcing professional advice**

- P24 give encouragement and support for parents to interact with and observe their baby before during and after feeding
- P25 give encouragement and support for parents to handle and interact with their baby at other times
- P26 give encouragement and support for parents to deal with their baby's needs when they cry
- P27 support parents to understand the reasons for interacting with and observing their baby and attending to their needs
- P28 reinforce the information and advice of **others** about how the parents should handle and interact with their baby, taking account of the parents' needs and circumstances
- P29 work with parents to help them accept their baby

- P30 support the parents to understand the importance of bonding with, relating to and understanding their baby
- P31 positively reinforce the actions of parents when they bond with, relate to and understand their baby

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers



- K37 how and where to access information and support that can inform your practice about working with babies and parents
- K38 theories about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K39 factors that cause risks and those that ensure safe and effective care for babies
- K40 types of support available for disabled babies and parents
- K41 the reasons for confirming the level of assistance with the parent and following this up with observation and support
- K42 normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby
- K43 the normal patterns of progress and the baby's normal condition, in order to report anything unusual
- K44 why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby
- K45 the impact which personal beliefs, preferences, including privacy, and previous experience may have on the handling, caring, washing, changing, dressing and feeding of babies
- K46 safest ways of positioning and handling babies for their health and safety and to encourage interaction
- K47 positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent's personal beliefs and preferences
- K48 the effects of environmental conditions and temperatures on the baby
- K49 why the environment in which babies are fed should be suitable and why this should be close to the parents
- K50 why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly
- K51 the reasons for and who to report feeding problems and anything unusual with the baby
- K52 the reasons for, and how to report babies' first stools and urine
- K53 the normal state, and changes in urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
- K54 why different parts of babies bodies are bathed differently and why particular attention should be paid to creases
- K55 the parents' responsibilities to review the babies' feeding needs and adapt their actions accordingly
- K56 the differing varieties of feed and the relationship of feeding to personal beliefs and preferences
- K57 methods of ensuring the safety of babies from birth to 1 year
- K58 normal changes and common problems that can occur in the mother's breasts and nipples during the first week
- K59 how to help the mother express milk and when expressed milk should be used

- K60 the best methods of reinforcing practice with parents and carers to increase their effectiveness in terms of safety, protection, security and the effects of the environment on the baby
- K61 why parents should be encouraged to identify any person they hand their baby to and why they should not leave the baby unattended
- K62 why babies need to be identified by labels and where to place these
- K63 the ways in which babies can be stimulated
- K64 methods of effective engagement with babies
- K65 the ways in which babies develop during the first ten days of life
- K66 the ways in which babies develop relationships with their carers in their early days of life
- K67 how to maintain cleanliness, keep babies warm and keep records on babies' progress
- K68 how to advise parents to recognise, understand and take action on problems and concerns

## 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.

Throughout this standard the term 'baby' is used, but you may be supporting more than one baby in the event of multiple births. Also the term 'parents' is used, but you may be supporting only one parent.

**Abuse** is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

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

A **baby** is from birth to two years of age

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, other non verbal forms of communication, human and technological aids to communication

**Danger** is the possibility of harm or abuse happening

**Harm** is the effect of a baby being physically or mentally injured or abused

**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.

**Parents** are those with legal parental responsibility

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support and encourage parents (including guardians) to care for their babies in the first year of the baby's life. This includes supporting parents to provide physical care and protection for their baby and to look after their baby's health needs. It also includes supporting parents to promote the development of their baby.

### Performance criteria

You must be able to:

#### Support parents to provide physical care and protection for their babies

- P1 support **parents** to assess their own support needs regarding the needs, rights and protection of their **baby**
- P2 support parents' **active participation** in addressing issues about their baby's safety, protection and security and their own responsibilities about this
- P3 support parents to understand the need to avoid over-protection while maintaining their baby's safety
- P4 observe parents as they care for their baby, adjusting the support you give in the light of your observations
- P5 encourage parents to ensure that their baby is never left unattended
- P6 encourage parents only to hand their baby to people who are capable of caring for babies, including occasions where the baby is to be left with them
- P7 support parents to take the necessary safety measures when feeding and handling their baby
- P8 support parents to understand the ways to dispose of their baby's nappy and other waste safely and hygienically
- P9 support parents to keep their baby safe, reinforcing the advice given on safety measures by **others**

- P10 acquire additional help and advice where parents are experiencing difficulties that are outside your competence to deal with
- P11 encourage **key people** in the parents' lives to be actively involved in caring for the baby's safety, protection and security if the parents wish

#### **Support parents to look after the health needs of their babies**

- P12 encourage parents to prepare themselves, the environment and the equipment prior to bathing their baby, assisting where necessary
- P13 observe parents while handling, washing, nappy changing and dressing their baby
- P14 support parents to handle their baby correctly in order to maintain their baby's comfort, health and well-being
- P15 encourage parents to monitor their baby's condition and the content of their nappy in order to recognise anything that is abnormal
- P16 encourage parents to seek advice and support on any aspect of the care and health of their baby that concerns them
- P17 support parents to dress their baby appropriately for the environmental conditions
- P18 work with parents to recognise and address **risks** and signs and symptoms of discomfort and distress in their baby
- P19 report anything unusual about the condition of the baby and concerns regarding the parent's handling of the baby without delay, within confidentiality agreements and according to legal and work setting requirements

