

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Children's Care, Learning and Development**

Level 2 Certificate for the Children and Young People's Workforce **04694**  
**and 10391**

Level 3 Diploma for the Children and Young People's Workforce **04696** **and**  
**10392**

Level 2 Diploma in Children's Care, Learning and Development (Wales and  
Northern Ireland) **04695**

Level 3 Diploma in Children's Care, Learning and Development (Wales and  
Northern Ireland) **04697**

Level 3 Diploma for Residential Childcare (England) **10405**

## **OCR Report to Centres 2014 – 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## Levels 2 and 3 for the Children and Young People's Workforce (04694-7, 10391-2, 10405)

### 1. Overview:

The **Level 2 Certificate for the Children and Young People's Workforce (scheme 04694)** has a minimum credit value of 35 credits. Candidates must achieve 31 credits from the thirteen mandatory units and a minimum of 4 credits from a selection of optional units. The last date to register candidates for this qualification was on 31/01/2015; certification for this qualification is available until 31/01/2017.

The **Level 2 Certificate for the Children and Young People's Workforce (scheme 10391)** has a minimum credit value of 35 credits. Candidates must achieve 29 credits from the eleven mandatory units and a minimum of 6 credits from a selection of optional units.

The **Level 2 Diploma in Children's Care, Learning and Development (scheme 04695)** has a minimum credit value of 39 credits. Candidates must achieve 27 credits from the ten mandatory units in Group A and a minimum of 12 credits from a selection of optional units. It is solely for practitioners who work in the children and early years' workforce in Wales and Northern Ireland. The last date to register candidates for this qualification was on 31/12/2013; certification for this qualification is available until 31/12/2015.

The **Level 3 Diploma for the Children and Young People's Workforce (scheme 04696)** has a minimum credit value of 65 credits. Candidates must achieve 65 credits from the eleven mandatory units (Group A), plus one mandatory pathway (Group B, C or D) and a selection of optional units (Group E). The last date to register candidates for this qualification was on 31/01/2015; certification for this qualification is available until 31/01/2017.

The **Level 3 Diploma for the Children and Young People's Workforce (scheme 10392)** has a minimum credit value of 65 credits. Candidates must achieve 27 credits from the eleven mandatory units (Group A), plus 13 credits from one mandatory pathway (Group B or C) and 25 credits from a selection of optional units (Group D).

The **Level 3 Diploma in Children's Care, Learning and Development (scheme 04697)** has a minimum credit value of 65 credits. Candidates must achieve 49 credits from the sixteen mandatory units in Group A and a minimum of 16 credits from a selection of optional units. It is solely for practitioners who work in the children and early years' workforce in Wales and Northern Ireland. The last date to register candidates for this qualification was on 31/12/2013; certification for this qualification is available until 31/12/2015.

The **Level 3 Diploma for Residential Childcare (England) (scheme 10405)** has a minimum credit value of 61 credits. Candidates must achieve 53 credits from the sixteen mandatory units in Group A and a minimum of 8 credits from a selection of a minimum of 3 optional units. It is solely for practitioners who work within a Residential Childcare setting.

Assessment teams' CPD activities demonstrated reading and research being undertaken in relation to changes that have arisen with the Early Years Foundation Stage Framework - under 5s (EYFS) as well as with these qualifications. Assessment personnel also maintain their expertise in the sector through on the job working and shadowing. Records sampled and interviews completed with candidates and personnel continue to demonstrate that contact with candidates is regular and as well as assessment meetings includes e-mail and telephone

contact. Assessment and internal quality assurance activities are planned and documented clearly.

**Good practice areas** that were noted across Centres included the following:

**Assessment Methods:**

A variety of assessment methods are used across both the Level 2 and Level 3 qualifications. Assessment teams are encouraged by Centres to record all holistically claimed evidence on the evidence record sheets promptly with candidates so that candidates can visualise the progress they're making. Observations of candidates' practices are also being undertaken early on in the assessment process, particularly where candidates are not progressing well with their qualifications so as to encourage and motivate them.

**Internal Quality Assurance Activities:**

Internal quality assurers' sampling plans and outcomes are clearly recorded and auditable. Feedback provided to Assessors is detailed and thorough with any actions identified followed up quickly.

**Candidates' Individual Needs:**

Additional time and support including the use of voice recordings has been made available to enable candidates who find it difficult to express their knowledge in writing to make progress with their qualifications whilst ensuring that the quality and depth of the evidence is of a good quality and meets the units' assessment criteria in full.

**Standardisation Activities**

Minutes of standardisation meetings, activities and recorded outcomes show there is a clear understanding of assessment requirements and issues relevant to these qualifications.

**Support for Assessment Personnel**

Feedback from personnel interviewed during external quality assurance visits indicated that Assessors feel very well supported, enjoy working as part of a team and feel able to discuss and approach team members and senior management for support and clarification on any relevant assessment issues that may arise.

**Areas for development** that were noted across Centres included the following:

**Assessment**

There were some very good examples of detailed candidate personal statements. It is also important to note that where candidate statements or responses to questions are insufficient, that Assessors try to develop the depth of these with additional oral questioning or discussion; these can either be voice recorded or the responses written up by the Assessor.

Centres were also advised to standardise the quality and depth of recorded observations across paper based documentation and digital voice recordings where both formats were being used; as this seemed to vary with more detail being included in the latter.

**Assessment Methods**

Centres have used a range of valid methods to evidence candidates' competence and knowledge. It is important that more use of expert witness testimony from line managers is evident, particularly where some observed activities could be difficult to achieve wholly through observation due to sensitive issues and confidentiality.

### **Assessment Planning**

Planning within portfolios identifies appropriate assessment methods being used. Centres should also encourage candidates during the planning process to consider work place examples and experiences.

## **2. General Comments**

**Good practice areas** that were noted in relation to the performance of candidates completing a Level 2 qualification included the following:

### **Assignments:**

Assignments were completed in detail and to a high standard. For example, the assignments completed for Unit TDA2.2, Safeguarding the welfare of children and young people reflected candidates' understanding of the difference between risks and hazards and how these may arise in work settings where candidates work. The assignments completed for Unit TDA2.1, Child and young person development included practical evidencing of transitions experienced by children and young people.

### **Observations:**

Candidates' evidence sampled was valid and of a good quality. Observations of candidates' practices were very detailed; they reflected activities observed and captured communications, interactions and the rapport between candidates and Assessors well.

