



Qualification Specification

**Level 5 Diploma in Leadership and Management
for the Children and Young People's Workforce**

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Introduction

The Level 5 Diploma in Leadership and Management for Children and Young People's Services qualification provides candidates with the skills and knowledge needed to manage practice and lead others in children and young people's services. It is appropriate for those employed as managers of settings or groups of settings, deputy managers and management trainees.

This qualification provides an opportunity to upskill existing Managers and Deputies, enabling them to develop management skills in preparation for taking on new roles and responsibilities that benefit the workplace and the service it provides.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

Entry Requirements

Candidates are expected to be working in the childcare workforce in a Manager, Deputy or Management Trainee role in a children and young people's setting. Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Profile

Qualification title	ProQual Level 5 Diploma in Leadership and Management for the Children and Young People's Workforce
Ofqual qualification number	603/0129/6
Level	5
Total Qualification Time	680 hours (guided learning hours 605)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/8/2016
Qualification end date	31/7/2026

Qualification Structure

Candidates must complete a minimum of 18 units, comprising:

- all of the Mandatory units
- a minimum of 6 Optional units, of which a minimum of 4 units must come from Optional Group A

MANDATORY UNITS - Candidates must complete all of the units in this group

M4:1 Study Skills, 40 GLH (R/508/2786)

M5:1 Use and develop systems that promote communication, level 5, 25 GLH (Y/615/0418)

M5:2 Promote professional development, level 4, 33 GLH (D/615/0419)

M5:3 Champion equality, diversity and inclusion, level 5, 35 GLH (R/615/0420)

M5:4 Develop health and safety and risk management policies, procedures and practices in children and young people's settings, level 5, 35 GLH (Y/615/0421)

M5:5 Work in partnership in children and young people's settings, level 4, 26 GLH (H/615/0423)

M5:6 Understand children and young person's development, level 5, 30 GLH (K/615/0424)

M5:7 Lead practice that supports positive outcomes for child and young person development, level 5, 36 GLH (A/615/0444)

M5:8 Develop and implement policies and procedures to support the safeguarding of children and young people, level 5, 26 GLH (F/615/0445)

M5:9 Lead and manage a team within children and young people's setting, level 6, 46 GLH (L/615/0447)

M5:10 Develop professional supervision practice in children and young people's work settings, level 5, 39 GLH (R/615/0448)

M5:11 Lead practice in promoting the well-being and resilience of children and young people, level 5, 53 GLH (Y/615/0449)

GROUP A OPTIONAL UNITS – a minimum of 4 units

OA1 Develop procedures and practice to respond to concerns and complaints, level 5, 40 GLH (R/615/0451)

OA2 Recruitment and selection within children and young people's setting, level 4, 30 GLH (D/615/0453)

OA3 Facilitate the development of effective group practice in children and young people's setting, level 5, 42 GLH (H/615/0454)

OA4 Manage induction in children and young people's setting, level 4, 30 GLH (H/615/0468)

OA5 Facilitate change in children and young people's setting, level 5, 42 GLH (K/615/0469)

OA6 Manage finance within own area of responsibility in children and young people's setting, level 4, 31 GLH (D/615/0470)

OA7 Manage quality in children and young people's setting, level 5, 36 GLH (K/615/0472)

OA8 Develop and evaluate operational plans for own area of responsibility level 5, 30 GLH (M/615/0473)

GROUP B OPTIONAL UNITS

OB1 Understand how to manage a team, level 4, 30 GLH (T/615/0474)

OB2 Understanding professional supervision practice, level 4, 30 GLH (R/615/0935)

OB3 Undertake a research project within services for children and young people, level 5, 80 GLH (F/615/0476)

OB4 Lead the management of transitions, level 5, 30 GLH (L/615/0478)

OB5 Support children's speech, language and communication, level 3, 30 GLH (J/615/0480)

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessing
- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and competence described in each unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do. **Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who demonstrate achievement of the qualification will be awarded a certificate giving the full qualification title -

