



TQUK Level 2 Certificate for the Children and Young People's Workforce (RQF)

Qualification Specification

Qualification Number: 601/6423/2



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 2 Certificate for the Children and Young People's Workforce (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification is designed to develop the knowledge and skills required when working with children and young people from birth to 19 years of age. It is relevant to a wide range of job roles in early years and social care settings and is suitable for learners who wish to enter employment or are working in a supervised role in the Children and Young People's Workforce.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of Level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

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

TQUK Level 3 Award in Supporting Children and Young People with Autism (RQF)

or to employment in a job role such as: assistant pre-school worker or assistant in a children's centre, day nursery or nursery school or in a nursery class in primary schools.

Structure

Learners must achieve a minimum of 35 credits: 29 credits from the mandatory group and a minimum of 6 credits must come from the optional group.

Mandatory Units

	Units	Unit ref.	Level	Guided Learning Hours	Credit value
1	Child and young person development	H/601/3305	2	15	2
2	Safeguarding the welfare of children and young people	K/601/3323	2	20	3
3	Contribute to Children and Young People's Health and Safety	J/601/3491	2	26	3
4	Contribute to the Support of Positive Environments for Children and Young People	H/601/3496	2	27	3
5	Introduction to communication in health, social care or children's and young people's settings	F/601/5465	2	23	3
6	Introduction to equality and inclusion in health, social care or children's and young people's settings	R/601/5471	2	20	2
7	Introduction to personal development in health, social care or children's and young people's settings	L/601/5470	2	23	3
8	Contribute to the support of child and young person development	Y/601/3236	2	25	3
9	Understand Partnership Working in Services for	M/601/3498	2	18	2

	Children and Young People				
10	Maintain and support relationships with children and young people	D/601/7403	2	15	3
1 1	Support children and young people's positive behaviour	T/601/7407	2	15	2

Optional Units

	Units	Unit ref.	Level	Guided Learning Hours	Credit value
12	Contribute to the support of children's communication, language and literacy	M/601/3310	2	14	2
13	Contribute to the support of children's creative development	H/601/3336	2	14	2
14	Understand Child and Young Person Development	L/601/1693	3	30	4
15	Promote Child and Young Person Development	R/601/1694	3	25	3
16	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3	25	3
17	Support Children and Young People's Health and Safety.	D/601/1696	3	15	2
18	Develop Positive Relationship with Children, Young People and Others Involved in Their Care	H/601/1697	3	8	1
19	Working Together for the Benefit of Children and Young People	K/601/1698	3	15	2

20	Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3	25	3
21	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	M/601/2884	3	25	3
22	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	4	40	5
23	Support the creativity of children and young people	M/600/9807	3	20	3
24	Introduction to duty of care in health, social care or children's and young people's settings	H/601/5474	2	9	1
25	Support children and young people's play and leisure	601/6564	2	16	3
26	Support children and young people at meal or snack times	A/601/6517	2	18	3
27	Support children and young people with disabilities and special educational needs	D/601/6526	2	26	4
28	Contribute to the support of children's physical development through activities	J/504/2186	2	24	3
29	Working as part of a team in health and social care or children and young people's settings	D/504/2193	2	17	2

30	Working in partnership with parents and carers	M/504/2201	2	19	3
31	Contribute to promoting nutrition and hydration in early years and childcare settings	T/503/2494	2	29	4
32	Use Signing to Advance Speech, Language and Communication	F/504/3370	2	48	6

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 350 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

The range of GLH for this qualification is: 261.

Assessment

Assessment must meet the requirements of Skills for Care and Development Assessment Strategy or other assessment principles as detailed in the units

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the

option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 1.1 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Mandatory Units

Unit 1

Title:		Child and young person development H/601/3305	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the main stages of child and young person development	1.1	Describe the expected pattern of children and young people's development from birth to 19 years, to include: a) physical development b) communication and intellectual development c) social, emotional and behavioural development
		1.2	Describe with examples how different aspects of development can affect one another
2.	Understand the kinds of influences that affect children and young people's development	2.1	Describe with examples the kinds of influences that affect children and young people's development including: a) background b) health c) environment
		2.2	Describe with examples the importance of recognising and responding to concerns about children and young people's development
3.	Understand the potential effects of transitions on children and young people's development	3.1	Identify the transitions experienced by most children and young people
		3.2	Identify transitions that only some children and young people may experience eg. bereavement

