

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 5 Diploma in Leadership for
Children's Care, Learning and Development
(Management) (Northern Ireland)
QN: 603/6040/9**

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Summary of changes

This section summarises the changes to this Qualification Specification

Version	Publication date	Summary of amendments
v1.1	November 2021	<p>There has been a minor wording change in the title of unit D/617/9970.</p> <p>This has been changed from: Work with parents, families and carers to support children and young people’s speech, language and communication development to: Work with parents, families and carers to support <u>their</u> children and young people’s speech, language and communication development</p>

Section 1

About this qualification

Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute’s safeguarding policy when developing or selecting delivery materials.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) (Northern Ireland)
Qualification number (QN)	603/6040/9
Aim reference	60360409
Total Qualification Time (TQT)	899
Guided Learning Hours (GLH)	493
Credit value	90
Minimum age	19
Age ranges covered by the qualification	Age range for knowledge criteria is 0–12 years. Age range for competence criteria is 0–5 years 11 months.
Qualification purpose	The Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) (Northern Ireland) is intended for use in Northern Ireland only. It is designed to guide and assess the development of knowledge and skills relating to children’s care, learning and development, including those relating to leading teams and managing staff and resources within early years and childcare settings, for children under the age of 12 years in Northern Ireland. This qualification will confer occupational competence to work in a leadership and management role.
Aims and objectives	This qualification aims to: <ul style="list-style-type: none"> • focus on the study of management within children’s care, learning and development • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. The objectives of this qualification are to: <ul style="list-style-type: none"> • provide a broad understanding of the early years and childcare sector in Northern Ireland, to develop and enhance the practical skills and knowledge required to lead and manage these services • enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about their own careers, and that of others • encourage learners to reach a level of knowledge, practical and technical skills to lead high-quality services based on a culture of

Qualification summary	
	<p>inclusive child-centred and rights-based care for children under the age of 12 years</p> <ul style="list-style-type: none"> encourage learners to value continued learning, to remain in the learning process and to champion the continued professional development of others.
Work/industry placement experience	<p>The Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) (Northern Ireland) is primarily intended for leaders and managers working in registered early years and childcare provision in Northern Ireland for children under the age of 12 years. It is expected that the provision is regulated and inspected under the Children (Northern Ireland) Order 1995 via the Minimum Standards for Childminding and Day Care for Children Under Age 12 and/or, in some cases, the Education and Training Inspectorate’s Standards for pre-schools.</p> <p>Learners must be in positions that enable substantial opportunity to lead and manage services and teams over the duration of the qualification.</p>
Rules of combination	<p>To achieve this qualification learners are required to successfully complete 90 overall credits, 72 credits from the mandatory units and a minimum of 18 credits from the optional units.</p>
Grading	<p>Achieved/Not Yet Achieved</p>
Assessment method	<p>Internally assessed and externally quality assured portfolio of evidence.</p>
Progression	<p>This qualification is suitable for Assistant Managers and Deputy Managers working in children’s care, learning and development in Northern Ireland, who are looking to progress their career. It is also appropriate for managers who have not yet achieved a vocational qualification at this level.</p> <p>Learners who achieve the Diploma could progress to a Foundation Degree in a related discipline.</p>
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/6040/9.</p>
Funding	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

Entry guidance

This qualification is primarily intended for leaders and managers working in registered early years and childcare provision in Northern Ireland for children under the age of 12 years. It is expected that the provision is regulated and inspected under the Children (Northern Ireland) Order 1995 via the Minimum Standards for Childminding and Day Care for Children under Age 12 and/or, in some cases, the Education and Training Inspectorate's Standards for pre-schools.

Learners must be in positions that enable substantial opportunity to lead and manage services and teams over the duration of the qualification. Learners may find it helpful if they have already achieved a Level 3 qualification.

This qualification is **not suitable** for learners who are on placement in statutory provision such as schools, nursery schools/nursery units. Learners in this type of provision will not be leading practice in the right context or managing staff or teams, and so are unlikely to be able to meet the requirements of the qualification.

The following types of services are likely to provide sufficient opportunity for the development of the key knowledge, understanding and practical and technical skills needed to generate robust and reliable evidence of competency required to achieve the qualification:

- **Full day care** – settings that care for children under the age of 12 years for a continuous period of 4 hours or more in any day, in premises which are not domestic
- **Sessional care** – settings that care for children under the age of 12 years for less than a continuous period of 4 hours in any day including:
 - crèches
 - pre-schools
 - out-of-school clubs for school-aged children (including breakfast clubs)*
 - Sure Start Developmental Programme for 2–3 years olds
 - wraparound care.

*In out-of-school clubs, the person in charge/manager and deputy should have at least a qualification at QCF Level 5 Diploma in Playwork, which is the most appropriate qualification for this type of setting. However, the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Northern Ireland) will be an acceptable alternative qualification, along with 2 years' experience working in a play, education, youth or day care setting.

It is recognised that some settings operate for less than 2 hours per day and therefore are not registered provision. Learners leading and managing these types of early years and childcare services may still be able to meet the requirements of this qualification.

Childminding services

It is unlikely that learners working as childminders will be able to fulfil the requirements of the full qualification unless they offer an extended childminding service that is appropriately registered and inspected, and they employ an assistant registered childminder.

It is not possible to complete the full qualification by working with students on placement or with volunteers; however, childminders in these circumstances may be able to complete single units.

Schools

This qualification is not suitable for learners who are on placement in schools. Learners in this type of provision will not be leading practice in the right context or managing staff or teams, and so are unlikely to be able to meet the requirements of the qualification.

Entry is at the discretion of the centre. However, learners should be aged 19 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully complete **90** credits overall, **72** credits from the mandatory units and **18** credits from the optional units.

Please refer to the list of units over the page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	F/617/8908	Support children’s care, learning and development in the early years	5	8	40	
Unit 02	J/617/8909	Lead practice that supports positive outcomes for children’s development	5	9	48	
Unit 03	A/617/8910	Develop and implement policies and procedures to support safeguarding of children	5	4	20	
Unit 04	F/617/8911	Promote professional practice	5	5	30	
Unit 05	J/617/8912	Develop health and safety and risk management policies, procedures and practices in early years settings	5	5	25	
Unit 06	L/617/8913	Work in partnership	5	3	15	
Unit 07	R/617/8914	Use and develop systems that promote communication	5	5	25	
Unit 08	Y/617/8915	Develop own professional development	5	4	20	
Unit 09	D/617/8916	Champion diversity, equality and inclusion	5	4	20	
Unit 10	H/617/8917	Lead and manage a team	5	6	35	
Unit 11	K/617/8918	Manage induction	5	4	26	

Unit 12	M/617/8919	Develop supervision practice	5	5	25	
Unit 13	H/617/8920	Appraise staff performance	5	5	25	
Unit 14	K/617/8921	Professional and sustainable practice in delivery of service	5	5	35	

Optional units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 15	K/617/9969	Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	3	3	25	
Unit 16	A/601/0135	Promote creativity and creative learning in young children	4	5	35	
Unit 17	D/617/9970	Work with parents, families and carers to support their children and young people's speech, language and communication development	3	3	23	
Unit 18	H/617/9971	Promote children in childcare settings acquiring a new language through immersion	3	4	29	
Unit 19	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	
Unit 20	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	
Unit 21	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	
Unit 22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	
Unit 23	K/602/3074	Develop provision for family support	5	5	33	

Unit 24	A/602/2138	Support others to promote children's mathematical development and problem solving skills in an early years setting	5	7	46	
Unit 25	A/602/2141	Support others to promote children's knowledge and understanding of the world in an early years setting	5	7	46	
Unit 26	K/617/9972	Support others to promote children's physical development in childcare settings	5	7	46	
Unit 27	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	
Unit 28	H/601/5250	Support the use of assistive technology	5	4	31	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in this component to gain the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Northern Ireland).