#### **Support parents to promote their babies' development**

- P20 support parents to understand key points about the physical, cognitive and emotional development of babies and the importance of them bonding with their baby
- P21 support parents to understand how and why they need to handle and interact with their baby
- P22 support parents to bond with their baby
- P23 encourage parents to interact with their baby prior to, during and after feeding and while they are bathing and handling them
- P24 support parents to play with their baby interactively, selecting and using play materials that are appropriate to the baby's age and abilities
- P25 encourage parents to positively reinforce the actions that advance their baby's development and motor skills
- P26 support parents to cope with their baby when the baby cries persistently
- P27 complete records and reports on the parents' progress and any extra help they may require that is outside your experience, expertise and responsibility, within confidentiality agreements and according to legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- K37 how and where to access information and support that can inform your practice about working with babies and parents



- K38 theories relevant to the babies with whom you work, about pre-speech and verbal and non-verbal behaviour and cues
- K39 theories about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K40 theories about the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
- K41 the role of relationships and support networks in promoting the well-being of the babies and parents with whom you work
- K42 factors that cause risks and those that ensure safe and effective care for babies
- K43 types of support available for disabled children, young people and parents
- K44 the reasons for confirming the level of assistance with the parent and following this up with observation and support
- K45 why parents should be encouraged to identify any person to whom they are asked to hand their baby to and not to leave the baby unattended
- K46 normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby
- K47 the normal patterns of progress and the baby's normal condition, in order to report anything unusual
- K48 why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby
- K49 aspects of feeding and weaning and the parents' responsibilities to review the babies' feeding needs and adapt their actions accordingly
- K50 the differing varieties of feed and the relationship of feeding to personal beliefs and preferences
- K51 methods of ensuring the safety of babies from birth to 1 year
- K52 how to maintain cleanliness, keep babies warm and keep records on babies' progress
- K53 dangers in the environment and how they can be overcome
- K54 how to advise parents to recognise, understand and take action on problems and concerns

**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.

Throughout this standard the term 'baby' is used, but you may be supporting more than one baby in the event of multiple births. Also the term 'parents' is used, but you may be supporting only one parent.

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

A **baby** in this standard is a child within the first year of life

**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

**Parents** in this standard may include guardians

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby of the child or young person

**Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	13
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	<p>This standard is about planning and providing group activities for individuals based upon their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities therefore also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose.</p> <p>Problematic behaviour is that which might be considered to be anti-social, challenging or offending.</p> <p>There are three elements:</p> <ol style="list-style-type: none"> <li>1 Plan and prepare agreed group activities</li> <li>2 Support individuals through group activities</li> <li>3 Evaluate agreed group activities with other members of the team</li> </ol> <p><b>Target Group</b></p> <p>This standard is for those working within the community justice sector and who are preparing, implementing and evaluating group activities to help individuals develop their skills and/or address problematic behaviour.</p>

## Performance criteria

You must be able to:

### Plan and prepare agreed group activities

- P1 identify group activities that address directly the factors contributing to the individual's problematic behaviour and which are consistent with the assessment of the individual's abilities,

learning styles and needs, and with the recommendations of the team

- P2 suggest new activities and different approaches to the team, and reach agreements before they are used
- P3 prepare development activities that are skills based, address problem solving and are appropriate to the individual's age, sensory and general abilities, and which build upon the individual's strengths and interests
- P4 encourage individuals to participate at a level appropriate to their abilities
- P5 communicate in a manner, level and pace, appropriate to the individual
- P6 specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs
- P7 take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs
- P8 arrange the environment in a way which is appropriate for, and encourages the full participation of all involved
- P9 prepare equipment and materials that are sufficient, safe, ready for use, and place them where individuals can access them easily, prior to the start of the activity
- P10 enable individuals to participate in the development activity at a sufficient intensity and duration for the activity to achieve its aims
- P11 minimise avoidable distractions and disturbances
- P12 ensure that the environment is safe and address any hazards promptly and correctly
- P13 make accurate, legible and complete records of agreements reached with individuals

#### **Support individuals through group activities**

- P14 encourage the individual and all involved to participate in assisting the individual's development
- P15 provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills
- P16 treat individuals in a manner that is likely to promote their well-being, dignity and self-esteem
- P17 encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication
- P18 give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation
- P19 behave in a manner which provides a role model likely to promote the individual's development
- P20 minimise the effects of any disruptive influence on the group
- P21 give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme
- P22 keep accurate, legible and complete records of the activity

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

### **Evaluate agreed group activities with other members of the team**

- P23 identify and discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered
- P24 modify the development activity, after discussion with the individual and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate
- P25 seek the individual's views and concerns about the activities and clarify these with them
- P26 allow the individual to take responsibility and ownership of their success
- P27 discuss your own views and those views of the individual with regard to the development activity with other members of the team, including its effectiveness in meeting the agreed goals
- P28 propose and discuss with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals, and implement them when they have been agreed
- P29 identify and discuss with other members of the team the progress that the individual has made towards the goals set and any problems encountered
- P30 seek advice from the appropriate members of the team as soon as possible where there are continuing problems with the implementation of the development activities
- P31 inform relevant parties where the activities have been effective

### **Knowledge and understanding**

#### **You need to know and understand:**

- K1 the importance of learning to take place in a context that is meaningful to the individual
- K2 the importance of there being clear links between the individual's needs and the level and intensity of activities planned
- K3 the importance of having clear, prioritised objectives, and why development objectives should be constantly evaluated and reviewed
- K4 why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance
- K5 where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights
- K6 why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this
- K7 the reasons why individuals should be given time and space to develop the skills which they possess and to comment constructively on their own progress

- K8 why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person
- K9 the importance of evaluating and where relevant, modifying programmes for individuals, methods for achieving this, and the associated importance of disseminating information on what has worked and why
- K10 why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals
- K11 the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness, self-development and personal responsibility
- K12 the ways in which environments can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals
- K13 normal patterns of development and the likely progress which individuals will make to the achievement of goals
- K14 the difference between positive and constructive feedback and how this can assist the individual's development
- K15 methods of providing feedback to individuals in a manner which will assist their development and of providing support to individuals when they experience difficulties or react adversely
- K16 the importance of acting as a role model for the individual

## 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.

**Active participation** is a way of working that regards all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

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, other non verbal forms of communication, human and technological aids to communication.