		3.3	Describe with examples how transitions may affect children and young people's behaviour and development
Assessment requirements: N/A			

Unit 2

Title:		Safeguarding the welfare of children and young people K/601/3323	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2.	Know what to do when children or young people are ill or injured, including emergency procedures	2.1	Identify the signs and symptoms of common childhood illnesses
		2.2	Describe the actions to take when children or young people are ill or injured
		2.3	Identify circumstances when children and young people might require urgent medical attention
		2.4	Describe the actions to take in response to emergency situations including: a) fires b) security incidents c) missing children or young people
3.	Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1	Identify the characteristics of different types of child abuse
		3.2	Describe the risks and possible consequences for children and young people using the internet,

			mobile phones and other technologies
		3.3	Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying
		3.4	Describe the actions to take in response to concerns that a colleague may be: a) failing to comply with safeguarding procedures b) b harming, abusing or bullying a child or young person
		3.5	Describe the principles and boundaries of confidentiality and when to share information
Assessment requirements: N/A			

Unit 3

Title:		Contribute to Children and Young People's Health and Safety <u>J/601/3491</u>	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the health and safety policies and procedures of the work setting	1.1	Outline the health and safety policies and procedures of the work setting
		1.2	Identify the lines of responsibility and reporting for health and safety in the work setting
		1.3	Explain what risk assessment is and how this is managed in the work setting
2.	Be able to recognise risks and hazards in the work setting and during off site visits	2.1	Explain why a safe but challenging environment is important for children and young people
		2.2	Identify the differences between risk and hazard
		2.3	Identify potential hazards to the health, safety and security of children or young people in the work setting
		2.4	Contribute to health and safety risk assessment in areas of the work setting and for off site visits
3.	Know what to do in the event of a non medical incident or emergency	3.1	Identify non medical incidents and emergencies that may occur in the work setting
		3.2	Outline the actions to take in response to the following situations: a) fires b) security incidents c) emergency incidents

4.	Know what to do in the event of a child or young person becoming ill or injured	4.1	Identify the signs and symptoms which may indicate that a child or young person is injured or unwell
		4.2	Identify circumstances when children or young people may need urgent medical attention
		4.3	Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention
5.	Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses	5.1	Describe the reporting procedures for accidents, incidents, emergencies and illnesses
		5.2	Complete work place documentation for recording accidents, incidents, emergencies and illnesses
6.	Be able to follow infection control procedures	6.1	Outline procedures for infection control in own work setting
		6.2	Describe personal protective clothing that is used to prevent spread of infection
		6.3	Demonstrate use of personal protective clothing to avoid spread of infection
		6.4	Demonstrate how to wash and dry hands to avoid the spread of infection
		6.5	Demonstrate safe disposal of waste to avoid the spread of infection
7.	Know the work setting's procedures for receiving, storing and administering medicines	7.1	Identify the procedures of the work setting governing the receipt, storage and administration of medicines
		7.2	Explain how the procedures of the work setting protect both children and young people and practitioners

Assessment requirements:

Unit should be assessed in line with the Skills for Care and Development Assessment Strategy.

LO6 must be assessed in a real work environment.

Unit 4

Title:		Contribute to the Support of Positive Environments for Children and Young People H/601/3496	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the regulatory requirements for a positive environment for children and young people	1.1	Describe what is meant by a positive environment
		1.2	Identify regulatory requirements that underpin a positive environment for children and young people
2.	Be able to support a positive environment that meets the individual needs of children and young people	2.1	Meet and greet children and young people in a way that welcomes them into the work setting
		2.2	Provide opportunities for children and young people to engage in activities of choice
		2.3	Provide activities and resources to meet the individual needs of children and young people
		2.4	Support the engagement of children or young people in activities that promote use of their senses
		2.5	Demonstrate how to give praise and encouragement to children or young people for individual achievements
3.	Be able to support the personal care needs of children and young people within a positive environment	3.1	Explain how to effectively care for children and young people's skin, hair and teeth
		3.2	Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence
		3.3	Explain how a positive environment and routine meet the emotional needs of children and their families

		3.4	Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time
4.	Understand how to support the nutritional and dietary needs of children and young people	4.1	Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
		4.2	Explain how to establish the different dietary requirements of children and young people
		4.3	Describe basic food safety when providing food and drink to children and young people
Assessment requirements: Unit should be assessed in line with the Skills for Care and Development Assessment Strategy. LO 2 & 3 must be assessed in a real work environment.			