### **Reflections:**

Reflections completed by candidates were individual and very thorough. For example, reflections completed for Unit SHC21, Introduction to communication in health, social care or children's and young people's settings, highlighted the importance of communication when working with children and young people.

### **Questioning:**

Candidates' written responses for Unit MU2.8, Contribute to the support of positive environments for children and young people, were supported with good, practical examples of how legislative and organisational procedures apply when working with children and young people.

**Good practice areas** that were noted in relation to the performance of candidates completing a Level 3 qualification included the following:

### **Planning of Observations**

Records reflected that candidates were actively involved in planning observations of their practices. Candidates reflected a good understanding of the importance of seeking permission for all observations from all those involved in their work setting including from their line managers, team members and the individuals who require care and support.

### **Specialist Knowledge**

Reflections and written responses completed by candidates evidenced their knowledge well across a number of areas, namely how to provide support to children who have a range of varied speech, language and communication difficulties as well as how to adapt activities for children and young people who have a range of disabilities .

### **Understanding of Key Concepts**

Candidates reflected a very good understanding of the main concepts that underpin their day to day working practices. For example, the meaning of duty of care in relation to candidates' specific job roles for Unit SHC34, Principles for implementing duty of care in health, social care or children's and young people's settings. The health and safety issues that need to be taken

into consideration when setting up and using play equipment with children were also evidenced well by candidates throughout their day-to-day tasks.

### **Work Product Evidence**

A good range of work products were used by candidates to support the assessment criteria within units, in particular the activity records that are used when supporting children and young people with activities.

**Areas for development** that were noted in relation to the performance of candidates completing a Level 2 qualification included the following:

#### **Policies and Procedures:**

Some candidates are placing their work setting's policies and procedures in their portfolios when they are not necessary. They can be used if they have been developed by the candidate but must remain in the work setting and then be signposted on a separate record. Details of their content, their relevance to specific units and associated learning outcomes and assessment criteria as well as their use must also be evidenced.

#### **RPL Evidence:**

Some candidates are submitting RPL evidence and asking their assessors to determine its suitability. It is important that candidates are able to demonstrate the reasons why the RPL evidence may be suitable as well as show its application and relevance to specific units and associated learning outcomes and assessment criteria i.e. by completing a personal statement.

**Areas for development** that were noted in relation to the performance of candidates completing a Level 3 qualification included the following:

#### **Holistic Evidence:**

Some candidates are missing opportunities to maximise their evidence by focusing the evidence they are generating on one or two units only. Centres could guide candidates with spending more time at the beginning of their qualifications familiarising themselves with the content of the units they have chosen and/or grouping units together that have common themes.

#### **RPL Evidence:**

Some candidates are submitting RPL evidence and asking their assessors to determine its suitability. It is important that candidates are able to demonstrate the reasons why the RPL evidence may be suitable as well as show its application and relevance to specific units and associated learning outcomes and assessment criteria i.e. by completing a personal statement.

## **3. Comments on Individual Units**

### **Mandatory Units for Scheme 10391**

#### **Unit 1: Introduction to communication in health, social care or children's and young people's settings**

**LO1** - Understand why communication is important in the work setting.

**LO2** - Be able to meet the communication and language needs, wishes and preferences of individuals.

**LO3** - Be able to overcome barriers to communication.

**LO4** - Be able to respect equality and diversity when communicating.

**LO5** - Be able to apply principles and practices relating to confidentiality at work.

For **LO1, AC 1.2** Explain how effective communication affects all aspects of the learner's work, it is important for candidates to explain the impact in relation to 'all aspects' of own work role. **LO2, AC2.2** Demonstrate communication methods that meet an individual's communication needs,

wishes and preferences, included candidates' competence in the use of both verbal and non-verbal communication methods. For **LO3, AC3.4** Identify sources of information and support or services to enable more effective communication, some candidates presented this information in terms of own work setting and services available in their local areas. **LO4, AC4.2** Show communication that respects equality and diversity and **LO5, AC5.2** Demonstrate confidentiality in day-to-day communication were holistically assessed through direct observations of candidates' practices.

### **Unit 2: Introduction to personal development in health, social care or children's and young people's settings**

**LO1** - Understand what is required for competence in own work role.

**LO2** - Be able to reflect on own work activities.

**LO3** - Be able to agree a personal development plan.

**LO4** - Be able to develop knowledge, skills and understanding.

For **LO1, AC1.1** Describe the duties and responsibilities of own role, candidates used own job descriptions and knowledge of own job role and responsibilities to meet this assessment criterion fully. For **LO2, AC2.1** Explain why reflecting on practice is an important way to develop knowledge, skills and practice, candidates' explanations must make reference to 'knowledge, skills and practice' to fully meet this assessment criterion. For **LO3, AC 3.3** Contribute to drawing up own personal development plan, expert witness testimony was used to good effect. **LO4, AC4.3** Show how feedback from others has developed own knowledge, skills and understanding, was evidenced well by candidates who were able to show how they had received feedback from a range of other people both within and outside of their work settings.

### **Unit 3: Introduction to equality and inclusion in health, social care or children's and young people's settings**

**LO1** - Understand the importance of diversity, equality and inclusion.

**LO2** - Be able to work in an inclusive way.

**LO3** - Be able to access information, advice and support about diversity, equality and inclusion.

For **LO1, AC1.3** Describe ways in which discrimination may deliberately or inadvertently occur in the work setting, candidates detailed examples of ways in which discrimination may deliberately and inadvertently occur in the work setting, although examples of both are not required to meet this assessment criterion in full. For **LO2, AC2.2** Show interaction with individuals that respects their beliefs, culture, values and preferences, observations of candidates' practices must evidence how individuals' beliefs, culture, values and preferences are respected to meet fully this assessment criterion. For **LO3, AC3.2** Demonstrate how and when to access information, advice and support about diversity, equality and inclusion expert witness testimony was used to good effect.

### **Unit 4: Child and young person development**

**LO1** - Know the main stages of child and young person development.

**LO2** - Understand the kinds of influences that affect children and young people's development.

**LO3** - Understand the potential effects of transitions on children and young people's development.

For **LO1, AC1.1** Describe the expected pattern of children and young people's development from birth to 19 years, to include: physical development, communication and intellectual development, social, emotional and behavioural development, candidates presented their findings clearly and some candidates used a table format to do so. For **LO2, AC2.1** Describe with examples the kinds of influences that affect children and young people's development including: background, health and environment, examples in relation to all three factors must as a minimum be included in candidates' descriptions. For **LO3, AC3.1** Identify the transitions experienced by most children and young people and **AC3.2** Identify transitions that only children

and young people may experience, the exemplification guidance in the unit was used by Centres to guide candidates to differentiate between these different types of transitions.