ProQual Level 5 Diploma in Leadership and Management for the Children and Young People's Workforce

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

M4:1 Study Skills (R/508/2786)

Unit aim: to provide the knowledge and understanding required to complete research and present written assignments and reports.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to complete research for a specific topic/subject and present findings in an appropriate format	1.1 Research a topic/subject area
	1.2 Present a written assignment based on research
	1.3 Record research sources
2. Understand how to edit a piece of work to fit an assignment brief	2.1 Edit a piece of work/assignment
3. Understand how to prepare and present a report	3.1 Prepare a report

M5:1 Use and develop systems that promote communication (Y/615/0418)

Unit aim: The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 effective communication within own job role.
	1.3. Analyse the barriers and challenges to communication within own job role.
	1.4. Implement a strategy to overcome communication barriers.
	1.5. Use different means of communication to meet different needs.
2. Be able to improve communication systems and practices that support positive outcomes for individuals.	2.1. Monitor the effectiveness of communication systems and practices.
	2.2. Evaluate the effectiveness of existing communication systems and practices.
	2.3. Propose improvements to communication systems and practices to address any shortcomings.
	2.4. Lead the implementation of revised communication systems and practices.
3. Be able to improve communication systems to support partnership working .	3.1. Use communication systems to promote partnership working.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Compare the effectiveness of different communications systems for partnership working.
	3.3. Propose improvements to communication systems for partnership working.
4. Be able to use systems for effective information management.	4.1. Explain legal and ethical tensions between maintaining confidentiality and sharing information.
	4.2. Analyse the essential features of information sharing agreements within and between organisations.
	4.3. Demonstrate use of information management systems that meet legal and ethical requirements.

M5:2 Promote professional development (D/615/0419)

Unit aim: The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand principles 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 prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against standards and benchmarks .
	2.2. Prioritise development goals and targets to meet expected standards.
3. Be able to prepare a professional development plan.	3.1. Select learning opportunities to meet development objectives and reflect personal learning style.
	3.2. Produce a plan for own professional development, using an appropriate source of support.
	3.3. Establish a process to evaluate the effectiveness of the plan.
4. Be able to improve performance through reflective practice.	4.1. Compare models of reflective practice.
	4.2. Explain the importance of reflective practice to improve performance.
	4.3. Use reflective practice and feedback from others to improve performance.

	<p>4.4. Evaluate how practice has been improved through:</p> <p>reflection on best practice reflection on failures and mistakes.</p>
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M5:3 Champion equality, diversity and inclusion (R/615/0420)

Unit aim: 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.
	2.2. Challenge discrimination and exclusion in policy and practice.
	2.3. Provide others with information about: the effects of discrimination the impact of inclusion the value of diversity.
	2.4. Support others to challenge discrimination and exclusion.
3. Understand how 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. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.
	4.2. Explain the principle of informed choice.
	4.3. Explain how issues of individual capacity may affect informed choice.
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.

M5:4 Develop health and safety and risk management policies, procedures and practices in children and young people's settings (Y/615/0421)

Unit aim: 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 children and young people's settings.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.	1.1. Explain the legislative framework for health, safety and risk management in the work setting.
	1.2. Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.
2. Be able to implement and monitor compliance with health, safety and risk management requirements in children and young people's settings.	2.1. Demonstrate compliance with health, safety and risk management procedures.
	2.2. Support 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 to individuals and others in children and young people's settings.	3.1. Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.
	3.2. Work with individuals and others to assess potential risks and hazards.
	3.3. Work with individuals and others to manage potential risks and hazards.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in children and young people’s settings.	4.1. Work with individuals to balance the management of risk with individual rights and the views of others.
	4.2. Work with individuals 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 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 children and young people’s settings.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.
	5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting.
	5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.
	5.4. Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.