This qualification must be assessed in line with the Skills for Care and Development Assessment Principles.

The Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Northern Ireland) is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment principles. For further information on the principles, please visit the Qualifications page on the NCFE website.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 5 learner for each learning outcome.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although kept separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Please refer to the Skills for Care and Development Assessment Principles for further information. This can be found on the Qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01: Support children’s care, learning and development in the early years (F/617/8908)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead provision that promotes the care, learning and development of children in the early years.
Credit value	8
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0309, SCDCCLD0407, SCDCCLD0409

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of early years curriculum models on the application of theoretical perspectives of children’s care, learning and development	1.1 Outline early years curriculum models supporting children’s care, learning and development		
	1.2 Evaluate how theoretical perspectives influence and inform statutory and alternative early years curriculum models and approaches in: <ul style="list-style-type: none"> • Northern Ireland • other parts of the UK • other countries 		
	1.3 Analyse how research has impacted on provision for children’s communication, speech, language and literacy development		
2. Be able to lead the development of an indoor and outdoor play and learning environment which supports the needs of children	2.1 Explain the curriculum and regulatory requirements underpinning the play and learning environment for children within own work setting		
	2.2 Explain the features of an effective play and learning environment for children’s holistic development		
	2.3 Evaluate the features of own setting against current regulatory requirements and guidance for a safe, secure and inclusive play and learning environment		
	2.4 Lead the process of planning the play and learning environment for children		
	2.5 Facilitate participation of children, parents and carers in the planning of the play and learning environment		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.6 Support others to prepare the play and learning environment		
	2.7 Organise resources to meet regulatory and organisational requirements		
	2.8 Facilitate the development of a play and learning environment that promotes positive expectations of children		
3. Be able to lead the implementation of the Northern Ireland early years curriculum	3.1 Lead the development of procedures and practices used to implement the Northern Ireland early years curriculum		
	3.2 Develop practitioners’ ability to assess children’s capabilities and readiness to learn		
	3.3 Develop practitioners’ ability to use assessments to plan the environment, activities and routines to meet children’s individual needs		
	3.4 Plan sustainable resources to enable all children to take part in activities according to their capabilities and readiness		
	3.5 Develop practitioners’ ability to be able to adapt provision to meet individual children’s needs		
	3.6 Lead practice that recognises children’s interests and their motivations for learning and development, achieving a balance of child-initiated play and adult-led activities		
	3.7 Facilitate the use of continuous, enhanced and focused activities in an environment that interests and motivates children’s learning and development		
	3.8 Evaluate the procedures and practices used to implement the curriculum for children’s learning and development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to lead others in engagement with children that promotes communication, speech, language and literacy development	4.1 Assess the quality of interaction with children		
	4.2 Develop practitioners’ ability to develop respectful and supportive relationships with children		
	4.3 Evaluate how practitioners communicate with children with: <ul style="list-style-type: none"> • English as first language • speech/language and communication needs 		
	4.4 Analyse the role of responsive communication in promoting children’s care, learning and development		
	4.5 Create and implement an action plan that promotes responsive communication to support children’s learning and development		

Assessment guidance

Delivery and assessment

1.1 Early years curriculum models could include:

- theories of development such as:
 - cognitive (eg Piaget)
 - psychoanalytic (eg Freud)
 - humanist (eg Maslow)
 - social learning (eg Bandura)
 - operant conditioning (eg Skinner)
 - behaviourist (eg Watson)
- frameworks to support development may include:
 - social pedagogy
 - HighScope
 - Montessori
 - Reggio Emilia
 - Steiner
 - Solihull.

1.2 Other countries could include European and non-European

2.2 Holistic may include:

- age
- stage
- ability
- social and emotional needs.

2.6 Others includes:

- children
- parents/carers
- other professional
- regulatory bodies.

3.2 Practitioners refers to staff working within your setting.

3.4 Resources may include:

- financial
- re-useable
- human
- fixed
- environmental.

4.3 Speech/language and communication needs may include:

- English as a second language
- linguistic delay
- disability
- other additional educational needs.

Delivery and assessment

4.4 **Responsive communication** includes the use of:

- active listening
- reciprocal communication
- non-verbal communication
- augmentative communication
- gestures, rhyme, songs, finger plays, drawings and representation
- appropriate and accurate use of language
- development of early writing and reading skills.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02: Lead practice that supports positive outcomes for children’s development (J/617/8909)

Unit summary	The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for children’s development.
Credit value	9
Guided learning hours	48
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0325, SCDCCLD0403, SCDCCLD0408, SCDCCLD0409

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand factors that impact on children’s development pre-conception–12 years	1.1 Review Northern Ireland policies that support provision for services for children’s development		
	1.2 Analyse how current practice is influenced by theories of development, curriculum frameworks and/or their alternatives. To include: <ul style="list-style-type: none"> • traditional • contemporary • emerging 		
	1.3 Analyse the difference between sequence of development and rate of development and why the distinction is important		
	1.4 Analyse the factors that impact on children's development. To include: <ul style="list-style-type: none"> • physical • cognitive • social and emotional 		
	1.5 Critically analyse how outcomes-based strategies support children’s development		
	1.6 Critically analyse the use of outcomes-based models/tools to support children’s development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand the benefits of early intervention to support the development of children	2.1 Critically review the benefits of early intervention in responding to developmental delay		
	2.2 Analyse how multi-agency working supports assessment and planning for children’s development: <ul style="list-style-type: none"> • universal • targeted • specialised 		
3. Be able to lead and support developmental assessment of children	3.1 Analyse the use of different methods of developmental observation, assessment and associated recording		
	3.2 Develop strategies to encourage children’s and carers’ participation in developmental assessment		
	3.3 Evaluate the effectiveness of strategies to encourage children’s and carers’ participation in developmental assessment		
4. Be able to develop and implement programmes with children requiring developmental support	4.1 Lead the implementation of programmes of support for children		
	4.2 Enable practitioners to use observation and assessment to develop programmes of support		
	4.3 Evaluate the effectiveness of programmes of support		
	4.4 Implement strategies for improvement for programmes of development support		
	4.5 Explain circumstances when referrals to other agencies may be required		
	4.6 Explain how referrals to other agencies are managed		
5. Be able to lead and promote support for children experiencing transitions	5.1 Analyse how different types of transitions can affect children’s development		
	5.2 Evaluate the importance and effectiveness of positive relationships during periods of transition		
	5.3 Analyse the use of evidence based practice to support children experiencing transitions		
	5.4 Lead the implementation of evidence based practice to support children experiencing transitions		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	5.5 Evaluate the implementation of evidence based practice to support children experiencing transitions		
6. Be able to lead behavioural support	6.1 Analyse the factors that contribute to children’s behaviour: <ul style="list-style-type: none"> • social • personal 		
	6.2 Review evidence based practice to inform the development and implementation of effective positive strategies: <ul style="list-style-type: none"> • contemporary • emerging 		
	6.3 Critically evaluate with practitioners and others current practice and strategies used within your own setting. To include: <ul style="list-style-type: none"> • promotion strategies • prevention strategies • external control strategies 		
	6.4 Establish an action plan for improvement with clear measures of success		
	6.5 Evaluate the effectiveness of action plan		

Assessment guidance

Delivery and assessment

1.4 Factors may include:

- individual/personal factors eg problems during pre-natal/pregnancy stage, genetics, health and wellbeing, disability, speech language and communication, sensory processing, quality of attachment, gender
- environmental: external factors eg poverty, culture, quality of day care provision, Adverse Childhood Experiences (ACEs).