The **environment** is the place where the child or young person is living; it could include a foster parent's home or a residential setting.

**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.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially.

**Social activities** may include any leisure or social pursuits that children or young people wish to be involved in.



## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to child care practice in group living. This includes contributing to planning, implementing and reviewing daily living programmes with children and young people, working with groups to promote individual growth and development and helping to promote group care as a positive experience.

### Performance criteria

You must be able to:

#### Contribute to planning daily living programmes for children and young people

- P1 contribute to planning daily living programmes which are appropriate to the **level of development of children and young people**
- P2 contribute to planning daily living programmes which allow the needs and personal preferences of the children and young people to be met flexibly
- P3 contribute to planning daily living programmes which take account both of group needs and of the preferences of each individual child or young person
- P4 participate in assessing the strengths and weaknesses of the provision's programmes
- P5 support children and young people to meet with you and **others** both individually and in groups, to **communicate** their views on the running of the provision and the quality of care and support
- P6 promote the **active participation** of the children and young people in planning activities

#### Contribute to implementing daily living programmes for children and young people

- P7 carry out your role in implementing daily living programmes, in ways which are appropriate to the level of development of the children and young people

- P8 work in ways which allow the needs and personal preferences of the children and young people to be met flexibly within the group
- P9 contribute to ensuring that daily living programmes are implemented in ways which take account of group needs and the preferences of each individual child or young person
- P10 contribute to the continuity of care and support by providing information at handover meetings about the outcomes from daily events and any successes or issues that have emerged

#### **Work with groups to promote individual growth and development**

- P11 work with children and young peoples to promote the development of a positive group atmosphere
- P12 promote the active participation of children and young people in implementing group work activities that they feel would be beneficial to the group
- P13 assess the opportunities for children and young people to achieve positive outcomes within **self-established groups** and from the group as a whole
- P14 contribute to planning how goals for individual growth and development can be met by groups within the provision and from the group as a whole
- P15 contribute to evaluating how far goals for individual growth and development are met in practice
- P16 take sensitive and appropriate action to moderate any adverse effects on a child or young person that arise from belonging to groups within the provision, or from the group living experience as a whole

#### **Contribute to promoting group living as a positive experience**

- P17 work in ways that promote active participation to enable the child or young person to evaluate the outcomes from group activities
- P18 take sensitive and appropriate action to address conflict, crisis and tensions in group living
- P19 take sensitive and appropriate action where there is a **risk of danger, harm and abuse**
- P20 ensure that each child or young person within the group is safe and protected from danger, harm and abuse
- P21 support children and young people to work constructively with group dynamics
- P22 contribute to maintaining a culture in which group experiences are positively valued and promoted
- P23 encourage children and young people to be actively involved in decisions about group living experiences and how these can be improved and promoted
- P24 complete records and reports on the effectiveness of the provision in promoting group living as a positive experience, in accordance with legal and work setting requirements

### **Knowledge and understanding**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

## Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

## Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

## Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it

- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K36 how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K37 how and where to access information and support that can inform your practice when supporting children and young people in group care
- K38 theories relevant to the children and young people with whom you work about loss and change
- K39 theories relevant to the children and young people with whom you work about the effects of stress and distress

- K40 factors that cause risks and those that ensure safe and effective care for children and young people
- K41 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K42 the impact that group living experiences can have on the behaviour and developmental outcomes of children and young people
- K43 the impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes
- K44 group work methods and dynamics related to working with children and young people who have been abused, persecuted, are at risk of significant harm, or are at risk of becoming involved in offending behaviour
- K45 group work methods and dynamics related to meeting the developmental needs of children and young people through daily living programmes
- K46 group work methods and dynamics related to the development of social and behavioural skills which reduce the risk of behaviour that is harmful to self or others and develop skills for independent living and citizenship

# Unit 356                      Contribute to child care practice in group living (SCDHSCo323)

## 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.

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

**Children and young people** from birth to 18 years of age who require health and care services; also to 21 where a child or young person is still eligible through legislation or policy to receive children and young people's services

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

**Danger** is the possibility of harm or abuse happening

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**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 **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-established groups** are those which are set up by children and young people themselves within the overall provision

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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 457

## Contribute to the support of children and young people who have experienced harm or abuse (SCDHSCo325)

SCQF Level:	8
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the support of children and young people who have experienced harm or abuse. The standard addresses the need to take action where there are concerns that children or young people are at risk of harm and abuse and how to support children and young people who make a disclosure. It also includes supporting children and young people when they have experienced harm or abuse.

