

Level 2 Certificate for the Children & Young People's Workforce (4227-01) (England)

**Qualification handbook for centres
500/9457/9**

Optional units handbook



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Level 2 Certificate for the Children & Young People's Workforce (4227-01) (England)

Qualification handbook for centres

Version and date	Change detail	Section
2.1 December 2012	Additional units added the optional group. Units: 4227-625, 4227-632, 4227-639 - 700	Availability of units
2.2 February 2013	Numbered assessment criteria	Units
3.0 September 2014	Rules of Combination has been amended.	Introduction to the qualification
3.0 February 2016	Unit 024, LO 1, AC number amended	Optional units (mandatory units in separate handbook)

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Contents

1	Introduction to the qualification	5
1.1	Qualification structure	5
2	Optional units (mandatory units in separate handbook)	10
Unit 017	Support Children and Young People with Disabilities and Special Educational Needs	12
Unit 018	Support Children and Young People’s Play and Leisure	19
Unit 019	Support Children and Young People at Meal or Snack Times	25
Unit 020	Contribute to the Support of Children’s Communication, Language and Literacy	32
Unit 021	Contribute to the Support of Children’s Creative Development	37
Unit 022	Understand Child and Young Person Development	42
Unit 024	Promote Child and Young Person Development	50
Unit 025	Understand How to Safeguard the Wellbeing of Children and Young People	59
Unit 027	Support Children and Young People’s Health and Safety	69
Unit 028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	76
Unit 029	Working Together for the Benefit of Children and Young People	80
Unit 030	Understand How to Support Positive Outcomes for Children and Young People	86
Unit 032	Support the Creativity of Children and Young People	93
Unit 033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	99
Unit 035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	106
Unit 117	Introduction to Duty of Care in Health, Social Care or Children’s and Young People’s Settings	113
Unit 625	Contribute to the support of children’s physical development through activities	118
Unit 632	Working as part of a team in health and social care or children and young people’s settings	123
Unit 639	Working in partnership with parents and carers	129
Unit 671	Contribute to promoting nutrition and hydration in early years and childcare settings	136
Unit 700	Use Signing to Advance Speech, Language and Communication	146
Appendix 1	Relationships to other qualifications	152
Appendix 2	Sources of general information	157

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Certificate for the Children & Young People's Workforce
City & Guilds qualification number	(4227-01)
Qualification accreditation number	500/9457/9
Last registration date	31/12/2016
Last certification date	31/12/2018

Please note that this is the Optional Units Handbook. For FULL guidance on the Level 2 Certificate for the Children & Young People's Workforce, please see the Mandatory Units Handbook.

This qualification meets the needs of candidates who work or want to work in a wide range of children and young people's settings covering the age range 0-19 years for example in the roles of:

- Care Worker
- Childminder
- Nursery Nurse
- Youth and Community Worker

Candidates should choose optional units that are appropriate to their chosen work role.

This qualification replaces the City & Guilds Level 2 NVQ and Certificate in Children's Care, Learning and Development (3171/3177).

1.1 Qualification structure

To achieve the Level 2 Certificate for the Children & Young People's Workforce, learners must achieve **35** credits overall, **29** credits from the mandatory units and a minimum of **6** credits from the optional units available.

Minimum Guided Learning Hours (GLH) are 261.

Maximum Guided Learning Hours (GLH) are 278.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification, which will be awarded to candidates successfully completing the required combination of units and/or credits.

This handbook contains the optional units only. Mandatory units can be found in a separate handbook.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Knowledge/ Competence unit
F/601/5465	Unit 001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
L/601/5470	Unit 002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
R/601/5471	Unit 003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Mandatory	2	Competence
H/601/3305	Unit 004	Child and Young Person Development	Mandatory	2	Knowledge
Y/601/3236	Unit 006	Contribute to the Support of Child and Young Person Development	Mandatory	3	Competence
K/601/3323	Unit 007	Safeguarding the Welfare of Children and Young People	Mandatory	3	Knowledge
J/601/3491	Unit 009	Contribute to Children and Young People's Health and Safety	Mandatory	3	Competence
H/601/3496	Unit 010	Support Children and Young People's Positive Behaviour	Mandatory	2	Competence
T/601/7407	Unit 011	Contribute to the Support of Positive Environments for Children and Young People	Mandatory	3	Competence

M/601/3498	Unit 012	Understand Partnership Working in Services for Children and Young People	Mandatory	2	Knowledge
D/601/7403	Unit 014	Maintain and Support Relationships with Children and Young People	Mandatory	3	Competence

The following units to be found in separate handbook (optional units)

D/601/6526	Unit 017	Support Children and Young People with Disabilities and Special Educational Needs	Optional	4	Competence
T/601/6564	Unit 018	Support Children and Young People's Play and Leisure	Optional	3	Competence
A/601/6517	Unit 019	Support Children and Young People at Meal or Snack Times	Optional	3	Competence
M/601/3310	Unit 020	Contribute to the Support of Children's Communication, Language and Literacy	Optional	2	Competence
H/601/3336	Unit 021	Contribute to the Support of Children's Creative Development	Optional	2	Competence
L/601/1693	Unit 022	Understand Child and Young Person Development	Optional	4	Knowledge
R/601/1694	Unit 024	Promote Child and Young Person Development	Optional	3	Competence
Y/601/1695	Unit 025	Understand How to Safeguard the Wellbeing of Children and Young People	Optional	3	Knowledge
D/601/1696	Unit 027	Support Children and Young People's Health and Safety	Optional	2	Competence

H/601/1697	Unit 028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	Optional	1	Competence
K/601/1698	Unit 029	Working Together for the Benefit of Children and Young People	Optional	2	Competence
M/601/1699	Unit 030	Understand How to Support Positive Outcomes for Children and Young People	Optional	3	Knowledge
M/600/9807	Unit 032	Support the Creativity of Children and Young People	Optional	3	Competence
F/600/9777	Unit 033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	Optional	5	Knowledge
M/601/2884	Unit 035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Optional	3	Knowledge
H/601/5474	Unit 117	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	Optional	1	Knowledge
J/504/2186	Unit 625	Contribute to the support of children's physical development through activities	Optional	3	Competence

D/504/2193	Unit 632	Working as part of a team in health and social care or children and young people's settings	Optional	2	Competence
M/504/2201	Unit 639	Working in partnership with parents and carers	Optional	3	Competence
T/503/2494	Unit 671	Contribute to promoting nutrition and hydration in early years and childcare settings	Optional	4	Competence
F/504/3370	Unit 700	Use Signing to Advance Speech, Language and Communication	Optional	6	Competence

2 Optional units (mandatory units in separate handbook)

Availability of units

The optional units for this qualification follow. The mandatory units are available in a separate document, entitled Level 2 Certificate for the Children's & Young People's Workforce (4227-01), Qualification handbook for centres, Mandatory units.

