

# City & Guilds Level 4 Professional Practice in Children's Care, Play, Learning and Development

July 2021 Version 1.1

## Qualification Handbook

Version and date	Change detail	Section
1.1 July 2021	<b>Registration and Certification</b> section updated	Centre Requirements

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## Qualification at a glance

<b>Subject area</b>	Children's health and care
<b>City &amp; Guilds number</b>	8041
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Combination of internal and external assessment
<b>Approvals</b>	Centre and qualification approval is required
<b>Support materials</b>	Qualification handbook Assessment pack
<b>Registration and certification</b>	Consult the Consortium website for details

<b>Title and level</b>	<b>Reference number</b>	<b>Accreditation number</b>
Level 4 Professional Practice in Children's Care, Play, Learning and Development	8041-17	C00/3933/4

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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is the qualification for?	<p>This qualification aims to develop the knowledge, understanding, behaviours and skills that underpin Professional Practice within the children's care, play, learning and development sector. This qualification is primarily for those working in regulated childcare settings with families and children under the age of 8 and NHS children's services for those working with families and children 0-19. This qualification has been developed in close collaboration with key sector stakeholders, including Social Care Wales and Health Education and Improvement Wales (HEIW).</p> <p>This qualification is practice-based and assesses learners' knowledge and practice. It is designed for learners in work-based learning, further education and higher education.</p> <p>This qualification provides progression for learners who have completed the Level 3 Children's Care, Play, Learning and Development (Practice) qualification.</p>
What does the qualification cover?	<p>This qualification will allow learners to develop the knowledge and skills required for professional practice within childcare or health settings.</p>
What opportunities for progression are there?	<p>The qualification allows learners to progress within employment or further study at a higher level.</p> <p>For more information on requirements to work within the Children's Care, Play, Learning and Development sector, including specific job roles, refer to the 'Qualification framework for social care and regulated childcare in Wales' which can be accessed on the Social Care Wales' website. <b><a href="https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales">https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales</a></b></p>
Who did we develop the qualification with?	<p>The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.</p> <p>The content has been developed in conjunction with the consortium, as well as stakeholders, tutors and</p>

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workplace assessors from across the children's care, play, learning and development sector.

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## Subject aims and objectives

The Level 4 Professional Practice in Children's Care, Play, Learning and Development will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context of their chosen pathway. In particular, learners will be able to demonstrate that they:

- develop and apply knowledge, understanding and skills in the chosen pathway;
- develop and apply knowledge and understanding of theories, models and approaches applicable to the chosen pathway;
- develop and apply knowledge and understanding of how to maintain and improve outcomes for children within the chosen pathway;
- develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds in the context of the chosen pathway;
- use an enquiring, critical approach to distinguish facts and opinions; to build arguments and make informed judgements in an area of specialism within children's care, play, learning and development;
- develop self-awareness in order to improve practice in the chosen pathway;
- use literacy, numeracy and digital competency skills as appropriate within their role.

## Structure

To achieve the **Level 4 Professional Practice in Children's Care, Play, Learning and Development** qualification, learners must achieve a minimum of 60 credits in total.

To achieve the qualification learners must take one of the following three pathways:

- Working with families and carers to develop parenting skills
- Working with children with Speech, Language and Communication Needs (SLCN)
- Recognising and supporting children with Additional Learning Needs (ALN)

The minimum guided learning hour requirement for this qualification is 290.

To achieve the **Level 4 Professional Practice in Children's Care, Play, Learning and Development (Working with families and carers to develop parenting skills)** learners must achieve

- A minimum of **64** credits from the Mandatory group.

Mandatory group			
Unit Number	Unit title	GLH	Credit
405	Leading child-centred practice	115	22
415	Study skills	30	8
416	Working with families and carers to develop parenting skills	150	34

To achieve the **Level 4 Professional Practice in Children's Care, Play, Learning and Development (Working with Children with Speech, Language and Communication Needs (SLCN))** learners must achieve

- A minimum of 64 credits must be achieved from the Mandatory group.

Mandatory group			
Unit Number	Unit title	GLH	Credit
405	Leading child-centred practice	115	22
415	Study skills	30	8
417	Working with Children with Speech, Language and Communication Needs (SLCN)	170	34



To achieve the **Level 4 Professional Practice in Children's Care, Play, Learning and Development (Recognising and Supporting Children with Additional Learning Needs (ALN))** learners must achieve

- A minimum of **60** credits from the Mandatory group.