### Performance criteria

You must be able to:

#### Take actions where there are concerns that children and young people are at risk of harm or abuse

- P1 monitor significant changes in a child or young person's emotional or physical health, personal appearance or behaviour
- P2 take immediate action where there are concerns that a child or young person might have been harmed or abused
- P3 take action to deal with any immediate and potential risks that may lead to **harm and abuse** of the child or young person, **key people** or **others**
- P4 follow required procedures for reporting concerns about the welfare of the child or young person and any actions, behaviours or situations that may lead to harm or abuse
- P5 avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the child or young person
- P6 request further support and assistance in situations that are outside your expertise, experience, skills and responsibility
- P7 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P8 pass on reports and information about suspected or actual harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements

**Support children and young people who disclose harm or abuse**

- P9 develop relationships in which children or young people can communicate with you about harmful or abusive acts
- P10 explain to the child or young person your duty to pass on any information about harm or abuse
- P11 support the child or young person to understand who you need to share information with and the reasons for this
- P12 support the child or young person to disclose at their own pace any harm or abuse to which they have been subjected
- P13 respond promptly and calmly to disclosures of harm or abuse
- P14 respect the child or young person's right to privacy and confidentiality when they are disclosing harm or abuse, within legal and work setting confidentiality requirements
- P15 communicate with the child or young person in ways that are appropriate to their level of development and understanding
- P16 seek only sufficient information to confirm that there is an allegation or suspicion, avoiding any leading questions or putting pressure on the child or young person
- P17 seek additional support and services where this is required, according to the type of harm or abuse that has been disclosed
- P18 avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the child or young person
- P19 pass on information about disclosed harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements
- P20 complete detailed, accurate, timed, dated and signed records of the disclosure, clearly distinguishing between observed evidence and information provided by the child or young person
- P21 use supervision to communicate what happened and help you cope with your thoughts and feelings about the disclosed harm or abuse

**Support children and young people who have experienced harm or abuse**

- P22 seek information and support to enable you to work with the child or young person who has been harmed or abused
- P23 work with the child or young person, key people and others to understand any implications arising from the harm or abuse they have experienced
- P24 agree how you and others can support the child or young person to come to terms with, and move on from, the distress, fear and anxieties caused by harm or abuse
- P25 help the child or young person to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse

- P26 support the child or young person to develop positive coping strategies
- P27 work in partnership with other agencies and professionals, involving advocates or appropriate specialists, to provide the best possible support for the child or young person within the boundaries of your role
- P28 where the child or young person's behaviour or condition give cause for concern, immediately seek advice from others
- P29 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
- P30 pass on reports and information about changes, events or occurrences within confidentiality agreements and according to legal, work setting, interagency and partnership requirements
- P31 use supervision to reflect on how you are supporting the child or young person and to help you cope with your thoughts and feelings about the harm or abuse

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K28 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K29 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K30 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K31 indicators of potential or actual harm or abuse
- K32 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K33 what to do if you have reported concerns but no action is taken to address them

### Handling information

- K34 legal requirements, policies and procedures for the security and confidentiality of information
- K35 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K36 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

- K37 how and where to access information and support that can inform your practice when protecting children and young people from danger, harm and abuse
- K38 **types of harm or abuse**
- K39 theories relevant to children and young people with whom you work about involving children and young people in assessing, planning, implementing, reviewing health and care services and plans
- K40 theories relevant to children and young people with whom you work about the family and society
- K41 theories relevant to children and young people with whom you work about identity and self-esteem, loss and change
- K42 theories relevant to children and young people with whom you work about support for those who have experienced harm and abuse
- K43 the effects of stress and distress on children and young people
- K44 the effects of abuse on children and young people
- K45 the impact on children and young people of disruption, including placement disruption
- K46 support available for children, young people and parents with additional needs
- K47 needs and circumstances which make some children and young people, their parents, families and carers more vulnerable to harm and abuse
- K48 how to recognise the direct and indirect consequences of allegations and disclosures of abuse
- K49 key terms and legal requirements relating to the investigation of abuse
- K50 legal requirements for evidence and the implications of involving an authorised professional at an early stage of disclosure
- K51 the importance of not pressurising the child, prompting or asking leading questions
- K52 how to evaluate and present different types of information from various sources
- K53 the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay
- K54 methods and approaches for supporting children and young people who have experienced harm and abuse

## Unit 457

## Contribute to the support of children and young people who have experienced harm or abuse (SCDHSC0325)

### 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.

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**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.

**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 related to knowledge and understanding

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

**Types of harm or abuse** may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, 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

## Unit 458

## Promote the development of positive behaviour in children and young people (SCDHSCo326)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote the development of positive behaviour in children and young people. This includes working with children and young people to identify goals and boundaries for their behaviour and then working in partnership to implement these. It also includes supporting children and young people to understand and manage their own behaviour and to develop positive behaviour.

### Performance criteria

You must be able to:

#### Work with children and young people to establish goals and boundaries to promote positive behaviour

- P1 **communicate** with the **child or young person** in ways which are appropriate to their age, abilities and **level of development**
- P2 support the child or young person to understand expectations for their behaviour
- P3 support the child or young person to understand why there is a need to set goals and boundaries for their behaviour
- P4 work with the child or young person, **key people** and **others** to identify achievable goals and boundaries that will promote positive behaviour
- P5 support the child or young person and key people to understand the goals and boundaries that are set and their implications

#### Support the implementation of goals and boundaries to promote positive behaviour

- P6 use your own behaviour and actions to model best practice for promoting positive behaviour



- P7 ensure that your own actions and behaviour comply with the goals and boundaries agreed
- P8 support the child or young person and key people to apply agreed goals and boundaries consistently
- P9 give constructive feedback to the child or young person when their behaviour does not meet goals, boundaries and expectations
- P10 work with key people to ensure that their own behaviour is appropriate in all circumstances when dealing with the child or young person
- P11 ensure that implementing goals and boundaries contributes to the social, emotional and physical well-being of the child or young person
- P12 modify goals and boundaries to take account of feedback from the child, young person, key people and others
- P13 complete records and reports on implementing goals and boundaries, in accordance with legal and work setting requirements