2.2 Universal: the population, all children, all parents

Targeted: staff training, advice and support; group interventions/working with a group of identified children in need

Specialised: onward referral to Speech and Language Therapy (SLT), paediatrics, audiology etc; liaison with core services.

6.1 Factors may include:

- social factors:
 - physical environment
 - community
 - cultural influences
 - transitions
 - interpersonal relationships
 - parenting style
 - child poverty
- personal factors:
 - age/stage of development
 - health/wellbeing eg illness, sleep deprivation, diet, hunger
 - gender
 - genetics
 - temperament
 - attachment
 - parenting style
 - ability to self-regulate and personal resilience
 - sensory processing
 - disability
 - trauma/ACEs (including abuse and neglect).

6.3 Strategies:

- promotion strategies are used regularly every day: routines, boundaries and expectations, providing clear information re boundaries to guide behaviour, planning activities to increase children's enjoyment and engagement
- prevention strategies: helping the child to access/express their feelings, therefore developing self-awareness and self-regulation and their ability to problem-solve
- external control strategies: short-term measures, only used when a child is overwhelmed, cannot think and is behaviourally disorganised or engaging in potentially harmful behaviour.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03: Develop and implement policies and procedures to support safeguarding of children (A/617/8910)

Unit summary	This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children.
Credit value	4
Guided learning hours	20
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0202, SCDCCLD0308, SCDCCLD0418

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of current legislation that underpins the safeguarding of children	1.1 Outline the current legislation and best practice guidelines that underpins the safeguarding of children within Northern Ireland		
	1.2 Analyse how national and local legislation, guidance and exemplars of policies and procedures for safeguarding inform work with children		
2. Be able to support the review of policies and procedures for safeguarding children	2.1 Explore why public inquiries and case management reviews are required and how sharing of findings affects practice		
	2.2 Review the effectiveness and currency of your setting’s safeguarding policies and procedures		
	2.3 Evaluate the impact of a child-centred approach to safeguarding on policies and procedures		
	2.4 Develop a collaborative process with organisations and individuals for reviewing safeguarding policies and procedures		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to lead practice in supporting children’s wellbeing and resilience	3.1 Review how current research on wellbeing and resilience promotes the safeguarding of children		
	3.2 Review and evaluate how children’s wellbeing and resilience are supported in own work setting		
	3.3 Create resources to support the understanding of the importance of wellbeing and resilience in the context of safeguarding		
	3.4 Mentor and support other practitioners to develop the skills to safeguard children		

Assessment guidance

Delivery and assessment
1.2 Policies and procedures: Safeguarding Board for Northern Ireland Strategic Plan 2018–2022.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 03
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 04: Promote professional practice (F/617/8911)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required in the development of professional practice in children’s care, learning and development.
Credit value	5
Guided learning hours	30
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0303, SCDCCLD0309

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to implement values, principles and statutory frameworks that underpin service provision in children’s care, learning and development	1.1 Analyse how values, principles and statutory frameworks underpin service provision in children’s care, learning and development in Northern Ireland		
	1.2 Implement, in own setting, values and principles that underpin service provision		
	1.3 Implement, in own setting, statutory frameworks that underpin service provision		
	1.4 Support others to understand values and principles that underpin service provision		
2. Be able to model and lead reflective practice to support professional practice	2.1 Analyse the benefits and applications of models of reflection: <ul style="list-style-type: none"> • Schon • Gibbs • Johns • Driscoll 		
	2.2 Explore emerging models of reflection and their potential applications to practice		
	2.3 Critically review how the following provide a framework for reflective practice: <ul style="list-style-type: none"> • retrospection • self-evaluation 		
	2.4 Evaluate the use of reflexivity, self-awareness and critical thinking within your reflective cycle		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.5 Champion, review and evaluate the use of models of reflection within your team		
	2.6 Critically review and analyse how models of reflection have been used to support improvements in practice		
3. Understand the principles of change management in professional practice	3.1 Describe underpinning theories of change management		
	3.2 Analyse factors that drive change in professional practice		
	3.3 Describe approaches, tools and techniques supporting the change process		
	3.4 Agree with others a change that needs to be made		
	3.5 Produce a change management plan		
	3.6 Monitor and evaluate the effectiveness of the change management plan on outcomes for children, families and the setting		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 04
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 05: Develop health and safety and risk management policies, procedures and practices in early years settings (J/617/8912)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices in early years settings.
Credit value	5
Guided learning hours	25
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0418

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to early years settings	1.1 Explain the legislative framework for health, safety and risk management		
	1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements		
	1.3 Outline current best practice models/thinking around risk benefit		
2. Be able to implement and monitor compliance with health, safety and risk management requirements in early years settings	2.1 Demonstrate compliance with health, safety and risk management procedures		
	2.2 Support practitioners and others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work		
	2.3 Explain the actions to take when health, safety and risk management procedures and practices are not being complied with		
	2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements		
3. Be able to lead the implementation of policies, procedures and practices to manage risk	3.1 Use a risk benefit approach to develop policies, procedures and practices that identify, assess and manage risk		
	3.2 Work with practitioners and others to assess potential risks and hazards		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
to individuals and others in early years settings	3.3 Work with practitioners and others to manage potential risks and hazards		
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in early years settings	4.1 Support practitioners to balance the management of risk with individual rights and the views of others		
	4.2 Work with practitioners and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking		
	4.3 Evaluate own practice in promoting a balanced approach to risk management		
	4.4 Analyse how helping practitioners and others to understand the balance between risk and rights improves practice		
5. Be able to improve health, safety and risk management policies, procedures and practices in early years settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from practitioners and others		
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting		
	5.3 Identify policies, procedures and practices that need improvement to ensure safety, protection and risk benefit in the work setting		
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection and risk benefit in the work setting		

Assessment guidance

Delivery and assessment

Throughout unit **others** refers to:

- children
- parents/carers
- other professionals
- regulatory bodies.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 06: Work in partnership (L/617/8913)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to implement and promote partnership working.
Credit value	3
Guided learning hours	15
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0423, SCDCCLD0405

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand partnership working	1.1 Describe the features of partnership working		
	1.2 Explain the importance of partnership working with: <ul style="list-style-type: none"> • children • practitioners • parents • professionals 		
	1.3 Explain how to overcome barriers to partnership working		
	1.4 Analyse how partnership working delivers better outcomes		
2. Be able to establish and maintain working relationships	2.1 Agree common objectives within the boundaries of own role and responsibilities when working with: <ul style="list-style-type: none"> • children • practitioners • parents • professionals 		
	2.2 Evaluate own working relationship with: <ul style="list-style-type: none"> • children • practitioners • parents • professionals 		
	2.3 Deal constructively with any conflict that may arise with: <ul style="list-style-type: none"> • children • practitioners • parents • professionals 		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 06

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 07: Use and develop systems that promote communication (R/617/8914)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to develop communication systems for achieving individual outcomes. The unit explores the challenges and barriers to communication and the importance of management of information.
Credit value	5
Guided learning hours	25
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0401