Mandatory group			
Unit Number	Unit title	GLH	Credit
405	Leading child-centred practice	115	22
415	Study skills	30	8
419	Recognising and Supporting Children with Additional Learning Needs (ALN)	145	30

## Guided learning hours (GLH) and Total qualification time (TQT)

Guided Learning Hours (GLH) give an indication to centres of the amount of *supervised* learning and assessment that is required to deliver a unit and can be used for planning purposes.

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

Credit is calculated using a formula that equates to the TQT value divided by 10.

The minimum required TQT for this qualification is specified below.

Qualification	TQT
Level 4 Professional Practice in Children's Care, Play, Learning and Development	600

## 2 Centre requirements

### Qualification approval

This qualification will require centre and qualification approval. This will include desk-based assessment.

Centre approval is based upon an organisation's ability to meet the centre approval criteria. The approval for this qualification can be found detailed in the following documents:

- Administration Handbook (*Introduction to working with City & Guilds and WJEC*)
- Our Quality Assurance Requirements
- Quality Assurance Model

Prospective centres will be advised to seek centre and qualification approval, as appropriate, prior to starting to deliver the qualification.

The Consortium aims to provide centre and qualification approval decision within 30 working days of the submission of the completed application, with four possible outcomes:

- Centre approval and qualification approval granted
- Centre approval and qualification approval granted subject to action plan
- Centre approval and qualification approval withheld subject to action plan
- Centre approval and qualification approval denied.

Centre and qualification approval are deemed to have been granted when City & Guilds confirms the status in writing to the centre, and not before.

Centres will be required to apply for approval for this qualification and to meet the specific centre requirements outlined in this document related to delivery staff and assessor competence. These requirements will be checked and monitored as part of the qualification approval process and on-going monitoring of these qualifications.

### Registration and certification

Learners for this qualification are registered on the Pro Platform to support the external assessment element. The Pro Platform allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

Learners for this qualification must **not** be registered on Walled Garden.

Access to the Pro Platform is provided to centres on successful approval of this qualification. There are guides available in the 'Welsh Qualifications' tab in the Support Materials section of Pro to guide centres to make registrations, either by individual learner or in bulk.

Learners will be certificated through the Walled Garden.

## Centre staffing

### Assessor requirements

The internal assessor will be responsible for making the final assessment judgements for the internally assessed tasks within the qualification.

The Assessors of this qualification must:

- be occupationally competent within the specific pathway of the qualification that they are assessing - this means that each assessor must be able to carry out the full requirements within the competency units of the pathway that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 OR be working towards the A1 replacement qualifications eg the City & Guilds 6317 such as:
  - the 6317-31 Level 3 Award in Assessing Competence in the Work Environment or
  - the 6317-33 Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's external quality assurer.

Where assessors have legacy assessor qualifications, they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work-based performance. This must be agreed in advance with the centre's External Quality Assurer.

City & Guilds also accepts additional nationally accredited assessor qualifications. A full list of these are available on the qualification webpage.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

### Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA for competence-based qualifications are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
  - Hold the D34 unit or V1 Verifiers Award.

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area.

### Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

## **Continuing professional development**

Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set any additional entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Entries for the qualification can be made via the Walled Garden, see the Consortium website for further details.

## **Age restrictions**

The Consortium cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance, they may need when working towards their qualification,
- any units they have already completed, or credit they have accumulated which is relevant to the qualification,
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	Consortium website

### External associates/appointees

Associates/Appointees are the terms adopted by the Consortium to refer to individuals appointed by City & Guilds or WJEC to undertake specific roles on their behalf, for example, external verifiers or external assessors.

There are criteria set by the Consortium to ensure that all associates/appointees have the right occupational knowledge, experience and skills to perform the specific role.

The Consortium will ensure that all associates/appointees undertaking a quality assurance role in centre approval, qualification approval and assessment decisions are trained, appropriately qualified and occupationally competent. Training and attendance at standardisation events are mandatory.

All associates/appointees are performance managed by staff within the Consortium. If concerns are identified with an individual, each Consortium partner will take corrective action which may include improvement actions and close monitoring or in some instances quality issues in performance may lead to the Awarding Body contract with the associate/appointee being terminated.

### External assessors

For this qualification, a pool of external assessors will be recruited by City & Guilds who will conduct the external assessment and determine the assessment decision for all candidates who complete the external assessment element of this qualification. This pool of assessors must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- hold D32/D33 or A1 OR be working towards the A1 replacement qualifications eg the City & Guilds 6317 such as:
  - the 6317-31 Level 3 Award in Assessing Competence in the Work Environment or
  - the 6317-33 Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's external quality assurer.to ensure they possess the correct skills and occupational competence to be able to provide valid assessment judgements, appropriate to the level of this qualification.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

All external assessors will go through initial training on the assessment approach. External assessors will be subject to standardisation and lead sampling. Annual training and standardisation events will be held with all assessors.