### **Unit 5: Contribute to the support of child and young person development**

**LO1** - Be able to contribute to assessments of the development needs of children and young people

**LO2** - Be able to support the development of children and young people.

**LO3** - Know how to support children and young people experiencing transitions.

**LO4** - Be able to support children and young people's positive behaviour.

**LO5** - Be able to use reflective practice to improve own contribution to child and young person development.

For **LO1, AC1.1** Observe and record aspects of the development of a child or young person and **LO2, AC2.2** Record observations of the child or young person's participation in the activities, observations of candidates' practices were supported with work product evidence that included clear details and had been signposted to candidates' work settings. Assessment of **LO3, AC3.1** Describe the different transitions children and young people may experience, generated holistic evidence towards ACs 3.1 and 3.2 in Unit 4. **LO4, AC4.3**, Reflect on own role in promoting positive behaviour in children or young people, was holistically assessed with the assessment criteria in **LO5**; observations of candidates' practices must clearly evidence the full scope of each of these assessment criteria to be claimed.

### **Unit 6: Safeguarding the welfare of children and young people**

**LO1** - Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.

**LO2** - Know what to do when children or young people are ill or injured, including emergency procedures.

**LO3** - Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.

For **LO1, AC1.1** Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety, Centres provided candidates with guidance on ensuring that only current legislation and guidelines were included. For **LO2, AC2.4** Describe the actions to take in response to emergency situations including: fires, security, incidents, missing children or young people, candidates' descriptions were based in the context of their own work settings. For **LO3, AC3.3** Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying, some candidates reflected a good understanding of both local and national guidance in place.

### **Unit 7: Contribute to children and young people's health and safety**

**LO1** - Know the health and safety policies and procedures of the work setting.

**LO2** – Be able to recognise risks and hazards in the work setting and during off site visits.

**LO3** - Know what to do in the event of a non-medical incident or emergency.

**LO4** - Know what to do in the event of a child or young person becoming ill or injured.

**LO5** - Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses.

**LO6** - Be able to follow infection control procedures.

**LO7** - Know the work setting's procedures for receiving, storing and administering medicines.

For **LO1, AC1.1**, Outline the health and safety policies and procedures of the work setting, candidates provided details of a range of health and safety policies and procedures that were relevant to their work settings. For **LO2, AC2.3** Identify potential hazards to the health, safety and security of children or young people in the work setting, holistic observations of candidates' practices captured this assessment criterion well over a period of time. For **LO3, AC3.2** Outline the actions to take in response to the following situations: fires, security incidents, emergency

incidents, candidates demonstrated a very good understanding of their own work settings' procedures for dealing with these situations. **LO4, AC4.3**, Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention, and **LO5, AC5.2**, Complete work place documentation for recording accidents, incidents, emergencies and illnesses, were assessed together and supported with work product evidence where this was available. For **LO6, AC6.2** Describe personal protective clothing that is used to prevent spread of infection, candidates detailed a range of personal protective clothing that is used. For **LO7, AC7.2** Explain how the procedures of the work setting protect both children and young people and practitioners, some candidates omitted to relate their explanations to 'receiving, storing and administering' medicines – all three aspects must be taken into account by candidates.

### **Unit 8: Support children and young people's positive behaviour**

**LO1** - Know the policies and procedures of the setting for promoting children and young people's positive behaviour.

**LO2** - Be able to support positive behaviour.

**LO3** - Be able to respond to inappropriate behaviour.

For **LO1, AC1.1** Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour, candidates included a range of policies and procedures in their descriptions and also used the exemplification provided with the unit as guidance. For **LO2, AC2.2** Apply skills and techniques for supporting and encouraging children and young people's positive behaviour and **AC2.3** Demonstrate realistic, consistent and supportive responses to children and young people's behaviour, both assessment criteria were holistically assessed through observations of candidates' practices. For **LO3, AC3.1** Select and apply agreed strategies for dealing with inappropriate behaviour, expert witness testimony proved to be a good method of capturing candidates' skills in dealing with inappropriate behaviour.

### **Unit 9: Contribute to the support of positive environments for children and young people**

**LO1** - Know the regulatory requirements for a positive environment for children and young people.

**LO2** - Be able to support a positive environment that meets the individual needs of children and young people.

**LO3** - Be able to support the personal care needs of children and young people within a positive environment.

**LO4** - Understand how to support the nutritional and dietary needs of children and young people.

For **LO1, AC1.1** Describe what is meant by a positive environment, candidates were tasked with conducting independent research to describe the meaning of a 'positive environment' for children and young people. Holistic observations of candidates' practices evidenced in detail the assessment criteria within **LO2**, Be able to support a positive environment that meets the individual needs of children and young people. **LO3, AC3.3** Explain how a positive environment and routine meet the emotional needs of children and their families, was often met by candidates in the descriptions provided for LO1, AC1.1. **LO4, AC4.1** Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance was met in full by candidates as they reflected a good understanding of the government guidance in place.

### **Unit 10: Understand partnership working in services for children and young people**

**LO1** - Understand partnership working within the context of services for children and young people.

**LO2** – Understand the importance of effective communication and information sharing in services for children and young people.

**LO3** - Understand the importance of partnerships with carers.

For **LO1, AC1.1** Explain why working in partnership with others is important for children and young people, explanations included a range of benefits for children and young people. For **LO2, AC2.3** Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality, case scenarios were used to good effect to evidence candidates' knowledge in this area. For **LO3, AC 3.2** Describe how partnerships with carers are developed and sustained in own work setting, detailed reflections were completed by candidates as well reference to work settings' procedures.

### **Unit 11: Maintain and support relationships with children and young people**

**LO1** - Be able to communicate with children and young people.

**LO2** - Be able to develop and maintain relationships with children and young people.

**LO3** - Be able to support relationships between children and young people and others in the setting.

For **LO1, AC1.1** Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language, evidence of skills using both verbal and non-verbal communication must be evidenced to meet in full this assessment criterion. **LO2, AC2.1** Demonstrate how to establish rapport and respectful, trusting relationships with children and young people and **LO3, AC3.1** Support children and young people to communicate effectively with others, was assessed together with the assessment criteria contained within LO2, Unit 9.