M5:5 Work in partnership in children and young people's settings (H/615/0423)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand partnership working.	1.1. Identify the features of effective partnership working.
	1.2. Explain the importance of partnership working with: colleagues other professionals others.
	1.3. Analyse how partnership working delivers better outcomes.
	1.4. Explain how to overcome barriers to partnership working.
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues.
	2.2. Develop and agree common objectives when working with colleagues.
	2.3. Evaluate own working relationship with colleagues.
	2.4. Deal constructively with any conflict that may arise with colleagues.
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals.
	3.2. Develop procedures for effective working relationships with other professionals.
	3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.

	3.4. Evaluate procedures for working with other professionals.
	3.5. Deal constructively with any conflict that may arise with other professionals.
4. Be able to work in partnership with others.	4.1. Analyse the importance of working in partnership with others.
	4.2. Develop procedures for effective working relationships with others.
	4.3. Agree common objectives when working with others within the boundaries of own role and responsibilities.
	4.4. Evaluate procedures for working with others.
	4.5. Deal constructively with any conflict that may arise with others.

M5:6 Understand children and young person's development (K/615/0424)

Unit aim: This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the pattern of development that would normally be expected for children and young people from birth – 19 yrs.	1.1. Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years.
	1.2. Analyse the difference between sequence of development and rate of development and why the distinction is important.
	1.3. Analyse the reasons why children and young people's development may not follow the pattern normally expected.
2. Understand the factors that impact on children and young people's development.	2.1. Analyse how children and young people's development is influenced by a range of personal factors.
	2.2. Analyse how children and young people's development is influenced by a range of external factors.
	2.3. Explain how theories of development and frameworks to support development influence current practice.
3. Understand the benefits of early intervention to support the development of children and young people.	3.1. Analyse the importance of early identification of development delay.
	3.2. Explain the potential risks of late recognition of development delay.
	3.3. Evaluate how multi agency teams work together to support all aspects of development in children and young people.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the potential effects of transitions on children and young people's development.	4.1. Explain how different types of transitions can affect children and young people's development.
	4.2. Explain the importance of children and young people having positive relationships through periods of transition.
	4.3. Evaluate the effectiveness of positive relationships on children and young people's development.
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions.	5.1. Explain different methods of assessing, recording and monitoring children and young people's development.
	5.2. Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting.
	5.3. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected.
	5.4. Evaluate the importance of accurate documentation regarding the development of children and young people.

M5:7 Lead practice that supports positive outcomes for child and young person development (A/615/0444)

Unit aim: The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theoretical approaches to child and young person development.	1.1. Explain different theories and frameworks of child and young person development.
	1.2. Explain the potential impact on service provision of different theories and approaches.
	1.3. Critically analyse the move towards outcomes based services for children and young people.
2. Be able to lead and support developmental assessment of children and young people.	2.1. Support use of different methods of developmental assessment and recording for children and young people.
	2.2. Work in partnership with other professionals in assessing development of children and young people.
	2.3. Develop strategies to encourage child or young person and carers' participation in developmental assessment.
	2.4. Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment.
3. Be able to develop and implement programmes with children or young people requiring developmental support.	3.1. Support use of assessments to develop programmes of support.
	3.2. Explain circumstances where referrals to other agencies may be required.
	3.3. Explain how referrals to other agencies are managed.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Support use of early interventions to promote positive outcomes for children and young people's development. 3.5. Lead the implementation of a personalised programme of support for children or young people.
4. Be able to evaluate programmes for children or young people requiring developmental support.	4.1. Review programmes of developmental support. 4.2. Implement strategies for improvement for programmes of development support.
5. Be able to lead and promote support for children experiencing transitions.	5.1. Explain how evidence based practice can be used to support children and young people experiencing transitions. 5.2. Lead the implementation of evidence based practice to support children or young people experiencing transition. 5.3. Evaluate the implementation of evidence based practice to support children or young people experiencing transitions.
6. Be able to lead positive behaviour support.	6.1. Support use of evidence based practice with children and young people to encourage positive behaviour. 6.2. Critically evaluate different approaches to supporting positive behaviour.