Unit 5

Title:		Introduction to communication in health, social care or children's and young people's settings F/601/5465	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand why communication is important in the work setting	1.1	Identify different reasons why people communicate
		1.2	Explain how effective communication affects all aspects of own work
		1.3	Explain why it is important to observe an individual's reactions when communicating with them
2.	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences
		2.2	Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
		2.3	Show how and when to seek advice about communication
3.	Be able to reduce barriers to communication	3.1	Identify barriers to communication
		3.2	Demonstrate how to reduce barriers to communication in different ways
		3.3	Demonstrate ways to check that communication has been understood
		3.4	Identify sources of information and support or services to enable more effective communication
4.	Be able to apply principles and practices relating to confidentiality	4.1	Explain the term 'confidentiality'
		4.2	Demonstrate confidentiality in day to day

	at work		communication, in line with agreed ways of working
		4.3	Describe situations where information normally considered to be confidential might need to be passed on
		4.4	Explain how and when to seek advice about confidentiality
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>			

Unit 6

Title:		Introduction to equality and inclusion in health, social care or children’s and young people’s settings R/601/5471	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none">• diversity• equality• inclusion• discrimination
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2.	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
		2.3	Describe how to challenge discrimination in a way that encourages change
3.	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion
		3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.			

Title:		Introduction to personal development in health, social care or children's and young people's settings L/601/5470	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own role
		1.2	Identify standards that influence the way the role is carried out
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2.	Be able to reflect on own work activities	2.1	Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
		2.2	Assess how well own knowledge, skills and understanding meet standards
		2.3	Demonstrate the ability to reflect on work activities
3.	Be able to agree a personal development plan	3.1	Identify sources of support for own learning and development
		3.2	Describe the process for agreeing a personal development plan and who should be involved
		3.3	Contribute to drawing up own personal development plan
4.	Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding
		4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding
		4.3	Show how feedback from others has developed own knowledge, skills and understanding

		4.4	Show how to record progress in relation to personal development
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>			

Title:		Contribute to the support of child and young person development Y/601/3236	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to contribute to assessments of the development needs of children and young people	1.1	Observe and record aspects of the development of a child or young person
		1.2	Identify different observation methods and know why they are used
		1.3	Support assessments of the development needs of a child or young person
		1.4	Suggest ways the identified development needs of a child or young person can be met in the work setting
2.	Be able to support the development of children and young people	2.1	Carry out activities with a child or young person to support their holistic development
		2.2	Record observations of the child or young person's participation in the activities
		2.3	Contribute to the evaluation of the activities meeting the child or young person's identified development needs
3.	Know how to support children and young people experiencing transitions	3.1	Describe the different transitions children and young people may experience
		3.2	Explain how to give adult support for each of these transitions
4.	Be able to support children and young people's positive behaviour	4.1	Explain how a work setting can encourage children and young people's positive behaviour
		4.2	Demonstrate how children and young people are encouraged to engage in positive behaviour

		4.3	Reflect on own role in promoting positive behaviour in children or young people
5.	Be able to use reflective practice to improve own contribution to child and young person development	5.1	Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person
		5.2	Review effectiveness of own role in supporting the child or young person's development
		5.3	. Identify changes that can be made to own practice in supporting child and young person development

Assessment requirements:

LO 1, 2, 4 & 5 assessed in real work environment

Please note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles

Title:		Understand Partnership Working in Services for Children and Young People M/601/3498	
Level:		2	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand partnership working within the context of services for children and young people	1.1	Explain why working in partnership with others is important for children and young people
		1.2	Identify who relevant partners would be in own work setting
		1.3	Define the characteristics of effective partnership working
		1.4	Identify barriers to partnership working
2.	Understand the importance of effective communication and information sharing in services for children and young people	2.1	Describe why clear and effective communication between partners is required
		2.2	Identify policies and procedures in the work setting for information sharing
		2.3	Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
		2.4	Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
		2.5	Identify how communications and records are recorded and securely stored meeting data protection requirements
		2.6	Explain why and how referrals are made to different agencies

3.	Understand the importance of partnerships with carers	3.1	Identify the reasons for partnerships with carers
		3.2	Describe how partnerships with carers are developed and sustained in own work setting
		3.3	Describe circumstances where partnerships with carers may be difficult to develop and sustain
Assessment requirements:			
Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.			