All units may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (UAN) www.accreditedqualifications.org.uk.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of optional units

City & Guilds unit number	Title	QCF unit number	Credits
017	Support Children and Young People with Disabilities and Special Educational Needs	D/601/6526	4
018	Support Children and Young People's Play and Leisure	T/601/6564	3
019	Support Children and Young People at Meal or Snack Times	A/601/6517	3
020	Contribute to the Support of Children's Communication, Language and Literacy	M/601/3310	2
021	Contribute to the Support of Children's Creative Development	H/601/3336	2
022	Understand Child and Young Person Development	L/601/1693	4
024	Promote Child and Young Person Development	R/601/1694	3

025	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3
027	Support Children and Young People's Health and Safety	D/601/1696	2
028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	H/601/1697	1
029	Working Together for the Benefit of Children and Young People	K/601/1698	2
030	Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3
032	Support the Creativity of Children and Young People	M/600/9807	3
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	F/600/9777	5
035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	M/601/2884	3
117	Introduction to Duty of Care in Health, Social Care or Children's and Young People's	H/601/5474	1
625	Contribute to the support of children's physical development through activities	J/504/2186	3
632	Working as part of a team in health and social care or children and young people's settings	D/504/2193	2
639	Working in partnership with parents and carers	M/504/2201	3
671	Contribute to promoting nutrition and hydration in early years and childcare settings	T/503/2494	4
700	Use Signing to Advance Speech, Language and Communication	F/504/3370	6

Unit 017

Support Children and Young People with Disabilities and Special Educational Needs

Level: 2
Credit value: 4
UAN number: D/601/6526

Unit aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the rights of disabled children and young people and those with special educational needs
2. Understand the disabilities and/or special educational needs of children and young people in own care
3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

Guided learning hours

It is recommended that 26 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- STL12 Support a child with disabilities or special educational needs (CCLD 209)
- STL38 Support children with disabilities or special educational needs (CCLD 321)
- Introductory training materials: Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Simulation is not allowed.

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

Unit 017

Support Children and Young People with Disabilities and Special Educational Needs

Outcome 1

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

Assessment Criteria

The learner can:

1. Outline the legal entitlements of **disabled** children and young people and those with **special educational needs**
2. Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
3. Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
4. Describe the purpose of individual plans for disabled children and young people and those with special educational needs
5. Describe the principles of working inclusively with disabled children and young people and those with special educational needs.

Additional Guidance

Disabled:

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Special educational needs:

Children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people.

Unit 017

Support Children and Young People with Disabilities and Special Educational Needs

Outcome 2

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

Assessment Criteria

The learner can:

1. Describe the relationship between disability and special educational needs
2. Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
3. Describe the **special provision** required by children and young people with whom they work.

Additional Guidance

Special provision:

Provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Unit 017

Support Children and Young People with Disabilities and Special Educational Needs

Outcome 3

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

Assessment Criteria

The learner can:

1. **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
2. Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work
3. Work with children, young people and **others** to remove barriers to participation
4. Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs.

Additional Guidance

Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- The children and young people themselves
- Family members
- Colleagues within the setting
- External support agencies
- Individual plans

Barriers to participation:

Anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service.

Others may include:

- Family members
- Colleagues within the setting
- Professionals external to the setting

Inclusion:

A process of identifying, understanding and breaking down barriers to participation and belonging.

Unit 017

Support Children and Young People with Disabilities and Special Educational Needs

Outcome 4

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

Assessment Criteria

The learner can:

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

Additional Guidance

Adaptations may include:

- The environment
- Activities
- Working practice
- Resources

Participation involves asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access:

Ensuring that discriminatory barriers to access are removed and allowing for children and young people's individual needs.

Unit 017 Support Children and Young People with Disabilities and Special Educational Needs

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 018

Support Children and Young People's Play and Leisure

Level: 2
Credit value: 3
UAN number: T/601/6564

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand the nature and importance of play and leisure
- 2 Be able to support children and young people's play and leisure
- 3 Be able to support children and young people in balancing risk and challenge
- 4 Be able to reflect on and improve own practice

Guided learning hours

It is recommended that 16 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace. Simulation is not allowed.

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

Unit 018

Support Children and Young People's Play and Leisure

Outcome 1

Understand the nature and importance of play and leisure

Assessment Criteria

The learner can:

1. Describe the importance of play and leisure for children and young people
2. Describe how play and leisure contribute to children and young people's development
3. Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
4. Describe the characteristics of freely chosen, self-directed play and leisure.

Unit 018 Support Children and Young People’s Play and Leisure

Outcome 2 Be able to support children and young people’s play and leisure

Assessment Criteria

The learner can:

1. Describe own role in supporting children and young people’s play and leisure activities
2. Give attention to children and young people’s play and leisure activities while being sensitive to own impact on activities
3. Undertake routine safety checks on areas used for children and young people’s play and leisure before, during and after play and leisure activities
4. Supervise children and young people’s play and leisure ensuring their safety
5. Interact with children and young people in a way that demonstrates:
 - interest in what they say, experience and feel
 - respect for their privacy and freedom to make choices for themselves
 - encouragement and praise for play and leisure activities.