M5:8 Develop and implement policies and procedures to support the safeguarding of children and young people (F/615/0445)

Unit aim: This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the impact of current legislation that underpins the safeguarding of children and young people.	1.1. Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation.
	1.2. Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.
	1.3. Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.
2. Be able to support the review of policies and procedures for safeguarding children and young people.	2.1. Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice.
	2.2. Identify the policies and procedures required in the work setting for safeguarding children and young people.
	2.3. Develop the process for reviewing the process for safeguarding policies and procedures.
	2.4. Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures.
	2.5. Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.
3. Be able to implement policies and procedures for safeguarding children and young people.	3.1. Support the implementation of policies and procedures for safeguarding children and young people.
	3.2. Mentor and support other practitioners to develop the skills to safeguard children and young people.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to lead practice in supporting children and young people’s wellbeing and resilience.	4.1. Justify how promoting well-being and resilience supports the safeguarding of children and young people.
	4.2. Review how children or young people’s resilience and well-being are supported in own work setting.
	4.3. Support others to understand the importance of well-being and resilience in the context of safeguarding.

M5:9 Lead and manage a team within children and young people's settings (L/615/0447)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a children and young people's setting.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the features of effective team performance within a children and young people's setting.	1.1. Explain the features of effective team performance.
	1.2. Identify the challenges experienced by developing teams.
	1.3. Identify the challenges experienced by established teams.
	1.4. Explain how challenges to effective team performance can be overcome.
	1.5. Analyse how different management styles may influence outcomes of team performance.
	1.6. Analyse methods of developing and maintaining: trust accountability.
	1.7. Compare methods of addressing conflict within a team.
2. Be able to support a positive culture within the team for a children and young people's setting.	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.
	3.1. Identify the factors that influence the vision and strategic direction of the team.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to support a shared vision within the team for a children and young people's setting.	3.2. Communicate the vision and strategic direction to team members.
	3.3. Work with others to promote a shared vision within the team.
	3.4. Evaluate how the vision and strategic direction of the team influences team practice.
4. Be able to develop a plan with team members to meet agreed objectives for a children and young people's setting.	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 and responsibilities with team members.
5. Be able to support individual team members to work towards agreed objectives in a children and young people's setting.	5.1. Set personal work objectives with team members based on agreed objectives.
	5.2. Work with team members to identify opportunities for development and growth.
	5.3. Provide advice and support to team members to make the most of identified development opportunities.
	5.4. Use a solution focused approach to support team members to address identified challenges.
6. Be able to manage team performance in a children and young people's setting.	6.1. Monitor and evaluate progress towards agreed objectives.

Learning outcomes The learner will:	Assessment criteria The learner can:
	6.2. Provide feedback on performance to: the individual the team.
	6.3. Provide recognition when individual and team objectives have been achieved.
	6.4. Explain how team members are managed when performance does not meet requirements.

M5:10 Develop professional supervision practice in children and young people's work settings (R/615/0448)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of professional supervision in children and young people's work settings.	1.1. Analyse the principles, scope and purpose of professional supervision.
	1.2. Outline theories and models of professional supervision.
	1.3. Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision.
	1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision.
	1.5. Explain how professional supervision can protect the: <ul style="list-style-type: none"> • individual • supervisor • supervisee.
2. Understand how the principles of professional supervision can be used to inform performance management in children and young people's work settings.	2.1. Explain the performance management cycle.
	2.2. Analyse how professional supervision supports performance.
	2.3. Analyse how performance indicators can be used to measure practice.
3. Be able to undertake the preparation for professional supervision with supervisees in children and young people's work settings.	3.1. Explain factors which result in a power imbalance in professional supervision.
	3.2. Explain how to address power imbalance in own supervision practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process.</p> <p>3.4. Agree with supervisee the frequency and location of professional supervision.</p> <p>3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision.</p> <p>3.6. Agree with supervisee actions to be taken in preparation for professional supervision.</p>
<p>4. Be able to provide professional supervision in children and young people’s work settings.</p>	<p>4.1. Support supervisees to reflect on their practice.</p> <p>4.2. Provide positive feedback about the achievements of the supervisee.</p> <p>4.3. Provide constructive feedback that can be used to improve performance.</p> <p>4.4. Support supervisees to identify their own development needs.</p> <p>4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting.</p> <p>4.6. Support supervisees to explore different methods of addressing challenging situations.</p> <p>4.7. Record agreed supervision decisions.</p>
<p>5. Be able to manage conflict situations during professional supervision in children and young people’s work settings.</p>	<p>5.1. Give examples from own practice of managing conflict situations within professional supervision.</p> <p>5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to evaluate own practice when conducting professional supervision in children and young people's work settings.	6.1. Gather feedback from supervisee/s on own approach to supervision process.
	6.2. Adapt approaches to own professional supervision in light of feedback from supervisees and others.