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role		
	1.2 Explain how to support communication to meet different communication needs		
	1.3 Analyse the different means of communication used in own job role, including barriers and challenges		
2. Be able to improve communication systems and practices that support positive outcomes for children, parents, practitioners, professionals and others	2.1 Monitor the effectiveness of communication systems and practices		
	2.2 Evaluate the effectiveness of existing communication systems and practices		
	2.3 Propose future improvements to communication systems and practices to address any shortcomings		
	2.4 Develop a strategy for improvement in communication and monitor its effectiveness		
	2.5 Lead the implementation of revised communication systems and practices		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to use systems for information management	3.1 Analyse the essential features of information sharing agreements within and between organisations		
	3.2 Explain how policies and procedures for sharing information are developed		
	3.3 Explain legal and ethical tensions between maintaining confidentiality and sharing information		
	3.4 Review policies and procedures for sharing information		
	3.5 Make recommendations for change to policies and procedures for sharing information		
	3.6 Demonstrate use of information management systems that meet regulatory, legal and ethical requirements		
4. Be able to prepare professional records and reports to meet legal requirements and agreed ways of working	4.1 Lead and support the production of accurate and coherent records and reports that can be understood by those who have a right to see them		
	4.2 Maintain records and reports to comply with legal and organisational requirements		
	4.3 Explain how to balance the tension between confidentiality and openness in records and reports		
	4.4 Explain why records and reports must be accurate and factual		
	4.5 Respond to feedback from those who receive records and reports		
	4.6 Demonstrate how records and reports provide evidence for the basis of judgements and decisions, to include: <ul style="list-style-type: none"> • own • others' 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to lead on the implementation and evaluation of policies and procedures for addressing concerns and complaints	5.1 Analyse how current policies and procedures comply with guidelines and support a robust and responsive process		
	5.2 Ensure information on how to raise concerns and make complaints is available and accessible		
	5.3 Ensure that practitioners and others are informed about their right to make complaints and raise concerns		
	5.4 Ensure the complainant is fully informed of their outcome within an agreed time frame		
	5.5 Use person-centred approaches to review procedures and practice		
	5.6 Show how your management practice has provided a culture where the organisation can learn from concerns and complaints		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 07
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 08: Develop own professional development (Y/617/8915)

Unit summary	The purpose of this unit is to assess the learner’s own knowledge, understanding and skills in order to maintain currency to extend and enrich their practice.
Credit value	4
Guided learning hours	20
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0309

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the benefits and challenges of professional development	1.1 Explain the importance of continually improving knowledge and practice		
	1.2 Analyse potential barriers to professional development		
	1.3 Compare the use of different sources and systems of support for professional development		
	1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date		
2. Be able to use own professional development plan to prioritise goals and targets	2.1 Evaluate own knowledge and performance against standards and benchmarks		
	2.2 Prioritise personal short, medium and long-term development goals and targets to improve service delivery		
	2.3 Select learning opportunities to meet development goals and targets and reflect personal learning style		
	2.4 Produce a plan for own professional development, using appropriate sources of support		
	2.5 Establish a process to monitor, update and evaluate the effective implementation of the plan		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to use reflective practice to improve own performance	3.1 Explain the importance of reflective practice to improve performance		
	3.2 Use reflective practice and feedback from others to improve performance		
	3.3 Evaluate how own practice has been improved by reflecting: <ul style="list-style-type: none"> • on best practice • on success • on areas identified for development and improvement 		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 08
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 09: Champion diversity, equality and inclusion (D/617/8916)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.
Credit value	4
Guided learning hours	20
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0418

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand diversity, equality and inclusion	1.1 Analyse the impact of legislation and policy initiatives on the promotion of diversity, equality and inclusion including: <ul style="list-style-type: none"> • opportunities and life chances for individuals to lead full and meaningful lives • changes to societal attitudes and values • access to resources and support services • models of advocacy • statementing and labelling 		
	1.2 Analyse the role of external agencies, support services and others in changing attitudes, policies and practice		
	1.3 Explain models of practice that underpin diversity, equality and inclusion		
	1.4 Analyse the potential effects of barriers to diversity, equality and inclusion		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion: <ul style="list-style-type: none"> • through review and implementation of relevant policies • by role modelling inclusive practice 		
	2.2 Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity 		
	2.3 Develop and review strategies that empower others to challenge discrimination and exclusion		
3. Be able to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion		
	3.2 Review efficacy of existing systems and processes in promoting equality, diversity and inclusion		
	3.3 Propose, implement and evaluate improvements in systems and processes		

Assessment guidance

Delivery and assessment

1.1 Models of advocacy to consider:

- instructed advocacy
- non-instructed advocacy
- self-advocacy
- informal advocacy
- group or collective advocacy
- peer advocacy
- citizen advocacy
- independent volunteer advocacy
- formal advocacy
- independent professional advocacy
- issue-based advocacy.

1.3 Models of practice:

- reflective practice
- person-centred practice
- anti-discriminatory practice
- equality of opportunity
- partnership working
- Thompson PCS model.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 09

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 10: Lead and manage a team (H/617/8917)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead and manage a team.
Credit value	6
Guided learning hours	35
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0421, SCDCCLD0431

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the features of effective team performance	1.1 Explain the features of effective team performance		
	1.2 Identify the challenges experienced by: <ul style="list-style-type: none"> • developing teams • established teams 		
	1.3 Explain how challenges to effective team performance can be overcome		
	1.4 Compare methods of addressing conflict within a team		
	1.5 Identify different management styles and analyse how they may influence outcomes of team performance		
	1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability 		
2. Be able to support a positive culture within the team	2.1 Identify the components of a positive culture within own team		
	2.2 Demonstrate how own practice supports a positive culture in the team		
	2.3 Use systems and processes to support a positive culture in the team		
	2.4 Encourage creative and innovative ways of working within the team		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support a shared vision	3.1 Identify the factors that influence the vision and strategic direction of the team		
	3.2 Collaborate with others to agree a vision and strategy		
	3.3 Communicate the vision and strategic direction to team members		
	3.4 Support the team to promote a shared vision when working with others		
	3.5 Evaluate how the vision and strategic direction of the organisation influences team objectives and practice		
	3.6 Evaluate as a team how the needs and feedback from services users can influence the vision and strategic direction of the organisation		
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Identify team objectives		
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives		
	4.3 Facilitate team members to actively participate in the planning process		
	4.4 Encourage sharing of skills and knowledge between team members		
	4.5 Agree roles, responsibilities and personal objectives with team members		
	4.6 Use a solution-focused approach to support team members to address identified challenges		
5. Be able to manage team performance	5.1 Use supervision and appraisal processes to monitor and evaluate progress and performance towards agreed objectives		
	5.2 Provide formal and informal feedback on performance to: <ul style="list-style-type: none"> • the team • others 		
	5.3 Provide recognition when individual and team objectives have been achieved		

Assessment guidance

Delivery and assessment

3.4 and 5.2 others:

- parents/carers
- senior management
- management committee
- owner manager
- inspector.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 11: Manage induction (K/617/8918)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills for managing induction.
Credit value	4
Guided learning hours	26
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0333

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose of induction	1.1 Explain why induction is important for practitioners , children and their families		
	1.2 Identify information and support materials that are available to promote best practice induction		
	1.3 Explain the link between induction processes, experience, qualifications and progression routes in the sector		
	1.4 Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting		
	1.5 Analyse the role of induction in safeguarding children, their families and others within a work setting		
2. Be able to manage the induction process in a work setting	2.1 Explain the factors that influence induction processes for practitioners		
	2.2 Develop or revise an induction programme in agreement with others		
	2.3 Manage the induction process for practitioners		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support the implementation of induction processes	3.1 Identify different methods that can be used to support the induction process for practitioners		
	3.2 Support others involved in induction of practitioners		
	3.3 Obtain feedback from others involved in the progress of the practitioner during the induction process		
	3.4 Support practitioners to reflect on their learning and achievement of induction requirements		
	3.5 Provide feedback to practitioners on achievements of induction requirements		
	3.6 Support personal development planning for practitioner on completion		
4. Be able to evaluate and improve the induction process	4.1 Explain the importance of continuous organisational improvement in the provision of induction		
	4.2 Obtain feedback on the induction process from practitioners and others		
	4.3 Use feedback to identify areas for improvement within the induction process		
	4.4 Work with others to implement changes required to address areas for improvement within the induction process		

Assessment guidance

Delivery and assessment

Throughout the unit **practitioners** could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers.