### **Mandatory Units for Scheme 10392**

#### **Unit 1: Promote communication in health, social care or children's and young people's settings**

**LO1** - Understand why effective communication is important in the work setting.

**LO2** - Be able to meet the communication and language needs, wishes and preferences of individuals.

**LO3** - Be able to meet the communication and language needs, wishes and preferences of individuals.

**LO4** - Be able to apply principles and practices relating to confidentiality.

For **LO1, AC1.2** Explain how communication affects relationships in the work setting, some candidates explanations omitted to include how communication affects different 'relationships' in the work setting; these details must be included to meet the full scope of this assessment criterion. For **LO2, AC2.1** Demonstrate how to establish the communication and language needs, wishes and preferences of individuals, expert witness testimony was used where a natural opportunity to observe candidates for this assessment criterion, in their day-to-day work did not arise.

For **LO3, AC3.1** Explain how people from different backgrounds may use and/or interpret communication methods in different way, case scenarios proved a valuable source of evidence. For **LO4, AC4.1** Explain the meaning of the term confidentiality, candidates' explanations detailed well examples of confidentiality in practice.

#### **Unit 2: Engage in personal development in health, social care or children's and young people's settings**

**LO1** – Understand what is required for competence in own work role.

**LO2** – Be able to reflect on practice.

**LO3** – Be able to evaluate own performance.

**LO4** – Be able to agree a personal development plan.

**LO5** – Be able to use learning opportunities and reflective practice to contribute to personal development.

For **LO1, AC1.1** Describe the duties and responsibilities of own work role, candidates must provide descriptions; it is not sufficient for candidates to annotate their job descriptions to meet this assessment criterion. For **LO2, AC2.2** Demonstrate the ability to reflect on practice, **LO3, AC3.2** Demonstrate use of feedback to evaluate own performance and inform development and **LO5, AC5.3** Show how to record progress in relation to personal development, are competence based assessment criteria and therefore must be observed either by the candidate's Assessor or line manager who could act as an expert witness. For **LO4, AC4.3** Demonstrate how to work with others to agree own personal development plan, a range of 'others' including team leaders and line managers was evidenced.

### **Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings**

**LO1** - Understand the importance of diversity, equality and inclusion.

**LO2** – Be able to work in an inclusive way.

**LO3** - Be able to promote diversity, equality and inclusion.

For **LO1, AC1.1** Explain what is meant by Diversity, Equality and Inclusion, candidates reflected a detailed understanding of the meaning of each term in the context of children and young people. For **LO2, AC2.1** Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role, both legislation and codes of practice must be explained. For **LO3, AC3.3** Describe how to challenge discrimination in a way that promotes change, good use of case scenarios was made to generate evidence towards this assessment criterion.

### **Unit 4: Principles for implementing duty of care in health, social care or children's and young people's settings**

**LO1** - Understand how duty of care contributes to safe practice.

**LO2** - Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.

**LO3** - Know how to respond to complaints.

For **LO1, 1.1** Explain what it means to have a duty of care in own work role, candidates reflected a good understanding of the relevance of duty of care to their own work roles. For **LO2, AC2.1** Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, examples of more than one conflict or dilemma must be provided by candidates to meet in full this assessment criterion. For **LO3, AC3.2** Explain the main points of agreed procedures for handling complaints, candidates referred in detail to their own work setting's agreed procedures.

### **Unit 5: Understand child and young person development**

**LO1** - Understand the expected pattern of development for children and young people from birth to 19 years.

**LO2** - Understand the factors that influence children and young people's development and how these affect practice.

**LO3** - Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.

**LO4** - Understand the importance of early intervention to support the speech, language and communication needs of children and young people.

**LO5** - Understand the potential effects of transitions on children and young people's development.

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development and why the difference is important, candidates' explanations included a clear rationale of the differences. For **LO2, AC 2.3** Explain how theories of development and frameworks to support development influence current practice, candidates researched in detail current theories of development and frameworks used. For **LO3, AC3.3** Explain how disability

may affect development, candidates were tasked with conducting research around different conditions that may affect development; sources used were referenced in detail. For **LO4, AC4.3**. Explain how play and activities are used to support the development of speech, language and communication, some Centres invited guest speakers to talk through how play and activities are used. For **LO5, AC 5.1** Explain how different types of transitions can affect children and young people's development, candidates based their explanations on a range of transitions; some were included within the exemplification.

### **Unit 6: Promote child and young person development**

**LO1** - Be able to assess the development needs of children or young people and prepare a development plan.

**LO2** - Be able to promote the development of children or young people.

**LO3** - Be able to support the provision of environments and services that promote the development of children or young people.

**LO4** - Understand how working practices can impact on the development of children and young people.

**LO5** - Be able to support children and young people's positive behaviour.

**LO6** - Be able to support children and young people experiencing transitions.

For **LO1, AC1.2 and LO2, AC2.1**, when these were assessed together, observations of candidates' practices generated evidence across both assessment criteria; supporting work product evidence was also provided by some candidates. **LO3, AC3.1** Explain the features of an environment or service that promotes the development of children and young people and **LO4, AC4.2** Explain how institutions, agencies and services can affect children and young people's development, were assessed together and met in full through candidates' detailed explanations. For **LO5, AC5.1** Work with children and young people to encourage positive behaviour, the exemplification guidance included in the unit was used to good effect to evidence candidates' range of skills and was holistically assessed alongside Unit 41. For **LO6, AC6.1** Explain how to support children and young people experiencing different types of transitions, those experienced by both children and young people were explained.

### **Unit 7: Understand how to safeguard the well-being of children and young people**

**LO1** - Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.

**LO2** - Understand the importance of working in partnership with other organisations to safeguard children and young people.

**LO3** - Understand the importance of ensuring children and young people's safety and protection in the work setting.

**LO4** - Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.

**LO5** - Understand how to respond to evidence or concerns that a child or young person has been bullied.

**LO6** - Understand how to work with children and young people to support their safety and well being.

**LO7** - Understand the importance of e-safety for children and young people.

For **LO1, AC1.4** Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice, candidates are encouraged to make reference to current inquiries and serious case reviews. For **LO2, AC2.3** Explain what is meant by partnership working in the context of safeguarding, candidates' explanations included a good understanding of partnership working. For **LO3, AC3.2** Explain policies and procedures that are in place to protect children and young people and adults who work with them, candidates' explanations made reference to their work settings' policies and procedures. For **LO4, AC4.1** Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding, candidates addressed 'signs, symptoms, indicators and behaviours' to meet in full this assessment criterion.