M5:11 Lead practice in promoting the well-being and resilience of children and young people (Y/615/0449)

Unit aim: The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead practice in support of children and young people’s well-being and resilience. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are. The unit includes evaluation and development of practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how different approaches to promoting positive well-being and resilience in children and young people impact on practice.	1.1. Explain the importance of well-being for children and young people.
	1.2. Explain the importance of resilience for children and young people.
	1.3. Critically analyse different approaches to promoting well-being and resilience of children and young people.
2. Be able to lead practice in supporting children and young people’s well-being and resilience.	2.1. Lead practice that supports others to engage with children and young people to build their self-esteem .
	2.2. Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable.
	2.3. Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes.
	2.4. Explain how to challenge practices that act as barriers to children and young people’s well-being and resilience.
3. Be able to lead practice in work with carers who are supporting children and young people.	3.1. Develop strategies to support carers’ understanding and involvement with the well-being and resilience needs of a child or young person.
	3.2. Lead practice that supports carers to engage with children and young people to build their self-esteem.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Monitor the involvement of carers in supporting children and young people's well-being and resilience. 3.4. Evaluate strategies used to engage with carers who are supporting a child or young person.
4. Be able to lead practice in responding to the health needs of children and young people.	4.1. Lead practice that supports children and young people to make positive choices about their health needs. 4.2. Assess any risks to or concerns about the health of children and young people. 4.3. Support others to recognise and record concerns about a child or young person's health following agreed procedures. 4.4. Work with others to take action to address concerns identified about the health of children and young people.
5. Be able to lead the development of practice with children or young people to promote their well-being and resilience.	5.1. Develop methods of evaluating own practice in promoting children or young people's well-being and resilience. 5.2. Develop methods of evaluating organisational practice in promoting children or young people's well-being and resilience. 5.3. Lead others in practice that supports solution focused approaches for supporting children or young people's well-being and resilience. 5.4. Lead others in developing areas of practice that promote children or young people's well-being and resilience.

OA1 Develop procedures and practice to respond to concerns and complaints (R/615/0451)

Unit aims: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints.	1.1. Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work.
	1.2. Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.
2. Be able to develop procedures to address concerns and complaints.	2.1. Explain why individuals might be reluctant to raise concerns and make complaints.
	2.2. Outline steps that can be taken to encourage individuals to raise concerns or complaints.
	2.3. Work with others in the development of procedures to address concerns and complaints.
	2.4. Ensure information on how to raise concerns and make complaints is available in accessible formats.
	2.5. Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints.	3.1. Promote a person-centred approach to addressing concerns and complaints.
	3.2. Ensure that others are informed about the procedure for raising concerns or making complaints.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. Use supervision to support workers to recognise and address concerns and complaints.
	3.4. Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.
4. Be able to review the procedures and practices for addressing concerns and complaints.	4.1. Monitor the use of systems for addressing concerns and complaints. 4.2. Evaluate the effectiveness of systems for addressing concerns and complaints. 4.3. Involve others in the review of procedures and practices for addressing concerns and complaints. 4.4. Show how own management practice has provided a culture where the organisation can learn from concerns and complaints. 4.5. Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.