Throughout the unit **others** may include:

- workers/practitioners
- carers/families
- significant others
- line managers
- other professionals.

1.4 **Agreed ways of working** will include policies and procedures where these exist.

2.1 **Factors that influence** could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 12: Develop supervision practice (M/617/8919)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to undertake supervision of others.
Credit value	5
Guided learning hours	25
Level	5
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose of supervision	1.1 Analyse theories, models and purpose of supervision		
	1.2 Assess the benefits of a person-centred approach to supervision		
	1.3 Explain how the requirements of regulation influence supervision		
	1.4 Explain how findings from research, critical reviews and inquiries can be used within supervision		
	1.5 Explain how supervision can protect the: <ul style="list-style-type: none"> • person using the service • manager • employee 		
2. Understand how the principles of supervision can be used to inform performance management	2.1 Explain the performance management cycle		
	2.2 Analyse how supervision supports performance		
	2.3 Analyse how performance indicators can be used to measure practice		
3. Be able to undertake the preparation for supervision with the employee	3.1 Analyse factors which result in a power imbalance in supervision		
	3.2 Explain how to address power imbalance in own supervision practice		
	3.3 Agree with employee confidentiality, boundaries, roles and accountability within the supervision process		
	3.4 Agree with employee the frequency and location of supervision		
	3.5 Agree with employee sources of evidence that can be used to inform supervision		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.6 Agree with employee actions to be taken in preparation for supervision		
4. Be able to provide supervision	4.1 Support employee to reflect on their practice		
	4.2 Provide positive feedback about the achievements of the employee		
	4.3 Provide constructive feedback that can be used to improve performance		
	4.4 Support employee to identify their own development needs		
	4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting		
	4.6 Support employee to explore different methods of addressing challenging situations		
	4.7 Record agreed supervision decisions		
5. Be able to manage conflict situations during supervision	5.1 Give examples from own practice of managing conflict situations within supervision		
	5.2 Reflect on own practice in managing conflict situations experienced during supervision process		
	5.3 Analyse the importance of conflict resolution for the employee, manager and service		
6. Be able to evaluate own practice when conducting supervision	6.1 Gather feedback from employee/s on own approach to supervision process		
	6.2 Adapt approaches to own supervision in light of feedback from employee and others		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 13: Appraise staff performance (H/617/8920)

Unit summary	The purpose of this unit is to develop the learner’s knowledge, understanding and skills to appraise staff performance.
Credit value	5
Guided learning hours	25
Level	5
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0421

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand policies, theories and models which underpin appraisal of performance	1.1 Explain policies and agreed ways of working for appraisals and how they are used to inform: <ul style="list-style-type: none"> • achievement of objectives • overall performance • future objectives 		
	1.2 Research models of appraisal to explore their applicability in the work setting		
	1.3 Differentiate between appraisals and disciplinary processes		
	1.4 Explain how to ensure power imbalances are not part of the appraisal processes		
2. Be able to facilitate preparation for appraisals	2.1 Confirm with the employee the objectives against which performance will be appraised		
	2.2 Identify with the employee the actions they need to take to prepare for their appraisal		
	2.3 Evaluate evidence gathered from a range of sources towards achievement of objectives		
	2.4 Prepare paperwork for appraisal in line with work setting requirements		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support employee to participate in appraisal meetings	3.1 Demonstrate how to prepare the environment for the appraisal meeting		
	3.2 Support the employee to engage in an evaluation of their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development 		
	3.3 Provide feedback to employee on their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development 		
	3.4 Identify with employee work objectives for forthcoming year		
	3.5 Identify with employee professional development plan for forthcoming year		
	3.6 Record the appraisal in line with work setting requirements		
4. Be able to evaluate own practice during the appraisal process	4.1 Evaluate with employee their experience of how the appraisal was conducted		
	4.2 Reflect on own practice in managing the appraisal process		
	4.3 Adapt approaches to the appraisal process in light of feedback and reflection		

Assessment guidance

Delivery and assessment
3.1 and 4.2 learners should include power imbalance.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 13

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 14: Professional and sustainable practice in delivery of service (K/617/8921)

Unit summary	The purpose of this unit is to assess the learner’s knowledge and understanding required for effective planning and management of finance and other resources.
Credit value	5
Guided learning hours	35
Level	5
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of effective planning and management of finances	1.1 Explain the importance of effective financial planning and management in relation to: <ul style="list-style-type: none"> • roles, responsibilities and accountability of those involved • reporting and referral processes • meeting associated funding criteria 		
	1.2 Describe the relevance and impact of potential sources of funding and income on: <ul style="list-style-type: none"> • ongoing financial viability • insufficient budget to deliver key aspects of the service • sustainable use of resources 		
	1.3 Explain the governance arrangements to ensure compliance with funders and other bodies: <ul style="list-style-type: none"> • charity commissioners • statutory authorities 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand how to calculate financial resources needed to meet strategic and operational objectives	2.1 Explain how to work with others to calculate financial resources needed to meet: <ul style="list-style-type: none"> • strategic and operational objectives • budget priorities for service delivery 		
	2.2 Critically analyse good practice in budget management, include the importance of: <ul style="list-style-type: none"> • the clarification of roles and responsibilities in managing and recording expenditure • evaluation of previous spending behaviour to inform and calculate future planned expenditure • monitoring and analysing spend and variances • undertaking budget review and financial audits • recommendation of financial adjustments to support ongoing sustainability • measurement of return on investment • meeting appropriate governance arrangements 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand the importance of using sustainable resources	3.1 Explain the importance of using sustainable resources in relation to: <ul style="list-style-type: none"> • cost management • environmental impact • role modelling for future generations 		
	3.2 Analyse the processes of procurement to identify best practice		
	3.3 Explain how to work with others to identify future resource needs, evaluating past use to inform decision making		
	3.4 Outline the benefits of reviewing potential suppliers, prioritising sustainability and best value		
	3.5 Analyse the components of a business plan to secure required resources including: <ul style="list-style-type: none"> • how return on investment will be monitored • how to inform future purchasing behaviour 		
	3.6 Outline the benefits of reviewing resources used to make recommendations for improvement. To include: <ul style="list-style-type: none"> • effectiveness • ongoing best value 		

Assessment guidance

Delivery and assessment
<p>2.1 Service delivery must include:</p> <ul style="list-style-type: none"> • staff costs • fixed costs • resources and core activities • growth and development costs • restrictive/un-restrictive budgets • upkeep of premises • contingency fund/reserves. <p>3.2 Procurement: www.finance-ni.gov.uk/topics/procurement/procurementpolicy-and-guidance</p>

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 14

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 15: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs (K/617/9969)



Unit summary	This unit explores the way in which social, emotional and mental health 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 social, emotional and mental health difficulties.
Credit value	3
Guided learning hours	25
Level	3
Mandatory/optional	Optional
NOS mapping	SCDCCLD0408

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the links between language, behaviour, emotional and social development and mental health	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 behaviour, emotional and social development and mental wellbeing in children and young people		
	1.3 Review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health difficulties in children and young people		
	1.4 Describe the range of behavioural, emotional, social and mental health needs that children and young people may experience and how they can affect speech, language and communication development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs	2.1 Identify key barriers to social and emotional development and mental wellbeing 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 social, emotional and mental health needs		
	2.3 Explain how adapting adult language and interactions can support a child or young person’s behaviour, emotional, social skills development and mental wellbeing, 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 social, emotional and mental health needs		
3. Understand how to adapt strategies and approaches to support social, emotional and mental health 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 social, emotional and mental health can be adapted to support children and young people with speech, language and communication needs		
	3.3 Explain how individual strategies to promote positive behaviour and social, emotional and mental health 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 social, emotional and mental health needs	4.1 Explain ways to work with parents/carers and families in supporting children and young people’s speech, language and communication needs that also promote positive behaviour		
	4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and social, emotional and		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	mental health needs of children and young people		