Title:		Maintain and support relationships with children and young people D/601/7403	
Level:		2	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to communicate with children and young people	1.1	Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language
		1.2	Actively listen to children and young people and value what they say, experience and feel
		1.3	Check that children and young people understand what is communicated
2.	Be able to develop and maintain relationships with children and young people	2.1	Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
		2.2	Give attention to individual children and young people in a way that is fair to them and the group as a whole
		2.3	Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
		2.4	Provide children and young people with reasons for actions when appropriate
		2.5	Encourage children and young people to make choices for themselves
3.	Be able to support relationships between children and young	3.1	Support children and young people to communicate effectively with others

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

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

All of the assessment criteria must be assessed in the workplace.

Communicate:

- verbally
- non-verbally
- informally
- formally

Title:		Support children and young people's positive behaviour T/601/7407	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1	Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour
		1.2	Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2.	Be able to support positive behaviour	2.1	Describe the benefits of encouraging and rewarding positive behaviour
		2.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
		2.3	Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
		2.4	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3.	Be able to respond to inappropriate behaviour	3.1	Select and apply agreed strategies for dealing with inappropriate behaviour
		3.2	Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred
Assessment requirements:			
This unit must be assessed in accordance with the TDA assessment principles.			

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Policies and procedures of the setting relevant to promoting positive behaviour e.g.:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Title:		Contribute to the support of children's communication, language and literacy M/601/3310	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of communication, language and literacy for children's learning and development	1.1	Describe why communication, language and literacy are important to children's learning
		1.2	Describe how communication, language and literacy links with other areas of learning and development within the framework related to own work setting
2.	Be able to contribute to children's learning in communication, language and literacy	2.1	Identify the types of equipment and activities that are used to support children's communication, language and literacy
		2.2	Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a variety of methods
		2.3	Use clear language to support children's learning when engaged in communication, language and literacy activities
		2.4	Use encouragement and praise when supporting children's learning in communication, language and literacy
3.	Be able to evaluate own contribution to children's learning in communication, language and literacy	3.1	Review how own working practice has contributed to children's learning in communication, language and literacy
		3.2	Adapt own practice to meet individual children's needs

Assessment requirements:

LO 2 and 3 must be assessed in a real work environment

Unit 13

Title:		Contribute to the support of children’s creative development H/601/3336	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of creative development	1.1	Describe why creative development is important to children’s learning.
		1.2	Describe how creative development links to other areas of learning and development within the framework related to own work setting
2.	Be able to contribute to children’s creative development	2.1	Identify the types of equipment and activities that are used to support creative development
		2.2	Set out and implement creative activities with children
		2.3	Use clear language to support children’s creative development during activities
		2.4	Use encouragement and praise when supporting children’s creative development
3.	Be able to evaluate own contribution to children’s creative development	3.1	Review how own working practice has contributed to children’s creative development
		3.2	Adapt own practice to meet individual children’s needs
Assessment requirements:			
LO 2 & 3 assessed in real work environment			

Unit 14

Title:		Understand Child and Young Person Development L/601/1693	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the expected pattern of development for children and young people from birth - 19 years	1.1	Explain the sequence and rate of each aspect of development from birth – 19 years
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important
2.	Understand the factors that influence children and young people's development and how these affect practice	2.1	Explain how children and young people's development is influenced by a range of personal factors
		2.2	Explain how children and young people's development is influenced by a range of external factors
		2.3	Explain how theories of development and frameworks to support development influence current practice
3.	Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1	Explain how to monitor children and young people's development using different methods
		3.2	Explain the reasons why children and young people's development may not follow the expected pattern
		3.3	Explain how disability may affect development
		3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

4.	Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
		4.2	Explain how multi agency teams work together to support speech, language and communication
		4.3	Explain how play and activities are used to support the development of speech, language and communication
5.	Understand the potential effects of transitions on children and young people's development	5.1	Explain how different types of transitions can affect children and young people's development
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition
Assessment requirements:			
Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Unit 15

Title:		Promote Child and Young Person Development. R/601/1694	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to assess the development needs of children or young people and prepare a development plan	1.1	Explain the factors that need to be taken into account when assessing development.
		1.2	Assess a child or young person's development in the following areas <ul style="list-style-type: none"> • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral
		1.3	Explain the selection of the assessment methods used
		1.4	Develop a plan to meet the development needs of a child or young person in the work setting
2.	Be able to promote the development of children or young people	2.1	Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
		2.2	Evaluate and revise the development plan in the light of implementation
		2.3	Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
		2.4	Listen to children or young people and communicate in a way that encourages them to feel valued
		2.5	Encourage children or young people to actively

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

Assessment requirements:

Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.