#### **Support children and young people to understand their behaviour**

- P14 use spontaneous events and situations to help the child or young person to understand when their behaviour is unacceptable and the consequences of it
- P15 support the child or young person to identify patterns of behaviour that are not consistent with the development of positive behaviour
- P16 use information about the child or young person's past and recent experiences to identify factors which may contribute to **unwanted behaviour**
- P17 work with the child or young person to understand factors that may cause or contribute to their behaviour

#### **Support children and young people to manage their behaviour**

- P18 apply general rules and boundaries for behaviour fairly and consistently with all the children and young people you support
- P19 use active participation methods to engage the child or young person in creative activities that reduce the likelihood of boredom and frustration
- P20 support the child or young person to recognise the benefits of positive behaviour to themselves, key people and others
- P21 share positive aspects of the child or young person's behaviour with key people and others to enhance the child or young person's self-esteem and promote positive expectations for their future behaviour
- P22 use praise and other proactive strategies to reinforce positive behaviour in the child or young person
- P23 intervene in an appropriate and timely manner to support the child or young person to end an instance of unwanted behaviour, maintaining their dignity and rights

- P24 ensure that your **intervention** is consistent with behaviour support plans, agreed ways of working and legal and work setting requirements
- P25 support the child or young person to understand why their behaviour has been considered unacceptable
- P26 support the child or young person to understand the consequences of their behaviour, including any restrictions that are to be placed on them
- P27 complete records and reports in accordance with legal and work setting requirements
- P28 share information with key people and others within confidentiality agreements and according to legal and work setting requirements
- P29 report any concerns to appropriate people, seeking additional help and advice where there are persistent difficulties in promoting positive behaviour

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship

- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and learning, and factors that affect it
- K23 theories about attachment and its impact on children and young people

### **Personal and professional development**

- K24 principles of reflective practice and why it is important

### **Communication**

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### **Health and Safety**

- K28 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K29 practices for the prevention and control of infection in the context of this standard

### **Safeguarding**

- K30 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K31 indicators of potential or actual harm or abuse
- K32 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K33 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K34 legal requirements, policies and procedures for the security and confidentiality of information
- K35 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K36 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K37 how and where to access information and support that can inform your practice when supporting children and young people to manage their behaviour
- K38 the purpose of and arrangements for your supervision and support when promoting positive behaviour with children and young people
- K39 how to access records and information on the preferences and needs of children and young people, their parents, families and carers
- K40 theories relevant to children and young people with whom you work, about the impact that all forms of abuse, neglect, bullying, persecution and violence may have on development and behaviour
- K41 the importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour
- K42 the role of relationships and support networks in promoting the well-being of children and young people with whom you work
- K43 key indicators of problem behaviour in the context of the child or young person's emotional, physical, intellectual, social and communication development
- K44 signs of regression, withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour related to children and young people
- K45 stress and distress, the frustration these may cause in children and young people and ways to address them
- K46 the concepts of positive behaviour and unwanted behaviour and how these may vary across organisations and cultures
- K47 positive and negative sources and reinforcements that can affect the child or young person's confidence, identity and self-esteem and contribute to unwanted behaviour
- K48 factors that cause risks and those that ensure safe and effective care for children and young people
- K49 types of support for disabled children, young people and parents
- K50 the role of relationships and support networks in promoting the well-being of children and young people with whom you work
- K51 issues you are likely to face in your work with children and young people and parents, families and carers
- K52 principles for selecting reward systems, including the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children

- K53 the basic principles of influencing behaviour, the principles of positive reinforcement and why it is important actively to promote positive aspects of behaviour
- K54 how to construct a recording system for children and young people's behaviour
- K55 methods of defusing situations that might lead to unwanted behaviour
- K56 the importance of observing children and young people's behaviour
- K57 techniques for observing and monitoring children's and young people's behaviour individually and in groups
- K58 the reasons why frameworks for children's and young people's behaviour are necessary
- K59 the purpose and use of time out, removal from activities and other strategies as agreed responses to instances of unwanted behaviour
- K60 how to work with children and young people to enable them to understand what positive behaviour is and how they can achieve it
- K61 the importance of boundary setting and consistency of application by others involved with children and young people

## 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.

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

**Child or young person** includes those from birth to 18 years of age who require health and care services and those who are still eligible through legislation or policy to receive children's and young people's services until they reach 21 (or in some cases 25, if still in educational provision)

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, other non verbal forms of communication, human and technological aids to communication

**Interventions** may include a range of specified responses, actions and strategies. Where these include any form of physical intervention, this must be used in strict accordance with legal and work setting requirements, only when unavoidable, as a last resort, solely in order to maintain safety and never as a punishment

**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

**Level of development** includes the cognitive, physical, social, emotional and intellectual level of the child or young person

**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

**Unwanted behaviour** may include verbal abuse (racist comments, threats, bullying others); physical abuse (such as assault of others, damaging property); behaviour which is destructive to the child or young person; and behaviour which is illegal