OA2 Recruitment and selection within children and young people's settings (D/615/0453)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in children's and young people's settings.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the recruitment and selection processes in 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 children's 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.
3. Be able to participate in the selection process in children's and young people's settings.	3.1. Use agreed methods to assess candidates.
	3.2. Use agreed criteria to select candidates.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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 children’s 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.

OA3 Facilitate the development of effective group practice in children and young people's settings (H/615/0454)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how groups develop and function in children and young people's work settings.	1.1. Analyse the impact of theories and models on group work practice.
	1.2. Explain how to form and maintain a cohesive and effective group.
	1.3. Explain how different facilitation styles may influence: <ul style="list-style-type: none"> • group dynamics • lifecycle of the group • group outcomes • development of roles within the group.
	1.4. Explain why it is important to be clear about the purpose and desired outcomes for the group.
	1.5. Analyse the importance of participant engagement in achieving group outcomes.
2. Be able to create a climate that facilitates effective groups in children and young people's work settings.	2.1. Evaluate methods that may be utilised in facilitating groups.
	2.2. Prepare an environment that is conducive to the functioning of the group.
	2.3. Work with a group/s to agree acceptable group and individual behaviour.
	2.4. Work with a group to negotiate and agree tasks, desired outcomes and ways of working.
3. Be able to facilitate a group in children and young people's work settings.	3.1. Use a range of methods to accommodate different learning styles within the group.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Provide a group experience where participants are engaged and stimulated.
	3.3. Intervene effectively in a group session to improve the learning process.
4. Be able to enhance learning through the constructive use of power, authority and influence in group work children and young people's work settings.	4.1. Demonstrate inclusive practice when facilitating groups.
	4.2. Support consensus and manage conflict within a group.
	4.3. Explain how to challenge excluding or discriminatory behaviour.
	4.4. Demonstrate how to manage diverse group behaviours.
	4.5. Explain when to refer issues and areas of concern.
5. Be able to monitor and review the work of a group in children and young people's work settings.	5.1. Work with a group to agree monitoring and review processes.
	5.2. Implement systems and processes to monitor and review the progress of a group.
	5.3. Assess the effectiveness of a group in relation to identified outcomes.
	5.4. Reflect on strengths and areas for development in own practice of facilitating groups.

OA4 Manage induction in children and young people's settings (H/615/0468)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in children and young people's settings.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of induction for children and young people's settings.	1.1. Explain why induction is important for practitioners, individuals and organisations.
	1.2. Identify information and support materials that are available to promote effective induction.
	1.3. Explain the link between induction processes, 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 individuals and others within a work setting.
2. Be able to manage the induction process in health, social care and children and young people's work settings.	2.1. Explain the factors that influence induction processes for practitioners.
	2.2. Develop an induction programme in agreement with others.
	2.3. Manage the induction process for practitioners.
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings.	3.1. Identify different methods that can be used to support the induction process for practitioners.
	3.2. Support others involved in the induction of practitioners.
	3.3. Obtain feedback from others on practitioner's achievement of identified induction requirements.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Support practitioners to reflect on their learning and achievement of induction requirements. 3.5. Provide feedback to practitioners on achievement of induction requirements. 3.6. Support personal development planning for a practitioner on completion of induction.
4. Be able to evaluate the induction process in children and young people's settings.	4.1. Explain the importance of continuous organisational improvement in the provision of induction. 4.2. Obtain feedback on the induction process from practitioners. 4.3. Obtain feedback on the induction process from others in the work setting. 4.4. Use feedback to identify areas for improvement within the induction process.
5. Be able to implement improvements to the induction process in children and young people's settings.	5.1. Work with others to identify improvements within the induction process. 5.2. Work with others to implement changes required to address areas for improvement within the induction process.