LOs 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

Title:		Understand How to Safeguard the Wellbeing of Children and Young People Y/601/1695	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
		1.2	Explain child protection within the wider concept of safeguarding children and young people
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2.	Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people
		2.2	Explain the importance of a child or young person centred approach
		2.3	Explain what is meant by partnership working in the context of safeguarding
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

3.	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits
4.	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5.	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6.	Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem
		6.2	Analyse the importance of supporting resilience in children and young people
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to

			protect themselves and make decisions about safety
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety
7.	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
		7.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none">• social networking• internet use• buying online• using a mobile phone
Assessment requirements:			
Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Title:		Support Children and Young People's Health and Safety D/601/1696	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
		1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
		1.3	Identify sources of current guidance for planning healthy and safe environments and services
		1.4	Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2.	Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
		2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits
		2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
3.	Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management
		3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements

		3.3	Give example from own practice of supporting children or young people to assess and manage risk
4.	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Assessment requirements:

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

Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Unit 18

Title:		Develop Positive Relationship with Children, Young People and Others Involved in Their Care H/601/1697	
Level:		3	
Credit value:		1	
Guided learning hours:		8	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to develop positive relationships with children and young people	1.1	Explain why positive relationships with children and young people are important and how these are built and maintained.
		1.2	Demonstrate how to listen to and build relationships with children and young people.
		1.3	Evaluate own effectiveness in building relationships with children or young people
2.	Be able to build positive relationships with people involved in the care of children and young people	2.1	Explain why positive relationships with people involved in the care of children and young people are important.
		2.2	Demonstrate how to build positive relationships with people involved in the care of children and young people.
Assessment requirements: This unit must be assessed in a real work environment. Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.			

Unit 18

Title:		Working Together for the Benefit of Children and Young People K/601/1698	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand integrated and multi agency working.	1.1	Explain the importance of multi agency working and integrated working.
		1.2	Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people.
		1.3	Describe the functions of external agencies with whom your work setting or service interacts.
		1.4	Explain common barriers to integrated working and multi agency working and how these can be overcome.
		1.5	Explain how and why referrals are made between agencies.
		1.6	Explain the assessment frameworks that are used in own UK Home Nation.
2.	Be able to communicate with others for professional purposes	2.1	Select appropriate communication methods for different circumstances
		2.2	Demonstrate use of appropriate communication methods selected for different circumstances
		2.3	Prepare reports that are accurate, legible, concise and meet legal requirements.

3.	Be able to support organisational processes and procedures for recording, storing and sharing information.	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
		3.2	Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> • paper based • electronic
		3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed

Assessment requirements:

LOs 2 and 3 must be assessed in real work environments.

Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:		Understand How to Support Positive Outcomes for Children and Young People. M/601/1699	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	Describe the social, economic and cultural factors that will impact on the lives of children and young people.
		1.2	Explain the importance and impact of poverty on outcomes and life chances for children and young people.
		1.3	Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.
2	. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	Identify the positive outcomes for children and young people that practitioners should be striving to achieve
		2.2	Explain the importance of designing services around the needs of children and young people.
		2.3	Explain the importance of active participation of children and young people in decisions affecting their lives.
		2.4	Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.
3.	Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people.
		3.2	Explain the importance of positive attitudes towards

	and young people		disability and specific requirements.
		3.3	Explain the social and medical models of disability and the impact of each on practice.
		3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements.
4.	Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.	4.1	Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people.
		4.2	Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.
Assessment requirements:			
Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.			