Unit 018

Support Children and Young People's Play and Leisure

Outcome 3

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

Assessment Criteria

The learner can:

1. Outline the value of risk and challenge in children and young people's play and leisure
2. Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure
3. Describe why it is important for children and young people to manage risk and challenge for themselves
4. Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves.

Unit 018

Support Children and Young People's Play and Leisure

Outcome 4

Be able to reflect on and improve own practice

Assessment Criteria

The learner can:

1. Reflect on all aspects of own practice in supporting children and young people's play and leisure
2. Identify own strengths and areas where practice could improve
3. Describe how own practice has been improved following reflection.

Unit 018 Support Children and Young People’s Play and Leisure

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 019

Support Children and Young People at Meal or Snack Times

Level: 2
Credit value: 3
UAN number: A/601/6517

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the principles of healthy eating for children and young people
2. Know the benefits of healthy eating for children and young people
3. Know how to encourage children and young people to make healthier food choices
4. Be able to support hygiene during meal or snack times
5. Be able to support the code of conduct and policies for meal and snack times

Guided learning hours

It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Learning Outcomes 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace. Simulation is not allowed.

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

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 1

Know the principles of healthy eating for children and young people

Assessment Criteria

The learner can:

1. Outline the nutritional requirements of a healthy diet for children and young people
2. Describe examples of healthy meals and snacks for children and young people
3. Describe how culture, religion and health conditions impact on food choices.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 2

Know the benefits of healthy eating for children and young people

Assessment Criteria

The learner can:

1. Describe the benefits of healthy eating for children and young people
2. Describe the possible consequences of an unhealthy diet
3. Describe how to recognise and deal with allergenic reactions to food
4. Describe where to get advice on dietary concerns.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 3

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

Assessment Criteria

The learner can:

1. Describe the food policy of the setting
2. Describe with examples ways of encouraging children and young people:
 - to make healthier food choices
 - to eat the food provided for them.

Additional Guidance

Healthier food choices in relation to:

- Meals provided in the setting
- Packed lunches
- Snacks
- Meals and snacks purchased off-site

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 4

Be able to support hygiene during meal or snack times

Assessment Criteria

The learner can:

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

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 5

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

Assessment Criteria

The learner can:

1. Describe the setting's **code of conduct and policies** for meal and snack times
2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
3. Apply skills and techniques for dealing with inappropriate behaviour in the dining area.

Additional Guidance

Code of conduct and policies may include:

- Entry to and exit from the dining area
- Collecting/serving food
- Noise levels
- Conduct in the dining area
- Conduct at the table
- Clearing away
- Sustainability

Unit 019 Support Children and Young People at Meal or Snack Times

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Level: 2
Credit value: 2
UAN number: M/601/3310

Unit aim

This unit aims to enable learners to contribute to supporting children's learning and development in communication, language and literacy within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of communication, language and literacy for children's learning and development
2. Be able to contribute to children's learning in communication, language and literacy
3. Be able to evaluate own contribution to children's learning in communication, language and literacy

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:
CCLD 201, 203, 205, 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 1

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

Assessment Criteria

The learner can:

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

Additional Guidance

Framework may include:

- Early Years Foundation Stage
- Foundation Phase
- Pre-School Curriculum

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 2

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

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's communication, language and literacy
2. Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a **variety of methods**
3. Use clear language to support children's learning when engaged in communication, language and literacy activities
4. Use encouragement and praise when supporting children's learning in communication, language and literacy.

Additional Guidance

Variety of methods to include:

- Reading
- Telling stories
- Songs
- Poems
- Finger plays

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 3

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

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's learning in communication, language and literacy
2. Adapt own practice to meet individual children's needs.

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 021

Contribute to the Support of Children's Creative Development

Level: 2
Credit value: 2
UAN number: H/601/3336

Unit aim

This unit aims to enable learners to contribute to supporting children's creativity within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of creative development
2. Be able to contribute to children's creative development
3. Be able to evaluate own contribution to children's creative development

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 203, 205, and 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 1

Understand the importance of creative development

Assessment Criteria

The learner can:

1. Describe why **creative development** is important to children's learning
2. Describe how creative development links to other areas of learning and development within the **framework** related to own work setting.

Additional Guidance

Creative development may include:

- Developing imagination and imaginative play
- Responding to experiences, expressing ideas
- Exploring media and materials
- Imaginative play
- Traditional creative arts
- Music, dance and movement
- Messy play

Framework may include:

- Early years foundation stage
- Foundation phase
- Pre-school curriculum

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 2

Be able to contribute to children's creative development

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support creative development
2. Set out and implement creative activities with children
3. Use clear language to support children's creative development during activities
4. Use encouragement and praise when supporting children's creative development.

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 3

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

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's creative development
2. Adapt own practice to meet individual children's needs.

Unit 021 Contribute to the Support of Children’s Creative Development

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 022

Understand Child and Young Person Development

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

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence (022)
- an assignment covering Learning Outcomes and assessment criteria (023).

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

Unit 022

Understand Child and Young Person Development

Outcome 1

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

Assessment Criteria

The learner can:

1. Explain the sequence and rate of each **aspect of development** from birth – 19 years
2. Explain the difference between sequence of development and rate of development and why the difference is important.

Additional guidance

Aspects of development include:

- Physical
- Communication
- Intellectual/Cognitive
- Social, emotional and behavioural
- Moral

Unit 022

Understand Child and Young Person Development

Outcome 2

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

Assessment Criteria

The learner can:

1. Explain how children and young people's development is influenced by a range of **personal factors**
2. Explain how children and young people's development is influenced by a range of **external factors**
3. Explain how **theories of development** and **frameworks** to support development influence current practice.