OA5 Facilitate change in children and young people's settings (K/615/0469)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in children and young people's settings.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of change management in children and young people's settings.	1.1. Analyse factors that drive change.
	1.2. Describe underpinning theories of change management.
	1.3. Describe approaches, tools and techniques that support the change process.
	1.4. Explain the importance of effective change management for service provision.
2. Be able to facilitate a shared understanding of the need for change in children and young people's settings.	2.1. Promote the benefits of change.
	2.2. Analyse challenges that may arise during the process of change.
	2.3. Enable others to express views about proposed change.
	2.4. Agree with others the changes that need to be made.
3. Be able to develop an approved change management plan in children and young people's settings.	3.1. Analyse the impact of a proposed change to the service provision.
	3.2. Produce a change management plan that takes account of the identified impact.
	3.3. Establish criteria against which the plan can be evaluated.
	3.4. Secure any approvals required for the change management plan.
4. Be able to gain support for a proposed change in children and young people's settings.	4.1. Ensure own actions serve as a positive role model when introducing change.
	4.2. Identify others who can promote the vision for change.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.3. Use strategies that address resistance to change.
	4.4. Implement a communication strategy to support others to understand a proposed change.
5. Be able to implement approved change management plans in children and young people’s settings.	5.1. Agree roles and responsibilities for implementing change management plan.
	5.2. Support others to carry out their agreed roles in a change management plan.
	5.3. Adapt a change management plan to address issues as they arise.
	5.4. Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change.
6. Be able to evaluate the change management process in children and young people’s settings.	6.1. Agree systems to monitor the effectiveness of the change management plan.
	6.2. Work with others to review the change management plan against identified criteria.
	6.3. Evaluate outcomes of the change for individuals.

OA6 Manage finance within own area of responsibility in children and young people's settings (D/615/0470)

Unit aim: The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a children and young people's setting.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand financial management in own work setting.	1.1. Explain the importance of effective financial management systems within own work setting.
	1.2. Outline sources of funding that are used to construct the budget for own work setting.
	1.3. Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.
2. Be able to plan budget requirement for own area of responsibility.	2.1. Work with others to calculate the financial resources required to meet objectives within own area of responsibility.
	2.2. Communicate budget requirements within remit of role and responsibility to inform overall budget build.
	2.3. Analyse the impact of an insufficient budget on service delivery.
	2.4. Work with others to prioritise budget allocation in own area of responsibility.
3. Be able to manage a budget.	3.1. Explain the financial management systems that are available to monitor budget for own area of responsibility.
	3.2. Agree roles and responsibilities of others in recording financial expenditure.
	3.3. Calculate planned expenditure over the financial period.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Monitor actual spend against planned expenditure.
	3.5. Analyse variances between planned and actual expenditure.
	3.6. Implement corrective action to address any variances.
	3.7. Make revisions to the budget to take account of variances and new developments.
4. Be able to evaluate financial expenditure within own area of responsibility.	4.1. Review actual expenditure against planned expenditure within financial period.
	4.2. Report findings from budget reviews.
	4.3. Make recommendations for adjustments for budget planning and management.

OA7 Manage quality in children and young people's settings (K/615/0472)

Unit aim: 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the context of quality assurance in a 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 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.
3. Be able to lead the evaluation of quality processes in a 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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.

OA8 Develop and evaluate operational plans for own area of responsibility (M/615/0473)

Unit aim: This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Learning outcomes The learner will:	Assessment criteria The learner can:
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.