Title:		Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties M/601/2884	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the links between language, behaviour, emotional and social development difficulties	1.1	Explain why behaviour can be seen as a means of communication
		1.2	Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people.
		1.3	Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
		1.4	Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development
2.	Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1	Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
		2.2	Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
		2.3	Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their

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

Title:		Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage F/600/9777	
Level:		4	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that may impact on the outcomes and life chances of children and young people	1.1	Identify the factors that impact on outcomes and life chances for children and young people.
		1.2	Explain the critical importance of poverty in affecting outcomes and life chances
		1.3	Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people.
		1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people.
2.	Understand how poverty and disadvantage affect children and young people's development.	2.1	Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning
3.	Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable.	3.1	Explain what is meant by both disadvantage and vulnerability.
		3.2	Explain the importance of early intervention for disadvantaged and/or vulnerable children and young

			people.
		3.3	Evaluate the impact of early intervention.
4.	Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage.	4.1	Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level.
		4.2	Explain how carers can be engaged in the strategic planning of services.
		4.3	Analyse how practitioners can encourage carers to support children and young people's learning and development.
		4.4	Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.
5.	Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1	Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence.
		5.2	Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background.
		5.3	Analyse how and why practitioners should act as agents and facilitators of change in own work setting.

Assessment requirements:

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Unit 23

Title:		Support the creativity of children and young people M/600/9807	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how creativity promotes well being for children and young people	1.1	Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
		1.2	Identify the potential benefits of different types of creative activity
		1.3	Explain the difference between formal and informal creative activity
2.	Be able to encourage children and young people to recognise and value their own and others' creativity	2.1	Demonstrate how to work with children and young people to promote and encourage creativity
		2.2	Explain the importance of encouraging children and young people to recognise and value creativity
		2.3	Demonstrate how to encourage children or young people to explore their opportunities for creative activity
3.	Be able to support children and young people to take part in creative activities	3.1	Identify potential resources to support children and young people to take part in organised creative activities
		3.2	Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
		3.3	Explain the importance of encouraging carers to support children and young people's creative activities

4.	Be able to participate in creative, day to day activities with children and young people	4.1	Explain the importance of spending creative time with children and young people and the benefits that can result
		4.2	Demonstrate how to spend time with children and young people in creative activity
		4.3	Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

Assessment requirements:

Learning outcomes 2, 3 and 4 should be assessed in real work situations.

The unit needs to be assessed in line with Skills for Care and Development RQF Assessment Principles

Unit 24

Title:		Introduction to duty of care in health, social care or children's and young people's settings H/601/5474	
Level:		2	
Credit value:		1	
Guided learning hours:		9	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the implications of duty of care	1.1	Define the term 'duty of care'
		1.2	Describe how the duty of care affects own work role
2.	Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas
3.	Know how to respond to complaints	3.1	Describe how to respond to complaints
		3.2	Identify the main points of agreed procedures for handling complaints
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.			

Title:		Support children and young people's play and leisure T/601/6564	
Level:		2	
Credit value:		3	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the nature and importance of play and leisure	1.1	Describe the importance of play and leisure for children and young people
		1.2	Describe how play and leisure contribute to children and young people's development
		1.3	Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
		1.4	Describe the characteristics of freely chosen, self-directed play and leisure
2.	Be able to support children and young people's play and leisure	2.1	Describe own role in supporting children and young people's play and leisure activities
		2.2	Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities
		2.3	Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
		2.4	Supervise children and young people's play and leisure ensuring their safety
		2.5	Interact with children and young people in a way that demonstrates: a) interest in what they say, experience and feel b) respect for their privacy and freedom to make choices for themselves c) encouragement and praise for play and leisure

		activities	
3.	Be able to support children and young people in balancing risk and challenge	3.1	Outline the value of risk and challenge in children and young people’s play and leisure
		3.2	Describe with examples what is meant by unacceptable risk and challenge in children and young people’s play and leisure
		3.3	Describe why it is important for children and young people to manage risk and challenge for themselves
		3.4	Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves
4.	Be able to reflect on and improve own practice	4.1	Reflect on all aspects of own practice in supporting children and young people’s play and leisure
		4.2	Identify own strengths and areas where practice could improve
		4.3	Describe how own practice has been improved following reflection
Assessment requirements:			
This unit must be assessed in accordance with the TDA assessment principles.			
Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.			