Assessment guidance

Delivery and assessment
<p>1.1 Behaviour may include:</p> <ul style="list-style-type: none"> • withdrawn or isolated • disruptive and disturbing • hyperactive and lacking concentration • immature social skills • challenging behaviour arising from other complex special needs • emotional disorders • conduct disorders/hyperkinetic disorders • anxiety • self-harm • school phobia • depression. <p>2.4 Positive changes may include:</p> <ul style="list-style-type: none"> • 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.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: Unit 15 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 16: Promote creativity and creative learning in young children (A/601/0135)

Unit summary	The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children, and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.
Credit value	5
Guided learning hours	35
Level	4
Mandatory/optional	Optional
NOS mapping	SCDCCLD0410

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development	1.1 Analyse the differences between creative learning and creativity		
	1.2 Explain current theoretical approaches to creativity and creative learning in early childhood		
	1.3 Critically analyse how creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development		
2. Be able to provide opportunities for young children to develop their creativity and creative learning	2.1 Demonstrate in own practice how to promote creativity and creative learning		
	2.2 Explain why young children require extended and unhurried periods of time to develop their creativity		
3. Be able to develop the environment to support young children’s creativity and creative learning	3.1 Explain the features of an environment that supports creativity and creative learning		
	3.2 Monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to support the development of practice in promoting young children’s creativity and creative learning within the setting	4.1 Evaluate and reflect on own practice in promoting creativity and creative thinking		
	4.2 Support others to develop their practice in promoting creativity and creative learning		
	4.3 Develop a programme of change to the environment to enhance creativity and creative learning, giving a justification and expected outcomes for each area of change		

Assessment guidance

Delivery and assessment
<p>2.1 Promote creativity and creative learning:</p> <ul style="list-style-type: none"> • developing imagination and imaginative play • traditional creative arts • music, dance and movement • areas of learning such as mathematics, problem solving and exploration • ICT.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: Unit 16 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 17: Work with parents, families and carers to support their children and young people’s speech, language and communication development (D/617/9970)

Unit summary	To develop the ability of those working with children and young people to work in partnership with parents, families and carers to support their child or young person’s speech, language and communication development.
Credit value	3
Guided learning hours	23
Level	3
Mandatory/optional	Optional
NOS mapping	SCDCCLD0409, SCDCCLD0405

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of parental support for the development of speech, language and communication	1.1 Outline the nature of the parent/child or young person relationship at key stages of a child’s or young person’s life in relation to speech, language and communication		
	1.2 Explain the influences of different parenting styles on speech, language and communication development		
	1.3 Explain how supporting effective speech, language and communication between parents/carers and children or young people could influence their relationship and overall development at home		
2. Be able to work in partnership with parents, families and carers to support their child or young person’s speech, language and communication development	2.1 Explain issues and challenges for parents, families and carers which may influence how they support their child or young person’s speech, language and communication development		
	2.2 Support parents, families and carers to understand their valuable role in supporting their child or young person’s speech, language and communication development		
	2.3 Explain a range of ways to work with parents, families and carers to support their child or young person’s speech, language and communication development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.4 Demonstrate ways of developing and maintaining parents, families and carers confidence in supporting their child or young person’s speech, language and communication development		
3. Be able to support parents, families and carers to use activities and approaches to support their child or young person’s speech, language and communication development	3.1 Provide parents, families and carers with appropriate advice and sources of information to support their child or young person’s speech, language and communication development		
	3.2 Explain ways to support parents, families and carers in how to use activities and approaches to support their child or young person’s speech, language and communication development		
	3.3 Evaluate the ways in which own role can be effective in supporting parents, families and carers to support their child or young person’s speech, language and communication development		
4. Understand the importance of working in partnership with parents, families or carers of children or young people with speech, language and communication needs (SLCN) and relevant professional agencies	4.1 Explain why it is important to be able to work in partnership with parents, families and carers of children or young people with SLCN		
	4.2 Identify useful sources of information and relevant organisations and services to support parents, families or carers of children or young people who have SLCN		
	4.3 Explain the importance of partnership working across professionals, agencies and parents, families or carers when supporting children or young people with SLCN		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 17

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 18: Promote children in childcare settings acquiring a new language through immersion (H/617/9971)

Unit summary	The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills required to support children in childcare settings to acquire a new language through immersion.
Credit value	4
Guided learning hours	29
Level	3
Mandatory/optional	Optional
NOS mapping	SCDCCLD0347

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the needs of children and families within a new language learning environment	1.1 Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting		
	1.2 Explain the importance of sharing information with carers and involving them in the child’s immersion language development		
	1.3 Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity		
	1.4 Explain why it is important to recognise and value a child’s right to use their language of choice		
	1.5 Explain ways in which communication issues with families might be addressed		
2. Be able to implement the immersion method within the childcare setting	2.1 Explain the stages of language immersion		
	2.2 Pronounce the immersion language clearly and accurately		
	2.3 Respond appropriately to children according to the stage of their immersion language acquisition		
	2.4 Demonstrate methods for supporting children to acquire the immersion language through play and active learning		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.5 Use verbal and non-verbal communication to encourage and reassure children in a new language environment		
3. Be able to plan the environment to promote children’s immersion language acquisition	3.1 Outline the factors that create an environment conducive to immersion language acquisition		
	3.2 Plan and provide activities where individual children have opportunities to use the immersion language with other children		
	3.3 Provide individual activities where children are able to experiment with sounds and language		
4. Be able to support the acquisition of language skills that children need to speak a new language	4.1 Explain how verbal interactions between adults in the setting might influence the children’s acquisition of the language		
	4.2 Encourage children to use the immersion language including verbal interaction with practitioners and others		
	4.3 Demonstrate how literacy skills in the immersion language are supported and developed		
5. Be able to review and evaluate the effectiveness of immersion language development within the setting	5.1 Work with others to define the baseline at which each child operates linguistically		
	5.2 Observe and record the child’s language development during play activities including incidental use of the immersion language		
	5.3 Work with others to review a child’s immersion language development to plan for progression		
	5.4 Share information about the child’s immersion language development with carers following work setting processes		
	5.5 Work with others to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion		
6. Be able to evaluate own contribution to children’s language development	6.1 Reflect on how own working practice has contributed to children’s development within the immersion language		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	6.2 Adapt own practice to meet the needs of individual children		

Assessment guidance

Delivery and assessment
<p>3.1 Factors include oral and visual.</p> <p>5.1 Others could include:</p> <ul style="list-style-type: none"> • parents, carers, guardians • professionals • multi-disciplinary teams • colleagues. <p>5.4 Carers could include:</p> <ul style="list-style-type: none"> • parents • family members • paid carers.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: Unit 18 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 19: Develop and evaluate operational plans for own area of responsibility (Y/600/9588)

Unit summary	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.
Credit value	6
Guided learning hours	25
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0421

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to align objectives of own area of responsibility with those of own organisation	1.1 Identify operational objectives within own area of responsibility		
	1.2 Analyse objectives of own area of responsibility in relation to those of own organisation		
2. Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements		
	2.2 Identify support from relevant stakeholders		
	2.3 Implement operational plan within own area of responsibility		
3. Be able to monitor and evaluate operational plans in own area of responsibility	3.1 Monitor procedures within the operational plan		
	3.2 Evaluate operational plans and implement any necessary actions		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 19

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 20: Recruitment and selection within health and social care or children and young people’s settings (R/602/2338)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to recruit and select in health and social care or children and young people’s settings.
Credit value	3
Guided learning hours	26
Level	4
Mandatory/optional	Optional
NOS mapping	SCDCCLD0333