Additional guidance

Personal factors including:

- Health status
- Disability
- Sensory impairment
- Learning difficulties

External factors including:

- Poverty and deprivation
- Family environment and background
- Personal choices
- Looked after/care status
- Education

Theories of development including:

- Cognitive (eg Piaget)
- Psychoanalytic (e.g. Freud)
- Humanist (eg Maslow)
- Social Learning (eg Bandura)
- Operant conditioning (eg Skinner)
- Behaviourist (eg Watson)

Frameworks

- Social pedagogy

Unit 022

Understand Child and Young Person Development

Outcome 3

Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

Assessment Criteria

The learner can:

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

Additional guidance

Methods may include:

- Assessment framework/s
- Observation
- Standard measurements
- Information from carers and colleagues

Reasons may include:

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

Different types of interventions may include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor

Unit 022

Understand Child and Young Person Development

Outcome 4

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

Assessment Criteria

The learner can:

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

Unit 022

Understand Child and Young Person Development

Outcome 5

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

Assessment Criteria

The learner can:

1. Explain how different **types of transitions** can affect children and young people's development
2. Evaluate the effect on children and young people of having positive relationships during periods of transition.

Additional guidance

Types of transitions including:

- emotional eg bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home, locality, moving from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre-school to primary to post primary

Unit 022 Understand Child and Young Person Development

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Some reflection on practice should be included in the assessment.

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

Unit 024 Promote Child and Young Person Development

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

Assessment Criteria

The learner can:

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

Additional Guidance

Factors that need to be taken into account when assessing development may include:

- Confidentiality and when, for the safety of the child or young person
- confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

Methods may include:

- Assessment framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals
- and colleagues

Plan

Encouraging the child or young person to take responsibility for own development should feature in the plan.

Unit 024

Promote Child and Young Person Development

Outcome 2

Be able to promote the development of children or young people

Assessment Criteria

The learner can:

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

Additional Guidance

A **development plan** can be drawn from a lead practitioner (eg a teacher's) overarching plan.

Unit 024 **Promote Child and Young Person Development**

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

Assessment Criteria

The learner can:

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

Additional Guidance

Features of an environment or service may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

Unit 024

Promote Child and Young Person Development

Outcome 4

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

Assessment Criteria

The learner can:

1. Explain how own working practice can affect children and young people's development
2. Explain how institutions, agencies and services can affect children and young people's development.

Unit 024

Promote Child and Young Person Development

Outcome 5

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

Assessment Criteria

The learner can:

1. Demonstrate how they work with children and young people to encourage positive behaviour
2. Evaluate different approaches to **supporting positive behaviour**.

Additional Guidance

Supporting positive behaviour may include:

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

Unit 024

Promote Child and Young Person Development

Outcome 6

Be able to support children and young people experiencing transitions

Assessment Criteria

The learner can:

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

Additional Guidance

Different types of transitions may include:

- Emotional, affected by personal experience eg bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre-school to primary to post primary
- Smaller daily transitions

Unit 024 Promote Child and Young Person Development

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

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

Unit aim

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

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

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

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 1

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

Assessment Criteria

The learner can:

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

Additional Guidance

Day to day work may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 2

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

Assessment Criteria

The learner can:

1. Explain the importance of safeguarding children and young people
2. Explain the importance of a child or young person centred approach
3. Explain what is meant by partnership working in the context of safeguarding
4. Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Additional Guidance

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 3

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

Assessment Criteria

The learner can:

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

Additional Guidance

Policies and procedures may include:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle blowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/ reporting incidents

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 4

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

Assessment Criteria

The learner can:

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

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 5

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

Assessment Criteria

The learner can:

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

Additional Guidance

Bullying may include:

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

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 6

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

Assessment Criteria

The learner can:

1. Explain how to support children and young people's self-confidence and self-esteem
2. Analyse the importance of supporting resilience in children and young people
3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 7

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

Assessment Criteria

The learner can:

1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
2. Describe ways of reducing risk to children and young people from:
 - Social networking
 - Internet use
 - Buying online
 - Using a mobile phone.

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 027

Support Children and Young People's Health and Safety

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 027 **Support Children and Young People’s Health and Safety**

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

Assessment Criteria

The learner can:

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

Additional Guidance

Factors may include:

- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability

Unit 027

Support Children and Young People's Health and Safety

Outcome 2

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

Assessment Criteria

The learner can:

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

Additional Guidance

Potential hazards may include:

- Physical
- Security
- Fire
- Food safety
- Personal safety

Unit 027

Support Children and Young People's Health and Safety

Outcome 3

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

Assessment Criteria

The learner can:

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

Additional Guidance

Balanced approach to risk management may include:

- Taking into account child or young person's age, needs and abilities
- Avoiding excessive risk taking
- Not being excessively risk averse
- Recognising the importance of risk and challenge to a child or young person's development

Unit 027

Support Children and Young People's Health and Safety

Outcome 4

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

Assessment Criteria

The learner can:

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

Additional Guidance

Accidents, incidents, emergencies and illness may include:

- Accidents involving children, young people or adults
- Incidents – all types
- Emergencies such as fire, missing children or young people, evacuation
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Unit 027 Support Children and Young People’s Health and Safety

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 028

Develop Positive Relationships with Children, Young People and Others Involved in their Care

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 028 **Develop Positive Relationships with Children, Young People and Others Involved in their Care**

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

Assessment Criteria

The learner can:

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

Additional Guidance

How **positive relationships** are **built and maintained** may include:

- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships

Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

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

Assessment Criteria

The learner can:

1. Explain why positive relationships with **people involved** in the care of children and young people are important
2. Demonstrate how to build positive relationships with people involved in the care of children and young people.

Additional Guidance

People involved may include:

- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners

Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 029

Working Together for the Benefit of Children and Young People

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

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

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

Unit 029

Working Together for the Benefit of Children and Young People

Outcome 1

Understand integrated and multi agency working

Assessment Criteria

The learner can:

1. Explain the importance of multi agency working and integrated working
2. Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people
3. Describe the functions of external agencies with whom your work setting or service interacts
4. Explain common barriers to integrated working and multi agency working and how these can be overcome
5. Explain how and why referrals are made between agencies
6. Explain the assessment framework/s that are used in own UK Home Nation

Unit 029

Working Together for the Benefit of Children and Young People

Outcome 2

Be able to communicate with others for professional purposes

Assessment Criteria

The learner can:

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

Additional Guidance

Appropriate communication may include:

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

Prepare Reports

In some settings where this is not a practitioner's lead responsibility (eg a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.