For **LO5, AC5.1** Explain different types of bullying and the potential effects on children and young people and **LO7, AC7.2** Describe ways of reducing risk to children and young people from: social networking, internet use, buying online and using a mobile phone, candidates' responses were based on independent research of the different types of bullying that exist and e-safety measures that are in place. For **LO6, AC 6.1** Explain how to support children and young people's self-confidence and self-esteem, candidates' explanations included reflections on good practice based examples carried out.

#### **Unit 8: Support children and young people's health and safety**

**LO1** - Understand how to plan and provide environments and services that support children and young people's health and safety.

**LO2** - Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.

**LO3** - Understand how to support children and young people to assess and manage risk for themselves.

**LO4** - Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits.

For **LO1, AC1.4** Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service, candidates' explanations were clearly based on their work setting's policies and procedures. **LO2, AC2.3** Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk, was evidenced through observations of candidates' practices as well as supporting work product evidence. For **LO3, AC3.3** Give examples from own practice of supporting children or young people to assess and manage risk, candidates included a range of different examples to show, as part of their day-to-day work, how they support children or young people to assess and manage risk. For **LO4, AC4.1** Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness, candidates' explanations made reference to responding specifically to each of the following: 'accidents, incidents, emergencies and illness'.

#### **Unit 9: Develop positive relationships with children, young people and others involved in their care**

**LO1** - Be able to develop positive relationships with children and young people.

**LO2** - Be able to build positive relationships with people involved in the care of children and young people.

For **LO1, AC1.3** Evaluate own effectiveness in building relationships with children or young people, holistic observations for Unit 2, LO2 and LO3 generated evidence for this assessment criterion. For **LO2, AC2.1** Explain why positive relationships with people involved in the care of children and young people are important, candidates included in their explanation a range of people involved in the care of children and young people to meet in full this assessment criterion.

#### **Unit 10: Working together for the benefit of children and young people**

**LO1** - Understand integrated and multi-agency working.

**LO2** - Be able to communicate with others for professional purposes.

**LO3** - Be able to support organisational processes and procedures for recording, storing and sharing information.

For **LO1, AC1.1** Explain the importance of multiagency working and integrated working; candidates' explanations were in the context of their own work settings. For **LO2, AC2.3** Prepare reports that are accurate, legible, concise and meet legal requirements, observations of candidates' practices were within the remits of candidates' job roles and responsibilities and were supported with work product evidence. For **LO3, AC3.3** Analyse the potential tension

between maintaining confidentiality with the need to disclose information: where abuse of a child or young person is suspected and when it is suspected that a crime has been/may be committed, Centres made good use of case scenarios to enable candidates to evidence the full scope of this assessment criterion.

### **Unit 11: Understand how to support positive outcomes for children and young people**

**LO1** - Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.

**LO2** - Understand how practitioners can make a positive difference in outcomes for children and young people.

**LO3** - Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people.

**LO4** - Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.

Some Centres made available specific knowledge based workshops and activities to further develop candidates' knowledge and understanding of social, economic and cultural factors and the impact of disability, special requirements (additional needs) and attitudes on positive outcomes (**LO1, LO2 and LO3**). For **LO4, AC4.2** Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes, candidates included detailed examples of a range of ways services take account of and promote equality, diversity and inclusion.

### **Mandatory Units for Scheme 10405**

#### **Unit 1: Understand the development of children and young people in residential childcare**

**LO1** - Understand the expected pattern of development for children and young people from birth to 19 years.

**LO2** – Understand the factors that influence children and young people's development and how these affect practice.

**LO3** - Understand the cycle of monitoring, assessment and intervention for children and young people's development.

**LO4** - Understand the importance of early intervention to support development needs of children and young people.

**LO5** - Understand the effects of transitions on children and young people's development.

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development, candidates' explanations included a clear rationale of the differences. For **LO2, AC 2.3** Explain how theories of development and frameworks to support development influence current practice in a residential care setting, candidates researched in detail current theories of development and frameworks used that were relevant to residential care settings. For **LO3, AC3.1** Explain how to monitor children and young people's development using different methods, a range of methods must be explained. For **LO4, AC4.1** Explain the importance of early identification of development issues, candidates completed research tasks and activities set by Centres in detail. For **LO5, AC 5.1** Explain how times of transitions can affect children and young people's development, candidates based their explanations on a range of transitions; some were included within the exemplification.

#### **Unit 2: Understand how to safeguard and protect children and young people in residential childcare**

**LO1** - Understand the context of safeguarding and protection of children and young people.

**LO2** - Understand policies and practices for the protection of children and young people and the adults who work with them.

**LO3** - Understand the nature of abuse that can affect children and young people in residential childcare.

- LO4** - Understand how to address concerns about abuse.
- LO5** - Understand policies, procedures and practices to address bullying.
- LO6** - Understand principles for e-safety.
- LO7** - Understand how to minimise risk of harm to a child or young person who goes missing from care.
- LO8** - Understand child sexual exploitation.
- LO9** - Understand the concept of multi-agency working to safeguard children and young people.
- LO10** - Understand how to empower children and young people to develop strategies to protect their own safety and well-being.
- LO11** - Understand process and procedures when there are concerns about practice.

For **LO2, AC2.2** Explain how findings from official inquiries and serious case reviews are used to inform practice, candidates should be encouraged to make reference to current inquiries and serious case reviews. or **LO3, AC3.2** Describe signs and indicators associated with each type of abuse, it is important that candidates address 'signs and indicators' to meet this assessment criterion in full.

For **LO5, AC5.1** Explain the effects of different types of bullying on children and young people and **LO6, AC6.2** Describe ways of reducing risk to children and young people from: social networking, internet use, buying and selling online and electronic communication devices, candidates' responses should be based on independent research of the different types of bullying that exist and e-safety measures that are in place. For **LO9, AC9.1** Explain what is meant by multi-agency working in the context of safeguarding, candidates' explanations must reflect a clear understanding of multi-agency working.

### **Unit 3: Understand how to support children and young people who have experienced harm or abuse**

- LO1** - Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse.
- LO2** - Understand how to support children and young people who disclose harm or abuse.
- LO3** - Understand how to support children or young people who have experienced harm or abuse.
- LO4** - Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse.
- LO5** - Understand how to address the practitioners support needs in relation to harm or abuse.

The assessment criteria contained within **LOs 1,2 3 4 and 5** are all knowledge based. Candidates will need to conduct their own independent research to evidence their knowledge. Centres could also consider using case studies and reflections (where appropriate) as additional assessment methods.