### **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

### **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	<p>This unit is about modelling pro-social behaviour when communicating with individuals, as part of a strategy designed to address the problematic behaviour of such individuals. It therefore includes helping individuals to recognise and to take responsibility for their own behaviour and obligations to others.</p> <p>Problematic behaviour is that which might be considered to be anti-social, challenging or offending.</p> <p><b>There are two elements</b></p> <ol style="list-style-type: none"> <li>1 Model pro-social behaviour in establishing working relationships</li> <li>2 Maintain effective relationships which reinforce pro-social behaviour</li> </ol> <p><b>Target Group</b></p> <p>This unit is applicable for those working with individuals at risk of anti-social behaviour and/or offending, or of reoffending.</p>

## Performance criteria

You must be able to:

### Model pro-social behaviour in establishing working relationships

- P1 obtain and review all relevant and available information, including assessments, regarding individuals ahead of meetings, familiarising yourself with their circumstances, behaviour and identified needs
- P2 identify any required information that is missing, and take the necessary steps to obtain it
- P3 explain clearly and accurately your role and responsibilities, and how this relates to the relevant work of others
- P4 identify any potential issues for your relationship with the individual due to their gender or any other factors, and take the appropriate actions promptly and sensitively



- P5 explain clearly your objectives and the nature and boundaries of the relationship with the individual, including expectations from the individual
- P6 explore with individuals what they expect from you and your organisation
- P7 engage constructively with the individual and model pro-social behaviour, encouraging an open exchange of views, and free from discrimination or oppression
- P8 communicate in a manner and at a level and pace appropriate for the individual
- P9 provide constructive feedback to points raised by the individual and behave in a manner which promotes their value as individuals
- P10 challenge constructively any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your own personal safety

#### **Maintain effective relationships which reinforce pro-social behaviour**

- P11 maintain contact with individuals at a frequency and using methods consistent with your role, their needs and organisational and statutory requirements
- P12 explore and identify the individual's interests, needs and concerns, identifying factors known to cause problematic behaviour
- P13 challenge constructively prejudice, discrimination and problematic behaviour when it occurs
- P14 explore constructive ways of changing attitudes and behaviour which promote inclusion and social behaviour
- P15 agree with individuals relevant and realistic goals, and the actions that they need to take if the goals are to be attained
- P16 review with individuals their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome
- P17 offer prompt and constructive feedback to individuals regarding their progress, recognising achievement and encourage them to own their success
- P18 act as a role model for pro-social behaviour in your workings with individuals
- P19 where your contact with individuals is to end, summarise clearly and accurately the outcomes achieved
- P20 assist individuals in finding ways to sustain their behaviour change

#### **Knowledge and understanding**

You need to know and understand:

##### **Specific to this NOS**

- K1 legislation, guidelines and good practice relating to your work with individuals, and their impact for your work
- K2 the role of your organisation and its services, and how they relate to other organisations and services in the sector

- K3 your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
- K4 how to apply the principles of equality, diversity and anti-discriminatory practice
- K5 physical, social, psychological, emotional and intellectual development of individuals, and the ways in which such development can be affected
- K6 the effect of parenting and families on individuals in relation to their ability to form other relationships
- K7 the influence that peers can have upon the individual
- K8 the impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty
- K9 the effect that being in care has on individuals
- K10 strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others
- K11 the importance of your role as a positive role model to reinforce pro- social behaviour, and ways of monitoring your own effectiveness in this
- K12 behaviours which demonstrate respect for others and those which do not
- K13 the different forms and range of effective communication, and the effect of culture on communication, including when physical contact is appropriate and when it is not
- K14 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others
- K15 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality, and why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims
- K16 reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience
- K17 your own role and responsibilities and from whom assistance and advice can be sought

**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.

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

**Children and young people** from birth to 18 years of age who require health and care services; also to 21 where a child or young person is still eligible through legislation or policy to receive children and young people's services

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

**Danger** is the possibility of harm or abuse happening

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

**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 **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-established groups** are those which are set up by children and young people themselves within the overall provision

## **Scope/range related to knowledge and understanding**

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

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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.

## **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:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	<p><b>Key Purpose</b></p> <p>The key purpose identified for those working in commissioning, procurement and contracting is to “Specify, shape and secure quality services, responses and projects that deliver improving outcomes for individuals, families and communities within the strategic objectives of the organisation”.</p> <p><b>Elements of competence</b></p> <ol style="list-style-type: none"> <li>1. Provide information about planning and directing services and support</li> <li>2. Support individuals, families and communities to plan their own services</li> <li>3. Contribute to evaluating individuals, families and communities commissioning their own services and support</li> </ol> <p><b>About This Unit</b></p> <p>This unit is about the ways in which you can contribute to supporting people to take control of their own services. This may be at the level of the local area, or at an organisational level or at an individual level or where people have chosen to direct their own services through direct payments or individual budgets. In order for it to be possible for people to take control, barriers may need to be addressed and minimised or removed so that directing their own support becomes accessible.</p>

### Performance criteria

You must be able to:

**Provide information about planning and directing services and support**

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- P1 ask **relevant people** about the information they need to be able to direct their own support or engage in commissioning in a way that encourages people to respond
- P2 **provide information** in an accessible way to individuals, families and communities about how to **direct their own support** or engage with commissioning
- P3 encourage people to ask for additional information, clarification and further explanations
- P4 provide clear and accurate information and advice relating to individual circumstances if requested to do so
- P5 provide relevant information about planning, delivery, monitoring and evaluation of services to individuals, families and communities as requested
- P6 provide **accessible** explanations about the importance of commissioning **sustainable** services and support