Unit 029

Working Together for the Benefit of Children and Young People

Outcome 3

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

Assessment Criteria

The learner can:

1. Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
2. Demonstrate how to maintain secure recording and storage systems for information:
 - paper based
 - electronic
3. Analyse the potential tension between maintaining confidentiality with the need to disclose information:
 - where abuse of a child or young person is suspected
 - when it is suspected that a crime has been/may be committed.

Unit 029 Working Together for the Benefit of Children and Young People

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence (030)
- an assignment covering Learning Outcomes and assessment criteria (031).

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

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 1

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

Assessment Criteria

The learner can:

1. Describe the **social, economic and cultural factors** that will impact on the lives of children and young people
2. Explain the importance and impact of poverty on outcomes and life chances for children and young people
3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

Additional Guidance

Social, economic and cultural factors may include:

- Personal choice
- Being in care system
- Poverty
- Housing and community
- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A & E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 2

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

Assessment Criteria

The learner can:

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

Additional Guidance

Positive outcomes for children and young people may include:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 3

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

Assessment Criteria

The learner can:

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

Additional Guidance

Support may include:

- Speech and language therapy
- Support from health professionals additional learning support
- Assistive technology
- Specialised services

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 4

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

Assessment Criteria

The learner can:

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

Unit 030 Understand How to Support Positive Outcomes for Children and Young People

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how creativity promotes well being for children and young people
2. Be able to encourage children and young people to recognise and value their own and others' creativity
3. Be able to support children and young people to take part in creative activities
4. Be able to participate in creative, day to day activities with children and young people

Guided learning hours

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

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to:

- HSC NOS Unit 38 c
- Professional Practice in residential child care
- Standard: 4.5
- Training Support and Development Standards for Foster Care Standard 5.4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

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

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

Unit 032

Support the Creativity of Children and Young People

Outcome 1

Understand how creativity promotes well being for children and young people

Assessment Criteria

The learner can:

1. Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
2. Identify the potential benefits of **different types of creative activity**
3. Explain the difference between **formal** and **informal creative activity**.

Additional Guidance

Different types of creative activity may include:

- Solitary
- Shared
- Group
- Sedentary, eg writing
- Active, eg gardening, sport
- Cerebral, eg chess, computer games

Informal creative activity may include:

- Creative thinking
- Cooking
- Baking
- Flower arranging
- Decorating
- Computer gaming

Formal creative activity may include:

- Drama groups
- Music groups
- Art classes
- Creative writing groups
- Discussion/debating groups
- Fashion design classes
- Architectural design/drawing

Unit 032

Support the Creativity of Children and Young People

Outcome 2

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

Assessment Criteria

The learner can:

1. Demonstrate how to work with children and young people to promote and encourage creativity
2. Explain the importance of encouraging children and young people to recognise and value creativity
3. Demonstrate how to encourage children or young people to explore their opportunities for creative activity.

Unit 032

Support the Creativity of Children and Young People

Outcome 3

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

Assessment Criteria

The learner can:

1. Identify potential resources to support children and young people to take part in organised creative activities
2. Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
3. Explain the importance of encouraging carers to support children and young people's creative activities.

Unit 032

Support the Creativity of Children and Young People

Outcome 4

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

Assessment Criteria

The learner can:

1. Explain the importance of spending creative time with children and young people and the benefits that can result
2. Demonstrate how to spend time with children and young people in creative activity
3. Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.

Unit 032 Support the Creativity of Children and Young People

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 033

Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

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

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the factors that may impact on the outcomes and life chances of children and young people
2. Understand how poverty and disadvantage affect children and young people's development
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to: DCSF Narrowing the Gap Guidance 2008.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence (033)
- an assignment covering Learning Outcomes and assessment criteria (034).

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

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

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

Assessment Criteria

The learner can:

1. Identify the **factors** that impact on outcomes and life chances for children and young people
2. Explain the critical importance of poverty in affecting outcomes and life chances
3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people.

Additional Guidance:

Factors impacting on children and young people's life chances may include:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

Unit 033

Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 2

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

Assessment Criteria

The learner can:

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

Unit 033

Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 3

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

Assessment Criteria

The learner can:

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

Additional Guidance

A **vulnerable child** or **young person** is defined as:

A child or young person and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

Unit 033

Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 4

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

Assessment Criteria

The learner can:

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

Unit 033

Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Outcome 5

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

Assessment Criteria

The learner can:

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

Unit 033 Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 035

Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Level: 3
Credit value: 3
UAN number: M/601/2884

Unit aim

This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the links between language, behaviour, emotional and social development difficulties
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Speech, language and communication framework, Enhanced: Strand D
- Has some links to competencies from CCLD NOS Unit 337

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence (035)
- an assignment covering Learning Outcomes and assessment criteria (036).

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

Unit 035 **Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties**

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

Assessment Criteria

The learner can:

1. Explain why behaviour can be seen as a means of communication
2. Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
3. Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
4. Describe the **range of behavioural, emotional and social difficulties** that children and young people may experience and how they can affect speech, language and communication development.

Additional Guidance

Range of behaviour may include:

- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lacking concentration
- immature social skills
- challenging behaviours arising from other complex special needs
- emotional disorders
- conduct disorders/hyperkinetic disorders
- anxiety
- self-harm
- school phobia
- depression.

Unit 035

Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Outcome 2

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

Assessment Criteria

The learner can:

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

Additional Guidance

Positive changes may include:

- increased accessibility of the language used in behaviour management techniques
- ensuring children and young people understand verbal and written information
- clear visual support
- making rules, routines and boundaries clear, explicit and understandable.
- decreasing visual and auditory distractions
- increased staff awareness and skills
- ensuring approaches which support children to ask for clarification.