Lead assessors will support the recruitment and training of new assessors, utilising examples of best practice and providing support for assessment activities.

The Consortium will ensure that sufficient bilingual associates/appointees are recruited to meet the needs of Welsh-medium centres and learners. The level of quality assurance activity will be consistent across provision in both English and Welsh mediums. Provision will be made for monitoring and standardisation to take place for both languages.

All associates/appointees who are considered to be engaging in regulated activity will be subject to a Disclosure and Barring Service (DBS) check and will receive a safeguarding briefing prior to visiting a centre.

## External quality assurers

Those performing the external quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The consortium requires Associates/appointees to hold an external quality assurance qualification, either:

D35 - Externally Verify the Assessment Process (D35) or V2 - Level 4 Certificate in Conducting External Quality Assurance of the Assessment Process (V2)

Level 4 External Quality Assurance of Assessment Processes and Practice.

Associates/appointees will be working towards or have achieved the current external quality assurance qualification (TAQA) or a legacy qualification such as V2/D35

Where working towards EQA requirements there must be a countersigning arrangement in place from another EQA from the same or related occupational area.

## Moderation of internal assessment arrangements

External quality assurance processes are in place for checking the validity and reliability of internal assessment judgements and processes made and followed by centre staff, as appropriate to this qualification.

The internal assessment judgements and processes will be subject to risk-based monitoring and sampling by external quality assurers to ensure the consistency and validity of centre assessment judgements. Quality assurance activities will be undertaken by appropriately qualified and trained assessment associates. In all instances of sampling of the internal assessment judgements and processes for quality assurance, formal written feedback will be provided by City & Guilds.

Significant non-compliance or areas of concern identified during external monitoring will be subject to investigation by the Consortium. As a result of this activity appropriate improvement actions and/or sanctions may be put in place. In some instances, investigations may result in de-registration for the centre(s) in question.

For further information on the external monitoring process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at [www.healthandcarelearning.wales](http://www.healthandcarelearning.wales).

## Internal appeal

Centres must have an internal process in place for learners to appeal the marking of internally marked assessments. The internal process must include learners being informed of the results the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

## Factors affecting individual candidates

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Candidates who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by learners and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of learner and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.



Examples of learner malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from assessment) will be applied.

Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

## Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-ourqualifications/centre-development/centre-document-library/policies-andprocedures/access-arrangements-reasonable-adjustments>

## Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of assessment. Where we do this, it is given after the assessment.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer (or individual conducting an equivalent role) at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-ourqualifications/centre-development/centre-document-library/policies-andprocedures/access-arrangements-reasonable-adjustments>

## 4 Assessment

### Summary of assessment methods

Candidates must successfully complete:

- a portfolio of evidence
- a project, that includes a series of written tasks, direct observation of practice and a professional discussion

The assessments have been designed for candidates to show their knowledge, understanding and skills of both the mandatory units and their chosen pathway content. The assessments cover a range of written elements to reflect knowledge and understanding, as well as practice elements that include the direct observation of learner practice to confirm their competence in the practical skills required for their chosen pathway content.

An assessment pack detailing the specific requirements of the assessment can be downloaded from the Consortium website.

### Simulation

Simulation involves the creation of an artificial situation for purposes of assessment. The use of simulation should be restricted to obtaining evidence where it cannot be naturally generated through normal work activities (e.g. due to concerns related to health and safety).

For this qualification, simulation is **not** permitted.

### Time constraints

The following must be applied to the assessment of this qualification:

- all units must be undertaken, and related requirements must be completed and assessed within the candidate's period of registration.

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed for this qualification for the following unit,

Unit 405      Leading child-centred practice

For more information on RPL and the consortium's RPL policy, please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at [www.healthandcarelearning.wales](http://www.healthandcarelearning.wales).

### Awarding of the qualification

The qualification will be awarded based on completion of all of the assessment tasks. Candidates must achieve a pass in all assessments to be awarded an overall qualification grade.

### Re-sit opportunities

There is no restriction on the number of re-sits allowed for this qualification.

Please see the assessment pack for guidance on re-sit opportunities available for candidates completing the assessments, and for guidance on when a candidate is unsuccessful in completion of any element of the assessment.

## Roles

The following roles will be involved in the assessment of this qualification.

**Internal assessor<sup>1</sup>** – a qualified assessor, provides support for the assessment delivery. The internal assessor will be responsible for making assessment judgements for the internally assessed tasks.