#### **Support individuals, families and communities to plan their own services and support**

- P7 work with individuals, families and communities to identify any general **barriers** to directing own support or engaging with commissioning
- P8 work with individuals and families to identify any personal barriers to directing own support or engaging with commissioning
- P9 ensure that those individuals, families and communities who wish to be, are included at all stages of the commissioning process
- P10 provide **practical assistance** to help individuals, families and communities to direct their own support where they wish to do so
- P11 **record** and report to decision makers, the views of individuals, families and communities about directing their own services
- P12 report back to individuals, families and communities on decisions made as a result of their views

#### **Contribute to evaluating individuals, families and communities commissioning their own services and support**

- P13 gather comprehensive information about the engagement of individuals, families and communities in commissioning services
- P14 provide an accurate analysis of the ways and levels at which individuals, families and communities have become engaged in commissioning or directing their own support services
- P15 provide an accurate analysis of the barriers faced by individuals, families and communities who want to direct their own support services
- P16 provide an accurate analysis of the impact of the engagement of individuals, families and communities on the processes of commissioning
- P17 provide an accurate analysis of the impact of the engagement of individuals, families and communities on the outcomes required and the design and type of services commissioned
- P18 identify the **risks** of individuals, families and communities directing their own support and recommend ways to manage them

- P19 make recommendations as to changes or future actions needed in order to enable more individuals, families and communities to direct their own support services or become more involved in commissioning
- P20 make recommendations about ways to manage the impact on the supply market of individuals, families and communities directing their own services and support

## Knowledge and understanding

You need to know and understand:

### Values

- K1 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when engaging people in commissioning
- K2 how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals How to manage ethical dilemmas and conflicts for individuals, those who use services, partners, providers and staff
- K3 the importance of providing clear and transparent information
- K4 how to access sustainable services and reduce the carbon footprint of social care

### Legislation and organisation policy and procedures

- K5 codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when engaging people in commissioning
- K6 current local, UK and European legislation and organisational requirements, procedures and practices for supporting people to direct their own services and support
- K7 key government initiatives which affect the organisational practices about putting people in control of their own services and support
- K8 how different philosophies, principles, priorities and codes of practice in partner organisations can impact on the level of engagement in commissioning
- K9 policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to putting people in control of their own services and support

### Theory and practice

- K10 recent and current studies, reports and literature relating to ways to involve people in commissioning
- K11 studies reports and literature about how to give power and control to people using services
- K12 the type of information that needs to be collected about the engagement of individuals, families and communities in commissioning

City & Guilds SVQ 3 Social Services (Children and Young People) at SCQF level 7 (4174-03)

- K13 methods of analysing information and providing clear reports and recommendations
- K14 methods of communicating with individuals, families and communities
- K15 the types of barriers people may face and ways to overcome or minimise them
- K16 the methods of encouragement that can be used with different people and which are likely to be successful
- K17 why it is important that people should be engaged with the process of commissioning
- K18 methods of identifying and managing risks
- K19 how people directing their own support could impact on the market and ways to support service providers to adapt to changes



## Supporting information

**Scope/range related to performance criteria**

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Provide information:** written (electronic or paper), verbal (face to face or telephone), directly to decision makers, or indirectly via a line manager or other person. Directly to those concerned or indirectly through website, forum, newsletter etc.

**Accessible:** something that people can understand regardless of the level or way in which they communicate, this may mean translating information, or providing it in large print or on audio tape, or just in plain English

**Practical assistance:** brokerage; navigation around the system; information; advice; accessing finance and payments

**Record (verb):** formally; informally; officially; personally

**Risks:** risks to people, risks to property, health and safety risks, actions that may make adults or children vulnerable to harm from others, risks of legal action, risks to reputation, risks of poor performance, risk of financial loss

**Scope/range related to knowledge and understanding**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

**Values**

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

**Glossary**

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

**Relevant people**

People to whom a particular issue or incident is important or who are affected by it. Who the relevant people are can depend upon circumstances.

**Self directed support**

Individuals, families and communities who are in receipt of direct payments or individual budgets and who are making all the decisions in relation their own care service provision

**Barriers**

Factors that can prevent people taking opportunities or doing what they want to. Barriers can be physical, emotional, financial, learning, knowledge

**Analyse**

To explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information.

**Sustainable**

An activity/intervention and/or service able to meet current needs without damaging the ability of future generations to meet their needs. This means thinking about what you do and making sure that you are not damaging the environment

**External link**

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role.



## Appendix 1 Core Skills Mapping

### Core skills signposting SVQ3 Social Services (Children and Young People)

**SSC** Skills for Care and Development

**SVQ Title** SVQ 3 Social Services (Children and Young People) at SCQF Level 7

SSC/B Code	Unit title	Core skills at SCQF Level 5				
		Communication	Working with others	Problem solving	Numeracy	ICT
SCDCCLD0301	Promote effective communication	?	?	?		
SCDHSC0032	Promote health, safety and security in the work setting	?	?	?		
SCDHSC0033	Develop your practice through reflection and learning	?	?	?		
SCDHSC0034	Promote the safeguarding of children and young people	?	?	?		
SCDCCLD0303	Promote the development of children and young people	?	?	?		
SCDCCLD0306	Plan and organise environments for children and families	?	Task 1	?		Tasks 1, 2 & 4
SCDCCLD0307	Promote the health and physical development of children	?	Task 1	Tasks 1 & 2		
SCDCCLD0308	Promote children's well-being and resilience	?	Task 1	?		
SCDCCLD0309	Implement frameworks for early education through the development of curriculum planning	?	?	?		Tasks 1, 2 & 4
SCDCCLD0310	Assess children's progress according to relevant curriculum frameworks	?	Task 1	?		
SCDCCLD0312	Implement positive environments for babies and children	?	?	?		
SCDCCLD0313	Support early intervention for the benefit of children and	?	?	?		
SCDCCLD0314	Promote the care of babies and children	?	Task 1	?		
SCDCCLD0315	Promote ways to support families that have literacy, numeracy and language needs	?	?	?		
SCDCCLD0316	Promote children's early learning in the school environment	?	Task 1	?		Tasks 1, 2 & 4