Unit 035 **Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties**

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

Assessment Criteria

The learner can:

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

Unit 035

Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Outcome 4

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

Assessment Criteria

The learner can:

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

**Unit 035 Understand the Speech, Language and
Communication Needs of Children and Young
People with Behavioural, Social and Emotional
Difficulties**

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 117

Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Level: 2
Credit value: 1
UAN number: H/601/5474

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the implications of duty of care
2. Understand support available for addressing dilemmas that may arise about duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that 9 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 203; HSC 24; GCU 2.
- Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence (0117)
- an assignment covering Learning Outcomes and assessment criteria (118).

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

Unit 117 **Introduction to Duty of Care in Health, Social
Care or Children’s and Young People’s
Settings**

Outcome 1 Understand the implications of duty of care

Assessment Criteria

The learner can:

1. Define the term ‘duty of care’
2. Describe how the duty of care affects own work role.

Unit 117

Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 2

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

Assessment Criteria

The learner can:

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

Unit 117 **Introduction to Duty of Care in Health, Social
Care or Children’s and Young People’s
Settings**

Outcome 3 Know how to respond to complaints

Assessment Criteria

The learner can:

1. Describe how to respond to complaints
2. Identify the main points of agreed procedures for handling complaints.

Unit 117 Introduction to Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 625

Contribute to the support of children's physical development through activities

Level: 2

Credit value: 3

UAN number: J/504/2186

Unit aim

To enable learners to develop knowledge, understanding and skills that contributes to the support of children's physical development through activities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of physical development on children's learning.
- 2 Be able to contribute to children's physical development through activities
- 3 Be able to review own contributions to children's physical development through activities

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0203 – Support the development of children and young people

SCD CCLD 0307 – promote the health and physical development of children

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles

Unit 625

Contribute to the support of children's physical development through activities (CCLD FP OP 2.2)

Outcome 1

Understand the importance of physical development on children's learning

Assessment Criteria

The learner can:

1. Describe why physical development is important for children's learning.
2. Describe how physical development links with other areas of learning and development.

Unit 625

Contribute to the support of children's physical development through activities (CCLD FP OP 2.2)

Outcome 2

Be able to contribute to children's physical development through activities

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's physical development.
2. Provide both structured and spontaneous opportunities and activities to support and strengthen physical development skills in the indoor and outdoor learning environment.
3. Demonstrate how to provide frequent opportunities for physical activities through all areas of learning.
4. Use encouragement and praise when supporting children's physical activities.

Unit 625

Contribute to the support of children's physical development through activities (CCLD FP OP 2.2)

Outcome 3

Be able to review own contributions to children's physical development through activities

Assessment Criteria

The learner can:

1. Review how own practice has contributed to children's physical development through activities.
2. Adapt own practice to meet children's physical developmental needs through activities

Unit 625

Contribute to the support of children's physical development through activities (CCLD FP OP 2.2)

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Level: 2
Credit value: 2
UAN: D/504/2193

Unit aim

The purpose of this unit is to develop the learner's knowledge, skills and understanding of working as part of a team in health and social care or children and young people's setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand teams and teamwork in the workplace
2. Understand the principles that underpin effective teamwork
3. Understand the effect of conflict within teams
4. Be able to work as part of a team

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD HSC 0241 – Contribute to the effectiveness of teams

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 1

Understand **teams** and teamwork in the workplace

Assessment Criteria

The learner can:

1. define what is meant by the terms 'team' and 'teamwork'
2. describe how the work of teams supports the achievement of workplace objectives
3. explain lines of reporting and responsibility in the team.

Additional Guidance

Teams could include:

- Multi-agency
- Multi-disciplinary

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 2

Understand the principles that underpin effective teamwork

Assessment Criteria

The learner can:

1. describe why teams need:
 - clear objectives
 - clearly defined roles and responsibilities.
2. identify what supports positive and effective communication between team members.
3. define confidentiality within the context of teamwork.
4. describe how the values of own organisation influences the working of your team.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 3

Understand the effect of conflict within teams

Assessment Criteria

The learner can:

1. describe how conflicts may arise in teams.
2. describe how conflict can affect team effectiveness.
3. give examples of how effective teams may deal with conflicts.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 4

Be able to work as part of a team

Assessment Criteria

The learner can:

1. identify own role and responsibilities in the team
2. fulfil own responsibilities within the team
3. identify the contribution of other team members to the team
4. seek support and advice from other team members
5. communicate effectively with other team members
6. offer support to other team members
7. review own strengths and weakness in working in the team.

Unit 632 Working as part of a team in health and social care or children and young people’s settings

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 639

Working in partnership with parents and carers

Level: 2
Credit value: 3
UAN number: M/504/2201

Unit aim

This unit aims to provide learners with the knowledge, understanding and skills of working in partnership with parents and carers.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of working in partnership with parents and carers
2. Be able to share information in line with policies and procedures in the work setting
3. Be able to build relationships with parents and carers
4. Be able to contribute to supporting parents and carers in their parenting role
5. Be able to reflect on own practice in working with parents and carers

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0201 – Support effective communication

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 639

Working in partnership with parents and carers

Outcome 1

Understand the importance of working in partnership with parents and carers

Assessment Criteria

The learner can:

1. Describe the partnership model of working with parents and carers
2. Explain why work with parents and carers forms part of a practitioner's role
3. Describe the features of a professional relationship with parents and carers
4. Explain why it is important to work in partnership with parents and carers
5. Describe barriers that may exist to partnerships with parents and carers
6. Describe ways to overcome barriers to partnerships with parents and carers

Unit 639

Working in partnership with parents and carers

Outcome 2

Be able to share information in line with policies and procedures in the work setting

Assessment Criteria

The learner can:

1. Share information with parents and carers in line with boundaries of own role.
2. Identify information that must be shared with others in line with role and responsibilities
3. Share information with **others** in line with role and responsibilities
4. Explain when information about parents, carers and children should not be shared:
 - In the work setting
 - Outside the work setting

Additional Guidance

Others could include:

- Practitioners
- Managers
- Parents
- Carers
- Children and young people
- Tutors
- Assessors and visitors to the setting

Unit 639

Working in partnership with parents and carers

Outcome 3

Be able to build relationships with parents and carers

Assessment Criteria

The learner can:

1. Describe the boundaries of own role in work with parents and carers
2. Welcome parents and carers when they enter the work setting
3. Engage with parents and carers to build relationships

Unit 639

Working in partnership with parents and carers

Outcome 4

Be able to contribute to supporting parents and carers in their parenting role

Assessment Criteria

The learner can:

1. Support the inclusion and participation of parents and carers
2. Listen and respond to children when their parents or carers are present
3. Follow plans to develop the skills of parents and carers in:
 - Playing with children
 - Listening to children
 - Language development of children

Unit 639

Working in partnership with parents and carers

Outcome 5

Be able to reflect on own practice in working with parents and carers

Assessment Criteria

The learner can:

1. Reflect on interactions with parents and carers
2. Use feedback on own performance to identify areas for improvement in own practice in working with parents and carers
3. Develop an action plan for improvement of own practice

Unit 639 Working in partnership with parents and carers

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Level: 2
Credit value: 4
UAN number: T/503/2494

Unit aim

This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

- 1 Know the principles of a **balanced diet** for children
- 2 Be able to work with others to plan and promote a balanced diet for children
- 3 Understand the principles of hydration for babies and children
- 4 Be able to promote hydration in babies or children
- 5 Know how to prevent malnutrition in babies and children
- 6 Know the principles of infant feeding
- 7 Know the importance of **special dietary requirements** for babies and children
- 8 Be able to carry out role in monitoring nutrition and hydration for babies or children

Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Links to NOS CCLD 208; CCLD 307

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 1

Know the principles of a **balanced diet** for children

Assessment Criteria

The learner can:

1. Outline current government **nutritional guidelines** for a balanced diet for children
2. List the main food groups
3. Identify sources of essential nutrients
4. Explain the importance of a balanced diet
5. Explain the impact of poor diet on **health** and **wellbeing**

Additional Guidance

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

Nutritional guidelines refers to the latest national guidance for appropriate age groups

Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 2

Be able to work with others to plan and promote a balanced diet for children

Assessment Criteria

The learner can:

1. Outline the **factors** that may affect nutritional intake in children
2. Describe how a **healthy diet** can be promoted for children
3. Work with others to plan a balanced diet for a child
4. Encourage children to eat a healthy and balanced diet
5. Outline ways that **others** can be supported to understand a healthy diet for children

Additional Guidance

Factors can include:

- Culture and religion
- Individual preferences and habits
- Physical factors – positioning, oral hygiene etc
- Psychological factors – depression, eating disorders etc
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

Healthy diet is one based on sound nutritional principles. It would usually feature

- High consumption of fruits & vegetables
- Low consumption of red meat & fatty foods
- Meals based on starch foods
- Raw foods & whole grains are preferred to processed or refined foods
- Protein primarily from fish, dairy products, nuts
- Low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages
- Low consumption of alcohol
- Drinking plenty of water
- Organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives

Others may include:

- parents or carers
- colleagues
- other professionals eg health visitors, school nurses, dieticians, speech and language therapist etc

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 3

Understand the principles of hydration for babies and children

Assessment Criteria

The learner can:

1. Explain the importance of hydration
2. Outline the signs of dehydration in babies and children
3. Explain the impact of dehydration on health and wellbeing

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 4

Be able to promote hydration in babies or children

Assessment Criteria

The learner can:

1. Outline the factors that may affect hydration
2. Describe how hydration can be promoted for babies and children
3. Encourage children to drink a sufficient volume of fluid

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 5

Know how to prevent malnutrition in babies and children

Assessment Criteria

The learner can:

1. List the signs of malnutrition
2. Describe the risk factors that may lead to malnutrition
3. Outline ways of increasing nutritional density of foods and drinks

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 6

Know the principles of infant feeding

Assessment Criteria

The learner can:

1. Compare the benefits of breast feeding and infant formula feeding
2. Outline current **UN and national guidance** on breast feeding
3. Outline current national guidance on the introduction of solid foods
4. Identify suitable choices of foods and drinks for weaning

Additional Guidance

UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 7

Know the importance of **special dietary requirements** for babies and children

Assessment Criteria

The learner can:

1. Identify circumstances where babies or children have special dietary requirements
2. Outline special diets
3. Outline the potential risks of not following a special diet

Additional Guidance

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may *prevent / limit / promote / meet* one or more of the following:

- Aspiration/choking
- Appetite
- Weight (i.e. underweight or overweight)
- Personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 8

Be able to carry out role in monitoring nutrition and hydration for babies or children

Assessment Criteria

The learner can:

1. Outline own responsibilities in relation to monitoring nutrition and hydration
2. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working
3. Explain actions to take when there are concerns about the nutrition and hydration of babies or children

Unit 671 Contribute to promoting nutrition and hydration in early years and childcare settings

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 700

Use Signing to Advance Speech, Language and Communication

Level: 2

Credit value: 6

UAN number: F/504/3370

Unit Aim: The unit provides the learner with the knowledge and skills needed to use signing to advance speech, language and communication

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Know how the use of sign supported English promotes learning and development.
- 2 Be able to use sign supported English to promote learning and development.
- 3 Understand the role of signing and fingerspelling in the development of early literacy
- 4 Be able to demonstrate the role of sign supported English in providing an environment which values children and young people and encourages positive, pro-social behaviour.

Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Sign Supported English uses signs from British Sign Language (BSL) alongside speech.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 1

Know how the use of sign supported English promotes learning and development.

Assessment Criteria

The learner can:

1. Identify ways that sign supported English supports the development of social and emotional skills
2. Identify ways that sign supported English contributes to the development of language skills.
3. Explain how sign supported English can help develop cognitive skills.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 2

Be able to use sign supported English to promote learning and development.

Assessment Criteria

The learner can:

1. Support the planning of activities using sign supported English to promote social, emotional, language and cognitive development.
2. Use and assess the effectiveness of activities using sign supported English in promoting social, emotional, language and cognitive development.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 3

Understand the role of signing and fingerspelling in the development of early literacy.