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the recruitment and selection processes in health and social care or children and young people’s settings	1.1 Explain the impact on selection and recruitment processes in own setting of: <ul style="list-style-type: none"> legislative requirements regulatory requirements professional codes agreed ways of working 		
	1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection		
	1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people		
2. Be able to contribute to the recruitment process in health and social care or children and young people’s settings	2.1 Review job descriptions and person specifications to meet work setting objectives		
	2.2 Work with others to establish the criteria that will be used in the recruitment and selection process		
	2.3 Work with others to establish the methods that will be used in the recruitment and selection process		
	2.4 Involve individuals in the recruitment process		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to participate in the selection process in health and social care or children and young people’s settings	3.1 Use agreed methods to assess learners		
	3.2 Use agreed criteria to select learners		
	3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting		
4. Be able to evaluate the recruitment and selection processes in health and social care or children and young people’s settings	4.1 Evaluate the recruitment and selection methods and criteria used in own setting		
	4.2 Recommend changes for improvement to recruitment and selection processes in own setting		

Assessment guidance

Delivery and assessment
<p>2.2 Others may include:</p> <ul style="list-style-type: none"> • human resource personnel • workers/practitioners • carers • significant others. <p>2.2 Recruitment: the process can include consultation or practical involvement in the process.</p> <p>2.4 Individuals: people accessing care or support.</p>

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: Unit 20 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 21: Facilitate coaching and mentoring of practitioners in health and social care or children and young people’s settings (L/602/2547)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to support coaching and mentoring of practitioners in health and social care or children and young people’s settings. It includes the ability to understand the benefits of coaching and mentoring and to plan, implement and evaluate the impact of coaching and mentoring in the work setting.
Credit value	6
Guided learning hours	43
Level	5
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people’s settings	1.1 Analyse the differences between coaching and mentoring		
	1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work		
	1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work		
	1.4 Explain how coaching and mentoring complement other methods of supporting learning		
	1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting		
	1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting		
	1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture		
	1.8 Explain the importance of meeting the learning needs of coaches and mentors		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people’s settings	2.1 Promote the benefits of coaching and mentoring in the work setting		
	2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching		
	2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring		
	2.4 Explain the different types of information, advice and guidance that can support learning in the work setting		
	2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting		
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people’s settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting		
	3.2 Plan coaching and mentoring activities		
4. Be able to implement coaching and mentoring activities in health and social care or children and young people’s settings	4.1 Support the implementation of coaching and mentoring activities		
	4.2 Select the most appropriate person to act as coach or mentor		
	4.3 Explain the support needs of those who are working with peers as coaches or mentors		
	4.4 Provide coaching in a work setting according to the agreed plan		
	4.5 Provide mentoring in a work setting according to the agreed plan		
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people’s settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives		
	5.2 Evaluate the impact of coaching and mentoring on practice		
	5.3 Develop plans to support the future development of coaching and mentoring in the work setting		

Assessment guidance

Delivery and assessment

3.1 **Different information sources** may include:

- strategic/business plans
- new legislation/regulation
- supervision agreements/professional development plans
- availability and expertise of coaches and mentors in the work setting
- service users who have different needs.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 21

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 22: Manage quality in health and social care or children and young people's setting (R/602/2758)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.
Credit value	5
Guided learning hours	36
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0340, SCDCCLD0416

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the context of quality assurance in a health and social care or children and young people’s setting	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting		
	1.2 Analyse how quality standards influence positive outcomes for individuals		
	1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards		
2. Be able to implement quality standards in a health and social care or children and young people’s setting	2.1 Work with team members and others to: <ul style="list-style-type: none"> • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards 		
	2.2 Develop systems and processes to measure achievement of quality standards		
	2.3 Support team members to carry out their roles in implementing quality controls		
	2.4 Explain how quality assurance standards relate to performance management		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people’s setting	3.1 Support team members to carry out their roles in monitoring quality indicators		
	3.2 Use selected indicators to evaluate the achievement of quality standards		
	3.3 Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement 		
	3.4 Work with others to develop an action plan to improve quality of service		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 22
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 23: Develop provision for family support (K/602/3074)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to develop provision for family support.
Credit value	5
Guided learning hours	33
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0331, SCDCCLD0422

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation	1.1 Outline the current key policies and legislative frameworks that govern the provision for family support		
	1.2 Analyse the impact of key policies and legislative frameworks on the range of provision for family support		
2. Be able to develop provision for family support	2.1 Develop the aims and purpose of the provision to meet identified needs		
	2.2 Plan how the aims and purpose of the provision will be achieved		
	2.3 Provide detailed, factual and accessible information to others about the provision		
3. Be able to implement provision for family support	3.1 Work with families and others to identify the specific provision required to meet their needs		
	3.2 Support workers to identify a range of interventions, tools and resources available to meet the needs of families		
	3.3 Monitor workers’ practice in the provision of family support		
	3.4 Provide constructive feedback to workers on practice in provision of family support		
	3.5 Work with families and others to evaluate how their needs have been met by provision		
	3.6 Ensure that information that will be shared with others is clarified with families		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to support others to establish positive relationships with families	4.1 Explain the principles of establishing positive relationships with families		
	4.2 Support workers to use a solution-focused approach to address difficulties in establishing relationships with families		
	4.3 Support workers to share best practice in relation to establishing positive relationships with families		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 23
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 24: Support others to promote children’s mathematical development and problem solving skills in an early years setting (A/602/2138)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to support others to promote children’s mathematical development and problem solving skills in an early years setting.
Credit value	7
Guided learning hours	46
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0411

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of research on the development of children’s mathematical and problem solving skills in early years settings	1.1 Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children’s mathematical and problem solving skills • workplace procedures and practices • own professional practice 		
2. Be able to facilitate the assessment process of children’s mathematical and problem solving skills in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children’s mathematical and problem solving skills development will be measured		
	2.2 Facilitate the assessment of children’s mathematical and problem solving skills development		
	2.3 Involve others in the development and implementation of assessment processes		
	2.4 Support others to recognise and celebrate children’s achievement		
	2.5 Support practitioners to recognise and refer appropriately issues and areas of concern		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to manage an environment in early years settings that promotes children’s mathematical and problem solving skills	3.1 Evaluate the suitability of the environment and resources of early years setting to promote children's mathematical and problem solving skills		
	3.2 Make recommendations for improvements to the environment and resources of the early years setting to promote children's mathematical and problem solving skills development		
	3.3 Support others to develop a stimulating learning environment to promote children’s mathematical and problem solving skills		
4. Be able to manage programmes to support children’s mathematical and problem solving skills development in early years settings	4.1 Ensure the planning and development of programmes maximises opportunities for children’s mathematical and problem solving skills development		
	4.2 Support others to implement programmes that develop children's mathematical and problem solving skills		
	4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children’s mathematical and problem solving skills		
	4.4 Support others to evaluate the effectiveness of programmes that develop children’s mathematical and problem solving skills		
	4.5 Make recommendations for changes to programmes to develop mathematical and problem solving skills		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 24

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 25: Support others to promote children’s knowledge and understanding of the world in an early years setting (A/602/2141)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to support others in promoting children’s knowledge and understanding of the world in an early years setting.
Credit value	7
Guided learning hours	46
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0403, SCDCCLD0416