### **Unit 4: Promote effective communication and information handling in residential childcare settings**

- LO1** - Understand effective communication in the work setting.
- LO2** - Be able to meet the communication and language needs, wishes and preferences of individual children and young people.
- LO3** - Be able to reduce barriers to communication in residential childcare settings.
- LO4** - Be able to use communication skills to deescalate situations of tension or conflict.
- LO5** - Understand principles and practices relating to confidentiality in own work.
- LO6** - Be able to implement organisational processes and procedures for recording, storing and sharing information.

For **LO1, AC1.3** Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication, Centres could ask candidates to complete or discuss a case scenario; individual candidate contributions must be recorded for discussions. For **LO2, AC2.2** Use communication methods and aids to meet the individual needs of children or young

people, candidates using a range of communication methods and aids must be observed. If no natural opportunities arise to observe candidates for **LO4, AC4.1** Use verbal and non-verbal communication skills to deescalate a situation of tension or conflict, then expert witness testimony could be used.

#### **Unit 5: Support risk management in residential childcare**

**LO1** - Understand requirements for health, safety and risk management in residential childcare settings for children and young people.

**LO2** - Be able to support children and young people to manage risk.

**LO3** - Be able to manage risks to health, safety and security.

**LO4** - Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits.

For **LO1, AC1.2** Explain how current health and safety legislation, policies and procedures are implemented in the work setting, candidates must provide examples in their explanations of how legislation, policies and procedures are put into practice in their own work settings. Candidates will also need to refer to their work settings when generating evidence for **LO4, AC4.1** Explain the policies and procedures to follow in response to accidents, incidents, injuries, illness and other emergencies.

#### **Unit 6: Assessment and planning with children and young people in residential childcare**

**LO1** - Understand the purpose and principles of assessment and planning with children and young people.

**LO2** - Understand how to place children and young people at the centre of assessment and planning.

**LO3** - Be able to participate in assessment and planning for children and young people.

**LO4** - Be able to work with children and young people as a plan is implemented.

**LO5** - Be able to work with children and young people to review and update plans.

**LO6** - Be able to contribute to assessment led by other professionals.

For **LO1, AC1.3** Explain how assessment frameworks help to ensure holistic assessment, candidates must include examples of different assessment frameworks. Observations of candidates' practices must be the main assessment used for **LOs 3,4,5 and 6**.

#### **Unit 7: Support group living in residential childcare**

**LO1** - Understand theories that underpin work with children and young people in group living.

**LO2** - Be able to support children and young people to live together as a group.

**LO3** - Be able to plan with children and young people activities for sharing a living space.

**LO4** - Be able to support children and young people to develop relationships through daily living activities.

**LO5** - Be able to support continuous improvement in group living arrangements.

For **LO1, AC1.1** Summarise theories about groups as they relate to group living with children and young people and **AC1.2** Summarise theories about how the physical environment can support well-being in a group setting, candidates will need to base their summaries on research that they have undertaken in relation to group living with children and young people. The evidence generated by candidates for the assessment criteria contained within **LO3** must focus on planning activities with children and young people.

#### **Unit 8: Understand how to support positive outcomes for children and young people in residential childcare**

**LO1** - Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.

**LO2** - Understand how those working with children and young people can support positive outcomes.

**LO3** - Understand how disability can impact on positive outcomes and life chances for children and young people.

Centres may find it of benefit to make available specific knowledge based workshops and activities to develop further candidates' knowledge and understanding of social, economic and cultural factors and the impact of disability, special requirements (additional needs) and attitudes on positive outcomes (**LO1, LO2 and LO3**).

### **Unit 9: Support attachment and positive relationships for children and young people in residential childcare**

**LO1** - Understand the importance of positive attachments for the wellbeing of children and young people.

**LO2** - Understand how to support positive attachments for children or young people in residential childcare.

**LO3** - Understand how to support positive relationships for children and young people in residential childcare.

**LO4** - Be able to develop positive relationships with children and young people.

**LO5** - Be able to address concerns about attachments and relationships of children and young people.

**LO6** - Be able to reflect on own practice in supporting positive attachments and relationships for children or young people.

For **LO4 and LO5**, observations of candidates' practices must be the main assessment method used; for **LO5, AC5.1** Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person, expert witness testimony may be more appropriate if a natural opportunity for this to be observed does not arise.

### **Unit 10: Support the well-being and resilience of children and young people in residential childcare**

**LO1** – Understand the well-being and resilience of children and young people.

**LO2** – Be able to support the development of children and young people's social and emotional identity and self-esteem.

**LO3** – Be able to support children and young people to develop a positive outlook on their lives.

**LO4** – Be able to respond to signs of distress in children and young people.

For **LO2, AC2.4** Support children or young people to recognise and value their own abilities, talents and achievements, candidates' observations and activities observed must specifically meet the requirements of this assessment criterion. For **LO3 and LO4**, observations of candidates' practices can be supported with expert witness testimony and work product evidence to meet the full scope of these assessment criteria.

### **Unit 11: Support children and young people in residential childcare to achieve their learning potential**

**LO1** - Understand the context of learning for children and young people in residential childcare.

**LO2** - Be able to engage children and young people in learning.

**LO3** - Understand the education system.

**LO4** - Be able to support children and young people to sustain engagement in learning and education.

**LO5** - Be able to work with children and young people to maximise learning.

**LO6** - Understand how to work with others to support children and young people to maximise outcomes from learning.

Case scenarios and independent research tasks would further candidates' understanding of how children and young people learn for **LO1, AC1.1** and how to work with others to support children and young people for **LO6**. For **LO2**, candidates must be observed supporting a range of children and young people.

## **Unit 12: Support children and young people in residential childcare to manage their health**

**LO1** - Understand health service provision in relation to children and young people in residential childcare.

**LO2** - Be able to address concerns about the health of children and young people.

**LO3** - Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding.

**LO4** - Be able to support children and young people to make healthy lifestyle choices.

Centres could task candidates with completing research of the health agencies and services available in their local Boroughs for **LO1, AC1.1** Describe the range and function of health agencies and services available locally. Expert witness testimony could be used for **LO2** if a natural opportunity to generate evidence for the competence based assessment criteria contained within this unit does not arise.