Assessment Criteria

The learner can:

1. Explain how signing and fingerspelling contribute to the development of early literacy skills

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 4

Be able to demonstrate the role of sign supported English in providing an environment which values children and young people and encourages positive, pro-social behaviour.

Assessment Criteria

The learner can:

1. Explain the contribution of signing to the provision of an environment which values children and young people.
2. Use and reflect on own use of behaviour management signs and signed phrases in promoting positive behaviour.

Unit 700 Use Signing to Advance Speech, Language and Communication

Notes for guidance

See pages 16 – 17 of the handbook, Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook: Mandatory units, for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- City & Guilds Level 3 Diploma for the Children and Young People's Workforce
- City & Guilds Level 2/3 Diploma for Children's Care, Learning and Development (Northern Ireland and Wales)
- City & Guilds in Level 2/3 Award/Certificate in Supporting Teaching and Learning in Schools

City & Guilds unit no.	Unit title	SSC ref no.	Unit linked to:
001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	SHC21	<ul style="list-style-type: none">• CCLD 201• GEN 22• HSC 21
002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	SHC22	<ul style="list-style-type: none">• CCLD 204• GEN 12• GEN 13• HSC 23
003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC23	<ul style="list-style-type: none">• CCLD 203• GEN 12• GCU 5• HSC 24 and HSC 234
004	Child and Young Person Development	TDA2.1	<ul style="list-style-type: none">• STL2 Support children's development (CCLD 203)• SWiS 2.1 Explore and respond to the needs of pupils• Introductory training materials:• Role and context• Understanding how children learn

006	Contribute to the Support of Child and Young Person Development	MU2.2	<ul style="list-style-type: none"> • CCLD 203
007	Safeguarding the Welfare of Children and Young People	MU2.3	<ul style="list-style-type: none"> • STL3 Help to keep children safe (CCLD202) • SWiS 2.1 Explore and respond to the needs of pupils • Introductory training materials: Role and context ICT
009	Contribute to Children and Young People's Health and Safety	MU2.4	<ul style="list-style-type: none"> • CCLD202
010	Support Children and Young People's Positive Behaviour	TDA2.9	<ul style="list-style-type: none"> • STL3 Help to keep children safe (CCLD202) • STL19 Promote positive behaviour • Introductory training materials: Promoting positive behaviour
011	Contribute to the Support of Positive Environments for Children and Young People	MU2.8	<ul style="list-style-type: none"> • CCLD205
012	Understand Partnership Working in Services for Children and Young People	MU2.9	None
014	Maintain and Support Relationships with Children and Young People	TDA2.7	<ul style="list-style-type: none"> • SkillsActive playwork unit 9 Support relationships in the play environment • STL4 Contribute to positive relationships (CCLD 201) • Introductory training materials: Promoting positive behaviour
015	Paediatric Emergency First Aid	PEFAP001	<ul style="list-style-type: none"> • Early Years Development Childcare
016	Managing Paediatric Illness and Injury	MPII002	<ul style="list-style-type: none"> • Early Years Development Childcare
017	Support Children and Young People with Disabilities and Special Educational Needs	TDA2.15	<ul style="list-style-type: none"> • CCLD 209 • CCLD 321
018	Support Children and Young People's Play and Leisure	TDA2.16	None
019	Support Children and Young People at Meal or Snack Times	TDA2.14	None

020	Contribute to the Support of Children's Communication, Language and Literacy	OP2.15	<ul style="list-style-type: none"> • CCLD 201 • CCLD 203 • CCLD 205 • CCLD 208
021	Contribute to the Support of Children's Creative Development	OP2.17	<ul style="list-style-type: none"> • CCLD 203 • CCLD 205 • CCLD 208
022	Understand Child and Young Person Development	CYP3.1	<ul style="list-style-type: none"> • CCLD 303 • HSC 36 • CWDC Training, Support and Development Standards for Foster Care. Standard • Understand the development of children and young people
024	Promote Child and Young Person Development	CYP3.2	<ul style="list-style-type: none"> • CCLD 303 • LDSS 10 • HSC 36 • CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people • UK Codes of Practice for Social Care Workers
025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	<ul style="list-style-type: none"> • CLD 305 • LDSS NOS Unit 1 • HSC 34 • CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people • UK Codes of Practice for Social Care Workers
027	Support Children and Young People's Health and Safety	CYP3.4	<ul style="list-style-type: none"> • CCLD 302 • HSC 32 • LDSS Unit 2 • CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care • UK Codes of Practice for Social Care Workers.

028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	<ul style="list-style-type: none"> • CCLD 301 • HSC 31 • CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively • UK Codes of Practice for Social Care Workers
029	Working Together for the Benefit of Children and Young People	CYP3.6	<ul style="list-style-type: none"> • CCLD 301 • CCLD 431 • CCLD 323 • HSC 31 • CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively • UK Codes of Practice for Social Care Workers.
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	<ul style="list-style-type: none"> • CCLD 308 • HSC 38 • HSC 310 • UK Codes of Practice for Social Care Workers
032	Support the Creativity of Children and Young People	CYPOP30	<ul style="list-style-type: none"> • HSC NOS Unit 38 c • Professional Practice in residential child care • Standard: 4.5 • Training Support and Development Standards for Foster Care Standard 5.4
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	CYPOP17	<ul style="list-style-type: none"> • DCSF Narrowing the Gap Guidance 2008
035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	CYPOP22	<ul style="list-style-type: none"> • Speech, language and communication framework • Enhanced: Strand D.
117	Introduction to Duty of Care in Health, Social Care or Children's and Young People's	SHC24	<ul style="list-style-type: none"> • CCLD 203 • HSC 24 • GCU 2.

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills.

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.

Providing City & Guilds qualifications – a guide to centre and qualification approval

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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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 such on such things as:

1. Walled Garden

Find out how to register and certificate candidates on line

2. Qualifications and Credit Framework (QCF)

Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**

Contains dates and information on the latest Centre events

3. Online assessment

Contains information on how to register for GOLLA assessments.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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