Title:		Support children and young people at meal or snack times A/601/6517	
Level:		2	
Credit value:		3	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the principles of healthy eating for children and young people	1.1	Outline the nutritional requirements of a healthy diet for children and young people
		1.2	Describe examples of healthy meals and snacks for children and young people
		1.3	Describe how culture, religion and health conditions impact on food choices
2.	Know the benefits of healthy eating for children and young people	2.1	Describe the benefits of healthy eating for children and young people
		2.2	Describe the possible consequences of an unhealthy diet
		2.3	Describe how to recognise and deal with allergenic reactions to food
		2.4	Describe where to get advice on dietary concerns
3.	Know how to encourage children and young people to make healthier food choices	3.1	Describe the food policy of the setting
		3.2	Describe with examples ways of encouraging children and young people: a) to make healthier food choices b) to eat the food provided for them
4.	Be able to support hygiene during meal or snack times	4.1	Explain the importance of personal hygiene at meal and snack times
		4.2	Demonstrate good hygiene practice in relation to own role in food handling and waste disposal
		4.3	Demonstrate ways of encouraging children and

			young people's personal hygiene at meal and/or snack times
5.	Be able to support the code of conduct and policies for meal and snack times	5.1	Describe the setting's code of conduct and policies for meal and snack times
		5.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
		5.3	Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

Title:		Support children and young people with disabilities and special educational needs D/601/6526	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the rights of disabled children and young people and those with special educational needs	1.1	Outline the legal entitlements of disabled children and young people and those with special educational needs
		1.2	Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
		1.3	Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
		1.4	Describe the purpose of individual plans for disabled children and young people and those with special educational needs
2.	Understand the disabilities and/or special educational needs of children and young people in own care	2.1	Describe the relationship between disability and special educational needs
		2.2	Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
		2.3	Describe the special provision required by children and young people with whom they work
3.	Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	3.1	Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
		3.2	Identify barriers to participation for disabled children and young people and those with special

			educational needs with whom they work
		3.3	Work with children, young people and others to remove barriers to participation
		3.4	Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs
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	4.1	Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
		4.2	Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
		4.3	Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs
		4.4	Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs
Assessment requirements:			
This unit must be assessed in accordance with the TDA assessment principles.			
Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.			

Title:		Contribute to the support of children’s physical development through activities J/504/2186	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of physical development on children’s learning.	1.1	Describe why physical development is important for children's learning.
		1.2	Describe how physical development links with other areas of learning and development.
2.	Be able to contribute to children’s physical development through activities.	2.1	Identify the types of equipment and activities that are used to support children's physical development.
		2.2	Provide both structured and spontaneous opportunities and activities to support and strengthen physical development skills in the indoor and outdoor learning environment.
		2.3	Demonstrate how to provide frequent opportunities for physical activities through all areas of learning.
		2.4	Use encouragement and praise when supporting children's physical activities.
3.	Be able to review own contributions to children's physical development through activities.	3.1	Review how own practice has contributed to children's physical development through activities.
		3.2	Adapt own practice to meet children's physical developmental needs through activities.
Assessment requirements:			
This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.			

Title:		Working as part of a team in health and social care or children and young people's settings D/504/2193	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand teams and teamwork in the workplace	1.1	Define what is meant by the terms 'team' and 'teamwork'.
		1.2	Describe how the work of teams supports the achievement of workplace objectives.
		1.3	Explain lines of reporting and responsibility in the team.
2.	Understand the principles that underpin effective teamwork.	2.1	Describe why teams need: <ul style="list-style-type: none"> • clear objectives • clearly defined roles and responsibilities
		2.2	Identify what supports positive and effective communication between team members.
		2.3	Define confidentiality within the context of teamwork.
		2.4	Describe how the values of own organisation influences the working of your team.
3.	Understand the effect of conflict within teams.	3.1	Describe how conflicts may arise in teams.
		3.2	Describe how conflict can affect team effectiveness.
		3.3	Give examples of how effective teams may deal with conflicts.
4	Be able to work as part of a team.	4.1	Identify own role and responsibilities in the team.
		4.2	Fulfil own responsibilities within the team.

		4.3	Identify the contribution of other team members to the team
		4.4	Seek support and advice from other team members.
		4.5	Communicate effectively with other team members.
		4.6	Offer support to other team members.
		4.7	Review own strengths and weakness in working in the team.
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles.			

Title:		Working in partnership with parents and carers M/504/2201	
Level:		2	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of working in partnership with parents and carers.	1.1	Describe the partnership model of working with parents and carers.
		1.2	Explain why work with parents and carers forms part of a practitioner's role.
		1.3	Describe the features of a professional relationship with parents and carers.
		1.4	Explain why it is important to work in partnership with parents and carers.
		1.5	Describe barriers that may exist to partnerships with parents and carers.
		1.6	Describe ways to overcome barriers to partnerships with parents and carers.
2	Be able to share information in line with policies and procedures in the work setting.	2.1	Share information with parents and carers in line with boundaries of own role.
		2.2	Identify information that must be shared with others in line with role and responsibilities
		2.3	Share information with others in line with role and responsibilities.
		2.4	Explain when information about parents, carers and children should not be shared: <ul style="list-style-type: none"> • In the work setting • Outside the work setting
3.	Be able to build relationships with	3.1	Describe the boundaries of own role in work with