## **Unit 13: Support the development of socially aware behaviour with children and young people in residential childcare**

**LO1** - Understand principles for supporting the development of socially aware behaviour in children and young people.

**LO2** – Be able to support children and young people to understand their actions relating to socially aware behaviour.

**LO3** – Be able to agree expectations about socially aware behaviour.

**LO4** – Be able to support children and young people to achieve targets and adhere to agreed expectations.

**LO5** – Be able to respond to instances of socially unacceptable behaviour.

**LO6** - Understand the use of physical intervention and restraint.

For **LO3, AC3.1** Work with a child or young person, key people and others to agree expectations about socially aware behaviour, the unit's exemplification guidance must be referred to in terms of meeting the full scope of this assessment criterion in relation to 'key people and others'. For **LO6**, candidates' evidence must reflect the current meanings of physical intervention and restraint.

## **Unit 14: Engage in professional development in residential childcare settings**

**LO1** - Understand what is required for competence in own job role in a residential childcare setting.

**LO2** - Be able to reflect on own practice.

**LO3** - Be able to evaluate own performance.

**LO4** - Be able to engage with professional supervision to plan and review own development.

**LO5** - Be able to use reflective practice to contribute to professional development.

For **LO1, AC1.1** Explain the duties, responsibilities and boundaries of own work role, candidates must provide examples to support their explanations; it is not sufficient for candidates to annotate their job descriptions to meet this assessment criterion. For **LO2, LO3, LO4 and LO5** the competence based assessment criteria must be observed either by the candidate's Assessor or line manager who could act as an expert witness.

## **Unit 15: Support the rights, diversity and equality of children and young people in residential childcare**

**LO1** - Understand the rights of children and young people.

**LO2** - Understand the implications of equalities legislation for children and young people in residential childcare.

**LO3** - Be able to address discriminatory practice.

**LO4** - Be able to work in a culturally sensitive way.

**LO5** - Be able to support the right of children and young people to raise concerns and make complaints.

For **LO4**, candidates may benefit from additional information and/or research based tasks around differing cultural practices and beliefs that exist. For **LO5**, candidates could refer to examples of accessible complaints processes..

#### **Unit 16: Participate in teams to benefit children and young people in residential childcare**

**LO1** - Understand how to work as part of a team.

**LO2** - Understand the local network for children and young people's services.

**LO3** - Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.

**LO4** - Be able to build working relationships with others involved in the care of children and young people.

**LO5** - Be able to participate in a multi-agency team around a child or young person.

**LO6** - Be able to communicate with others to facilitate multi-agency working.

For **LO1**, candidates are required to reflect on their own work settings, their roles and the roles of others on the team. The focus of observations of candidates' working practices for **LO4, LO5 and LO6** must be on candidates' abilities to work with others both internally and externally to their work settings.

#### **Optional Units for Scheme 10391**

##### **Unit 15: Support children and young people's play and leisure**

**LO1** - Understand the nature and importance of play and leisure.

**LO2** - Be able to support children and young people's play and leisure.

**LO3** - Be able to support children and young people in balancing risk and challenge.

**LO4** - Be able to reflect on and improve own practice.

For **LO1, AC1.1** Describe the importance of play and leisure for children and young people and **AC1.2** Describe how play and leisure contribute to children and young people's development, candidates' descriptions must also detail 'how' play and leisure contribute to the development of children and young people. **LO2, AC2.1** Describe own role in supporting children and young people's play and leisure activities, was evidenced by candidates in the context of their job roles and responsibilities. For **LO3, AC3.2** Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure and **AC3.3** Describe why it is important for children and young people to manage risk and challenge for themselves, research tasks were completed by candidates that evidenced their up to date knowledge in these areas. For the assessment criteria contained within **LO4**, these were holistically assessed with the assessment criteria in Unit 2, LO2.

##### **Unit 28: Support the creativity of children and young people**

**LO1** - Understand how creativity promotes well-being for children and young people.

**LO2** - Be able to encourage children and young people to recognise and value their own and others' creativity.

**LO3** - Be able to support children and young people to take part in creative activities.

**LO4** - Be able to participate in creative, day to day activities with children and young people.

For **LO1, AC1.2** Identify the potential benefits of different types of creative activity, candidates based their responses on the range of different types of activities included in the exemplification guidance with this unit. For **LO2, AC2.1** Demonstrate how to work with children and young people to promote and encourage creativity, candidates demonstrated a range of skills and expertise in working with children and young people. For **LO3 and LO4**, observations of candidates' practices reflected professional, positive and supportive ways of working.

### **Optional Units for Scheme 10392**

#### **Unit 18: Promote the well-being and resilience of children and young people**

**LO1** – Understand the importance of promoting positive well-being and resilience of children and young people.

**LO2** – Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding.

**LO3** – be able to provide children and young people with a positive outlook on their lives.

**LO4** – Be able to respond to the health needs of children and young adults.

For **LO1, AC1.3** Analyse effective ways of promoting well-being and resilience in the work setting, candidates' analysis must also include reasons for methods used that are more effective than others. **LO2, AC2.3** Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements, was evidenced in detail through candidates' observations, and activities observed captured specifically the requirements of this assessment criterion. For **LO3 and LO4**, observations of candidates' practices were supported with expert witness testimony and work product evidence to meet the full scope of these assessment criteria.

#### **Unit 41: Support children and young people to have positive relationships**

**LO1** – Understand the importance of positive relationships for the development and well-being of children and young people.

**LO2** – Be able to support children and young people to make and maintain positive relationships.

**LO3** – Understand how to support children and young people when there are relationship difficulties.

Evidence generated by candidates for Units 9 and 11 was used holistically to evidence the knowledge and competence based assessment criteria included in **LO1 and LO2** of Unit 41. For **LO3, AC3.2** Explain how to support a child or young person who is distressed by relationship difficulties, candidates' explanations included in detail how to support children or young people in different situations across a range of relationship difficulties.

### **Optional Units for Scheme 10405**

#### **Unit 22: Work with the families of children and young people in residential childcare**

**LO1** - Understand the impact on families when a child or young person is in residential childcare.

**LO2** - Understand principles of working with families.

**LO3** - Be able to support families to maintain their relationship with their child.

**LO4** - Be able to work in partnership with families.

For **LO1, AC1.1** Describe how having a child in residential childcare can impact on a family's life, a case scenario could be a useful assessment method for generating evidence towards this assessment criterion. For **LO2, AC2.1** Explain the principles of partnership working with families in own work setting, it is important that candidates use their own work settings as the basis of their explanation. Evidence for **LO3 and LO4** must be generated through direct observations of candidates' practices.