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of research on the development of children's knowledge and understanding of the world in early years settings	1.1 Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children’s knowledge and understanding of the world • use of outdoor spaces within local environment • workplace procedures and practices • own professional practice 		
2. Be able to facilitate the assessment process of children’s knowledge and understanding of the world in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children’s development of knowledge and understanding of the world will be measured		
	2.2 Facilitate the assessment of children's knowledge and understanding of the world		
	2.3 Involve others in the development and implementation of assessment processes		
	2.4 Support others to recognise and celebrate children’s achievement		
	2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children’s knowledge and understanding of the world		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to manage indoor and outdoor environments in early years settings that promote children’s knowledge and understanding of the world	3.1 Evaluate the suitability and safety of the indoor environment and resources of early years settings to promote children's knowledge and understanding of the world		
	3.2 Evaluate the suitability and safety of the outdoor environment and resources of early years settings to promote children's knowledge and understanding of the world		
	3.3 Support others to develop a stimulating learning environment to promote children’s knowledge and understanding of the world		
	3.4 Support others to utilise outdoor spaces, different local landscapes and the natural environment in promoting children's knowledge and understanding of the world		
	3.5 Make recommendations for improvements to the environment and resources of the early years setting to promote children's knowledge and understanding of the world		
4. Be able to manage programmes to support children’s knowledge and understanding of the world in early years settings	4.1 Ensure the planning and development of programmes maximises opportunities for children’s development of knowledge and understanding of the world		
	4.2 Support others to implement programmes that develop children's knowledge and understanding of the world		
	4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's knowledge and understanding of the world		
	4.4 Support others to evaluate the effectiveness of programmes that develop children's knowledge and understanding of the world		
	4.5 Make recommendations for changes to programmes to develop children's knowledge and understanding of the world		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 25

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 26: Support others to promote children’s physical development in childcare settings (K/617/9972)

Unit summary	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to support others to promote children’s physical development in childcare settings.
Credit value	7
Guided learning hours	46
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0307, SCDCCLD0403

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how research has impacted the physical development of children in childcare settings	1.1 Analyse how research has impacted on: <ul style="list-style-type: none"> • provision for children’s physical development • use of outdoor spaces within local environments • workplace procedures and practices • own professional practice 		
2. Be able to facilitate the assessment process for children’s physical development in childcare settings	2.1 Identify the relevant curriculum and assessment frameworks against which children’s physical development will be measured		
	2.2 Facilitate the assessment of children’s physical development		
	2.3 Involve others in the development and implementation of assessment processes		
	2.4 Support others to recognise and celebrate children’s achievement		
	2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children’s physical development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to manage indoor and outdoor environments that promote children’s physical development in childcare settings	3.1 Evaluate the suitability and safety of the indoor environment and resources of the childcare setting to promote children's physical development		
	3.2 Evaluate the suitability and safety of the outdoor environment and resources of the childcare setting to promote children's physical development		
	3.3 Make recommendations for improvements to the environment and resources of the childcare setting to promote children's physical development		
	3.4 Support others to develop a stimulating learning environment to promote children’s physical development		
	3.5 Support others to understand the importance of outdoor spaces and the natural environment in promoting physical development		
4. Be able to manage programmes to support children’s physical development in childcare settings	4.1 Ensure the planning and development of programmes maximises opportunities for children’s physical development		
	4.2 Support others to implement programmes that support children's physical development		
	4.3 Support practitioners to involve children and their carers in evaluating programmes that support children's physical development		
	4.4 Support others to evaluate the effectiveness of programmes that support children's physical development		
	4.5 Make recommendations for changes to programmes to develop children's physical development		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 26

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 27: Undertake a research project within services for health and social care or children and young people (J/602/3499)

Unit summary	The purpose of this unit is to assess the learners’ knowledge understanding and skills required to undertake a research project within services for health and social care or children or young people.
Credit value	10
Guided learning hours	80
Level	5
Mandatory/optional	Optional
NOS mapping	SCDCCLD0420

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project		
	1.2 Develop the aims and objectives of the research project		
	1.3 Explain ethical considerations that apply to the area of the research project		
	1.4 Complete a literature review of chosen area of research		
2. Understand how the components of research are used	2.1 Critically compare different types of research		
	2.2 Evaluate a range of methods that can be used to collect data		
	2.3 Identify a range of tools that can be used to analyse data		
	2.4 Explain the importance of validity and reliability of data used within research		
3. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project		
	3.2 Formulate a detailed plan for a research project		
	3.3 Select research methods for the project		
	3.4 Develop research questions to be used within project		
	3.5 Conduct the research using identified research methods		
	3.6 Record and collate data		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to analyse research findings	4.1 Use data analysis methods to analyse the data		
	4.2 Draw conclusions from findings		
	4.3 Reflect on how own research findings substantiate initial literature review		
	4.4 Make recommendations related to area of research		
	4.5 Identify potential uses for the research findings within practice		

Assessment guidance

Delivery and assessment
<p>1.2 Aims and objectives: the reasons, understanding and methods for conducting the research project.</p> <p>1.3 Ethical considerations:</p> <ul style="list-style-type: none"> • confidentiality • sensitivity of data • seeking agreements with participants.

<p>Learner declaration of authenticity:</p> <p>I declare that the work presented for this unit is entirely my own work.</p>	
<p>Learner signature:</p>	<p>Date:</p>

<p>Assessor sign off of completed unit: Unit 27</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p>	
<p>Assessor name:</p>	
<p>Signature:</p>	<p>Date:</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 28: Support the use of assistive technology (H/601/5250)

Unit summary	This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.
Credit value	4
Guided learning hours	31
Level	5
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of assistive technology		
	1.2 Research how the use of assistive technology can result in positive outcomes for individuals		
2. Be able to facilitate the use of assistive technology	2.1 Research assistive technology solutions that meet identified needs		
	2.2 Explain how a range of assistive technology solutions can be adapted according to need and context		
	2.3 Assess the risks associated with the range of assistive technology solutions		
	2.4 Describe a range of assessment and referral processes which are used to secure assistive technology		
	2.5 Support the individual to secure the provision of appropriate assistive technology		
	2.6 Support the individual to use assistive technology		
3. Be able to develop others to facilitate the use of assistive technology	3.1 Provide information to others about assistive technology		
	3.2 Provide guidance to others to facilitate the use of assistive technology		
4. Be able to review the provision of assistive technology	4.1 Review the assessment and referral processes used to secure assistive technology		
	4.2 Review the outcomes of assistive technology support to individuals against identified needs		

Assessment guidance

Delivery and assessment

1.1 **Assistive technology** is defined as “An umbrella term for any device or system that allows individuals to perform tasks they would otherwise be unable to do or increases the ease and safety with which tasks can be performed (World Health Organisation)”. “A Glossary Of Terms For Community Health Care And Services For Older Persons”, 2004. For example, this could include a range of human/animal/low or high-tech devices to support the individual’s daily living such as:

- human aids
- assistance dogs
- electrical/electronic devices
- low-vision aids
- environmental aids.

3.1 **Others** could include:

- other professionals
- carers/family members
- advocates
- colleagues.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 28

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded].

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor: <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council’s or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice. 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles. 	Yes	Yes
D	Learner’s own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation**. 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>*Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations (such as safeguarding strategy meetings) where it would be inappropriate for an Assessor to observe the learner’s performance. <p>**Simulation. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

This qualification has been developed to meet Skills for Care/Health requirements.

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Skills for Care and Development assessment principles

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
 - Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.
-

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 5 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of ‘analyse’ which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of ‘compare’ where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which ...)	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of ‘evaluate’ which debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking.)
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4

Additional information

Additional information

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to:

- current curriculum documentation
- current theories and strategies
- own setting's policies, procedures and planning tools
- statutory policies, procedures and legislation
- theories and current research and models.

It would be expected that all resources needed to achieve this qualification would be accessible in their work setting. Learners must be in positions that enable substantial opportunity to lead and manage services and teams over time.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development's Assessment Principles.
-

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

Contact us

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Websites: www.ncfe.org.uk

Publication date

Version 1.0 September 2020

Version 1.1 November 2021

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Version 1.1 November 2021

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