	parents and carers		parents and carers.
		3.2	Welcome parents and carers when they enter the work setting.
		3.3	Engage with parents and carers to build relationships.
4.	Be able to contribute to supporting parents and carers in their parenting role.	4.1	Support the inclusion and participation of parents and carers.
		4.2	Listen and respond to children when their parents or carers are present.
		4.3	Follow plans to develop the skills of parents and carers in: • Playing with children • Listening to children • Language development of children
5.	Be able to reflect on own practice in working with parents and carers.	5.1	Reflect on interactions with parents and carers.
		5.2	Use feedback on own performance to identify areas for improvement in own practice in working with parents and carers.
		5.3	Develop an action plan for improvement of own practice.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles.			

Unit 31

Title:		Contribute to promoting nutrition and hydration in early years and childcare settings T/503/2494	
Level:		2	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the principles of a balanced diet for children	1.1	Outline current government nutritional guidelines for a balanced diet for children
		1.2	List the main food groups
		1.3	Identify sources of essential nutrients
		1.4	Explain the importance of a balanced diet
		1.5	Explain the impact of poor diet on health and wellbeing
2.	Be able to work with others to plan and promote a balanced diet for children	2.1	Outline the factors that may affect nutritional intake in children
		2.2	Describe how a healthy diet can be promoted for children
		2.3	Work with others to plan a balanced diet for a child
		2.4	Encourage children to eat a healthy and balanced diet
		2.5	Outline ways that others can be supported to understand a healthy diet for children
3.	Understand the principles of hydration for babies and children	3.1	Explain the importance of hydration
		3.2	Outline the signs of dehydration in babies and children
		3.3	Explain the impact of dehydration on health and

			wellbeing
4.	Be able to promote hydration in babies or children	4.1	Outline the factors that may affect hydration
		4.2	Describe how hydration can be promoted for babies and children
		4.3	Encourage children to drink a sufficient volume of fluid
5.	Know how to prevent malnutrition in babies and children	5.1	List the signs of malnutrition
		5.2	Describe the risk factors that may lead to malnutrition
		5.3	Outline ways of increasing nutritional density of foods and drinks
6.	Know the principles of infant feeding	6.1	Compare the benefits of breast feeding and infant formula feeding
		6.2	Outline current UN and national guidance on breast feeding
		6.3	Outline current national guidance on the introduction of solid foods
		6.4	Identify suitable choices of foods and drinks for weaning
7.	Know the importance of special dietary requirements for babies and children	7.1	Identify circumstances where babies or children have special dietary requirements
		7.2	Outline special diets
		7.3	Outline the potential risks of not following a special diet
8.	Be able to carry out role in monitoring nutrition and hydration for babies or children	8.1	Outline own responsibilities in relation to monitoring nutrition and hydration
		8.2	Complete records for the monitoring of nutrition and hydration in line with agreed ways of working
		8.3	Explain actions to take when there are concerns about the nutrition and hydration of babies or children

Assessment requirements:

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

Principles.

Title:		Use Signing to Advance Speech, Language and Communication F/504/3370	
Level:		2	
Credit value:		6	
Guided learning hours:		48	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how the use of sign supported English promotes learning and development.	1.1	Identify ways that sign supported English supports the development of social and emotional skills.
		1.2	Identify ways that sign supported English contributes to the development of language skills.
		1.3	Explain how sign supported English can help develop cognitive skills
2.	Be able to use sign supported English to promote learning and development.	2.1	Support the planning of activities using sign supported English to promote social, emotional, language and cognitive development.
		2.2	Use and assess the effectiveness of activities using sign supported English in promoting social, emotional, language and cognitive development.
3.	Understand the role of signing and finger spelling in the development of early literacy.	3.1	Explain how signing and finger spelling contribute to the development of early literacy skills.
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.	4.1	Explain the contribution of signing to the provision of an environment which values children and young people.
		4.2	Use and reflect on own use of behaviour management signs and signed phrases in promoting positive behaviour.
Assessment requirements:			
Sign Supported English uses signs from British Sign Language (BSL) alongside speech.			