SCDCCLD0317	Engage with families in ways that encourage them to be involved with their children's learning and development	?	Task 1	?		
SKAPW9	Plan for and support self-directed play	Task 1 & 3	Task 1	Task 1 & 2(i & iii)		
SCDCCLD0319	Promote healthy living for children and families	?	Task 1	?		
SCDCCLD0320	Care for children at home	?	Task 1	?		
SCDCCLD0321	Promote the care, learning and development of children with additional requirements in partnership with their families	?	Task 1	?		
SCDCCLD0322	Empower families through the development of parenting skills	?	Task 1	Tasks 1 & 2		
SCDCCLD0323	Use information and communication technology to promote children's early learning	?	Task 1	?		Tasks 1, 2 & 4
SCDCCLD0324	Support the use of medication for children	?	Task 1	?		
SCDCCLD0325	Support children and young people through major transitions	?	?	?		
SCDCCLD0327	Support children who have experienced trauma	?	?	?		
SCDCCLD0328	Manage a small scale childcare business	?	?	?	Task 1	
SCDCCLD0329	Work with a management committee	?	Task 1	?	Task 1	
SCDCCLD0330	Maintain a service for children and families	?	?	?		
SCDCCLD0331	Support children and families within the community	?	?	?		
SCDCCLD0332	Support families to engage in groups within the childcare setting	?	?	?		
SCDCCLD0333	Promote the recruitment of staff in childcare settings	?	Task 1	?	Task 1	
SCDCCLD0334	Deliver services to families, children and young people from diverse cultural and language communities	?	?	?		
SCDHSC0336	Promote positive behaviour	?	?	?		
SCDCCLD0336	Promote childcare practice in group living	?	?	?		
SCDCCLD0338	Develop productive relationships with others	?	Task 1	?		
SCDCCLD0339	Promote the care, learning and development of children with additional support needs in early education settings	?	?	?		

SCDCCLD0340	Promote quality systems and procedures for the delivery of childcare services	✓	Task 1	✓		
SCDCCLD0345	Promote literacy, numeracy and language development for children's early learning	✓	✓	✓	Task 1	
SCDCCLD0347	Promote the acquisition of a new language by children through immersion in an early years setting	✓	✓	✓		
SCDHSC0036	Contribute to the assessment and planning process with children and young people	✓	✓	✓		
SCDHSC0037	Care for babies	✓	✓	✓		
SCDHSC0038	Support children and young people to manage aspects of their lives	✓	Task 1	Tasks 1 & 2		
SCDHSC0039	Support children and young people to achieve their educational potential	Tasks 1 & 3	✓	✓		
SCDHSC0310	Work with children and young people adulthood, citizenship and independence	✓	✓	✓		
SCDHSC0311	Support children and young people to develop and maintain supportive relationships	✓	✓	✓		
SCDHSC0312	Support children and young people to develop a positive identity and emotional wellbeing	Tasks 1 & 3	✓	✓		
SCDHSC0313	Work with children and young people to promote their own physical and mental health	✓	✓	✓		
SCDHSC0314	Care for a newly born baby when the birth parents are unable to do so	✓	Task 1	✓		
SCDHSC0315	Work with children and young people with additional requirements to meet their personal support needs	Tasks 1 & 3	✓	✓		
SCDHSC0316	Work with children and young people with additional requirements to address their developmental needs	Tasks 1 & 3	✓	✓		
SCDHSC0317	Prepare your family and networks prior to providing a home for babies, children and young people	Tasks 1 & 3	✓	✓		
SCDHSC0318	Provide a home for children and young people	✓	✓	✓		
SCDHSC0319	Support the families of children and young people in their own homes	Tasks 1 & 3	✓	✓		

SCDHSC0320	Support professional advice to help parents take care of their newly born baby	✓	Task 1	Tasks 1 & 2		
SCDHSC0321	Support parents and guardians to care for babies during the first year of life	✓	Task 1	Tasks 1 & 2		
SfJCJEC4	Prepare, implement and evaluate group activities	Tasks 1 & 3	✓	✓		
SCDHSC0323	Contribute to childcare practice in group living	✓	✓	✓		
SCDHSC0325	Contribute to the support of children and young people who have experienced harm or abuse	✓	✓	✓		
SCDHSC0326	Promote the development of positive behaviour in children and young people	✓	✓	✓		
SFJBB2	Model pro-social behaviour when working with individuals	Tasks 1 & 3	Task 1	Task 1 & 2(i,ii &iii)		
SCDCPC309	Support individuals, families and communities to commission their own services	✓	✓	✓		

Key	
Core skill achieved	✓
Partially achieved	<b>Tasks achieved cited</b>
Core skill not present	<b>empty</b>



## 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](http://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 Accreditation's Regulatory Principles, version 2, 1 December 2014
- 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 on line
- **Events:** dates and information on the latest Centre events

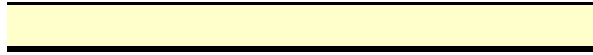
- **Online assessment:** how to register for e-assessments.



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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> 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: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> 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: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> 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: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> 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: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
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