OB1 Understand how to manage a team (T/615/0474)

Unit aim: The purpose of this unit is to assess the learner’s knowledge and understanding necessary to support and enable team development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the attributes of effective team performance.	1.1. Define the key features of effective team performance.
	1.2. Compare the models used to link individual roles and development with team performance.
2. Know how to support team development.	2.1. Analyse the stages of team development.
	2.2. Identify barriers to success and how these can be overcome.
	2.3. Analyse the effect group norms may have on team development.
	2.4. Differentiate between beneficial conflict and destructive conflict in teams.
	2.5. Evaluate methods of dealing with conflict within a team.
	2.6. Compare methods of developing and establishing trust and accountability within a team.
3. Know how to promote shared purpose within a team.	3.1. Evaluate ways of promoting a shared vision within a team.
	3.2. Review approaches that encourage sharing of skills and knowledge between team members.
4. Know how to promote a ‘no-blame culture’ within a team.	4.1. Define the meaning of a ‘no blame culture’.
	4.2. Evaluate the benefits of a ‘no blame culture’.
	4.3. Describe how systems and processes can be used to support a no blame culture.
	4.4. Describe strategies for managing risks associated with a no blame culture.

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand different styles of leadership and management.	5.1. Compare different styles of leadership and management.
	5.2. Reflect on adjustments to own leadership and management style that may be required in different circumstances.

OB2 Understanding professional supervision practice (R/615/0935)

Unit aim: The purpose of this unit is to assess the learner’s knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of supervision.	1.1. Evaluate theoretical approaches to professional supervision.
	1.2. Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision.
2. Understand how the principles of supervision can be used to inform performance management.	2.1. Explain key principles of effective professional supervision.
	2.2. Analyse the importance of managing performance in relation to: <ul style="list-style-type: none"> • governance • safeguarding • key learning from critical reviews and inquiries.
3. Understand how to support individuals through professional supervision.	3.1. Analyse the concept of anti-oppressive practice in professional supervision.
	3.2. Explain methods to assist individuals to deal with challenging situations.
	3.3. Explain how conflict may arise within professional supervision.
	3.4. Describe how conflict can be managed within professional supervision.
4. Understand how professional supervision supports performance.	4.1. Explain the responsibility of the supervisor in setting clear targets and performance indicators.
	4.2. Explain the performance management cycle.

	4.3. Compare methods that can be used to measure performance.
	4.4. Describe the indicators of poor performance.
	4.5. Explain how constructive feedback can be used to improve performance.
	4.6. Evaluate the use of performance management towards the achievement of objectives.

OB3 Undertake a research project within services for children and young people (F/615/0476)

Unit aim: The purpose of this unit is to assess the learners' knowledge and understanding in skills required to undertake a research project within services for children or young people.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to justify a topic for research within services for 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 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.6. Record and collate data.
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 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.

OB4 Lead the management of transitions (L/615/0478)

Unit aim: The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to support workers engaging with individuals who are experiencing transitions and changes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the impact of change and transitions on the well-being of individuals.	1.1. Explain ways in which transitions and significant life events affect individuals’ well-being.
	1.2. Analyse how theories on change inform approaches to the management of transitions.
	1.3. Explain the concept of resilience in relation to transitions and significant life events.
	1.4. Analyse the factors that affect individuals’ ability to manage transitions and changes.
2. Be able to lead and manage provision that supports workers to manage transitions and significant life events.	2.1. Explain how solution focused practice is used to support the management of transitions.
	2.2. Promote a culture that supports and encourages individuals to explore challenges.
	2.3. Support workers to encourage individuals to identify their own strengths and abilities.
	2.4. Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities.
	2.5. Ensure workers support individuals to implement plans to meet identified outcomes and targets.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.6. Enable workers to identify any additional support they may require to support individuals through transition and change.

OB5 Support children's speech, language and communication (J/615/0480)

Unit aim: The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of speech, language and communication for children's overall development.	1.1. Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs.
	1.2. Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • learning • emotional • behaviour • social.
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1. Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years.
	2.2. Explain the relevant positive effects of adult support for the children and their carers.
	2.3. Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1. Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities • home language, where this is different to that of setting • interests of the children in own setting.
	3.2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.
	3.3. Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • groups.
	3.4. Evaluate the effectiveness of speech, language and communication support for children in own setting.
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Explain the importance of the environment in supporting speech, language and communication development.
	4.2. Review evidence about the key factors that provide a supportive speech, language and communication environment.
	4.3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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