#### **Unit 17: Understand the care system and its impact on children and young people**

**LO1** - Understand the process by which a child or young person comes into care.

**LO2** - Understand the entitlements of children and young people in care.

**LO3** - Understand the context of residential services for children and young people in care.

**LO4** - Understand the impact of residential child care services on children and young people.

**LO5** - Understand how to support a positive experience of care services for children and young people.

**LO6** - Understand planning frameworks for children and young people in residential childcare.

For **LO1, AC1.2** Summarise the legal process by which children and young people become 'looked after' and **LO2, AC2.1** Explain the legal and statutory entitlements of children and young people in care, Centres will need to guide candidates with conducting some independent research. For **LO3, AC3.2** Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people, local and national policy frameworks could be addressed by candidates. For **LO4, AC4.1** Describe how being in care presents additional challenges for children and young people, the exemplification guidance in relation to 'challenges' is a useful guide for this assessment criterion. For **LO5, AC5.3** Describe activities and approaches that enable children and young people to have a positive experience of the care setting, reflections of candidates' experiences could prove a valuable source of evidence. For **LO6, AC6.1** Describe the purpose and features of plans required for children and young people in residential childcare, the exemplification guidance in relation to 'plans' is a useful guide for this assessment criterion.

#### 4. Sector Update

The following updates have arisen in the children and young people sector:

##### September 2014

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. The Early Years Foundation Stage (EYFS) framework provides a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

Following the Government's response to the consultation on 'The Regulation of Childcare' published in February 2014, the EYFS statutory framework has been updated and came into effect from 1 September 2014. The revisions reflect changes which apply to Section 3 on Safeguarding and Welfare. There have been no changes to the areas of learning and development, including the early learning goals.

Additional information about the revised EYFS Statutory framework can be accessed from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_with\\_clarification\\_note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)

##### November 2014

- Child Protection - Information Sharing (CP-IS) Project

The Report of the Children and Young People's Health Outcomes Forum published in July 2012 highlighted that professionals, who work in different care settings, need to improve their communication with one another in relation to child protection issues and have immediate access to child protection information.

The CP-IS project went live across England in November 2014. Its aim is to connect local authorities' child protection social care IT systems with those used by staff in NHS unscheduled care settings such as emergency departments, out of hours GP services, walk-in-centres, paediatric wards, maternity wards, minor injury units and ambulance services. Information sharing focuses on those children who have a child protection plan, who have looked-after child status and pregnant women whose unborn child has a pre-birth child protection plan.

Additional information about the CP-IS project is available from the Health & Social Care Information Centre (HSCIC) and can be accessed from the following link:

<http://systems.hscic.gov.uk/cpis>

## March 2015

- Working together to safeguard children (2015)

The Department for Education published an updated version (the previous version being published in 2013) of the key statutory guidance for anyone working with children in England in March 2015. It sets out how organisations and individuals should work together and how practitioners should conduct the assessment of children. It includes changes around three main areas: the referral of allegations against those who work with children, the clarification of requirements on local authorities to notify serious incidents and a definition of serious harm for the purposes of serious case reviews.

Additional information about Working together to safeguard children (2015) is available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

- Children's Homes Regulations 2015

These Regulations revoke and replace the Children's Homes Regulations 2001.

The Regulations prescribe nine Quality Standards that must be met by children's homes:

1. The quality and purpose of care standard (see regulation 6)
2. The children's views, wishes and feelings standard (see regulation 7)
3. The education standard (see regulation 8)
4. The enjoyment and achievement standard (see regulation 9)
5. The health and well-being standard (see regulation 10)
6. The positive relationships standard (see regulation 11)
7. The protection of children standard (see regulation 12)
8. The leadership and management standard (see regulation 13)
9. The care planning standard (see regulation 14)

The main settings that are subject to the Regulations are: Children's homes, Children's homes that provide short break care, Secure children's homes and Residential special schools or boarding schools that accommodate children for more than 295 days per year.

A Guide that provides further explanation and information about the regulations and the quality standards for children's homes, for everyone providing residential childcare can be accessed from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/443634/Guide\\_to\\_the\\_Children's\\_Homes\\_Regulations\\_including\\_the\\_quality\\_standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443634/Guide_to_the_Children's_Homes_Regulations_including_the_quality_standards.pdf)

- Tackling child sexual exploitation – a report

This report sets out how the government is dealing with child sexual exploitation and responding to the failures that were identified by Professor Alexis Jay and Louise Casey in their recent reviews into child sexual exploitation in Rotherham.

The report includes a comprehensive and targeted set of actions for all parts of the system including healthcare, social care, education, law enforcement and criminal justice agencies to:

- strengthen accountability and leadership in professions and local government;
- address the culture of inaction and denial that led to victims being dismissed and ignored;
- improve joint working and information sharing so that agencies intervene early;
- strengthen the protection of children who are at risk;
- reinforce law enforcement efforts to stop offenders;
- provide greater support for victims and survivors.

The report can be accessed from the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/408604/2903652\\_RotherhamResponse\\_acc2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408604/2903652_RotherhamResponse_acc2.pdf)

- CUES-Ed: a schools programme developed by SLaM

The South London and Maudsley NHS Foundation Trust (SLaM) provides a wide range of NHS mental health services in the UK and offers care and support for children and young people presenting with mental health difficulties. In 2013, The Coping with Unusual Experiences for Children Study (CUES) took place and involved an evaluation of Cognitive Behavioural Therapy (CBT) for children and young people aged 8-14 years, presenting to Child and Adolescent Mental Health Services (CAMHS) with unusual experiences and emotional distress to find out if they could be helped by a cognitive behaviour therapy based intervention. Feedback from the study highlighted that the therapy was very helpful but would have been even more so if the children and young people had been able to access it earlier and talk about mental health issues at school.

CUES-Ed, a schools programme, was created by SLaM clinical psychologists and cognitive behavioural therapists to improve the well-being and resilience of school children. The programme's aim is to encourage children to discuss mental health and well-being in a fun and innovative way.

Further information about CUES-Ed is available from SLaM and can be accessed from the following link: <http://www.slam.nhs.uk/about-us/clinical-academic-groups/child-and-adolescent/cuesed>

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Verifier Annual Reports, Recording Forms, Units, Teaching and Learning Resources:

For scheme 10391 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-children-and-young-peoples-workforce-level-2-certificate-10391-from-2014/>

For scheme 10392 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-children-and-young-peoples-workforce-level-3-diploma-10392-from-2014/>

For scheme 10405 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-residential-childcare-england-level-3-diploma-10405/>

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