**External Quality Assurer** – responsible for confirming that the planning, delivery and assessment of the internally assessed tasks have been carried out in accordance with City & Guilds policies and procedures.

**Employer/Manager** – understands the normal internal processes of the workplace/setting, documentation, communication systems etc and can assess whether the candidate is using them appropriately. Where appropriate can provide expert witness testimony for the portfolio in relation to day to day workplace practice. The employer/manager will support the internal assessor to confirm the candidate's project plan and thus the project.

**Other Professional** – an expert witness – for specialist procedures or for the coverage of units that require specific expertise, settings may provide additional expert witness testimony.

**Internal Quality Assurer** – ensures that all internally-submitted assessment evidence is of a consistent and appropriate quality.

**City & Guilds External assessor<sup>2</sup>** – a qualified assessor, appointed by City & Guilds, and responsible for making the final assessment judgement of the candidate for the externally-assessed tasks.

**City & Guilds Lead Assessor** – will be responsible for sampling and standardising the assessment judgement determined by external assessors.

**Tutor** - provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but is not responsible for making any decision on assessment outcomes.

## Note

In circumstances where the candidate is working in a situation where there is no direct managerial relationship, it would be expected that the process elements that are stated here as requiring ownership by the manager role, would instead be fully undertaken through the role of the assessor.

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<sup>1</sup> For confirmation of the internal assessment requirements for this qualification, please see the 'Centre requirements' section of this Qualification Handbook

<sup>2</sup> For confirmation of the external assessment requirements for this qualification, please see the 'Delivering this qualification' section of this Qualification Handbook

## 5 Units

### Availability of units

All units are contained within this qualification handbook;

Unit Number	Unit title
405	Leading child-centred practice
415	Study skills
416	Working with families and carers to develop parenting skills
417	Working with Children with Speech, Language and Communication Needs (SLCN)
419	Recognising and Supporting Children with Additional Learning Needs (ALN)

## Guidance for the delivery of unit content

The following summary provides guidance on the different elements that are found within the units and information on unit delivery.

### Guided learning hour (GLH) value

This value indicates the amount of Guided Learning Hours the unit will require for delivery to a candidate on average. This includes contact with tutors, trainers or facilitators as part of the learning process, and includes formal learning including classes, training sessions, coaching, seminars and tutorials. This value also includes the time taken to prepare for, and complete, the assessment for the unit. Guided learning hours are rounded up to the nearest five hours.

### Credit value

This value is based on the guided learning hours **plus** any additional learning time or additional activities that the learner will need to take to complete the unit. For example, this may include time for informal learning, private study, practice, reflection etc. The total number of hours is divided by ten to get the credit value. Credit values are rounded up to the nearest whole number.

### Unit summary

This provides a short, high level summary of the unit content including what knowledge and practice is covered. The unit summary may also provide information on types of settings the unit relates to or is precluded from delivery in.

### Learning outcomes

Learning outcomes group together chunks of related knowledge and are presented as the result of the learning process i.e. what learners must understand or be able to do following teaching and learning. All learning outcomes are supported by a number of assessment criteria.

### Assessment criteria

Assessment criteria break down the learning outcome into smaller areas to be covered. Assessment criteria may be supported by range, indicated by words or phrases in **bold**.

### Range

Some words or phrases within assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome. The range contains information about the depth and amount of detail required for a specific assessment criterion. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however those that are listed in the range are key for the delivery of the unit content – **all elements listed in the range must be covered as part of the delivery of the unit.**

### Guidance for delivery

This guidance is aimed at tutors, trainers or facilitators when teaching the unit and provides specific considerations for delivery of the content of the unit where applicable. For example, links that can be made across units within the qualification or examples of how the content can be presented to learners.

### Glossary

Includes definitions of key terminology referred to within the unit.

### **Related NOS**

These are presented as a guide for tutors, trainers or facilitators delivering the content and give an indication of where the unit content may link to associated NOS. These are not presented as an exhaustive list and are for guidance only. There is no requirement for NOS to be presented as part of unit learning delivery. NB – although every attempt will be made to keep those listed up to date, updated or reviewed versions of NOS may supersede those listed.

### **Related legislation and guidance**

These are provided as a reference and context for the unit and may be used to support the delivery of the content and provide wider context. These are not presented as an exhaustive list and are for guidance only. All legislation, guidance, websites, documentation etc. listed should be checked for currency and relevance before delivery of the unit content.

<b>Level:</b>	4
<b>GLH:</b>	115
<b>Credit:</b>	22
<b>Unit Summary:</b>	<p>This unit aims to support learners to develop the knowledge and understanding needed to lead child-centred practice</p> <p>For the purpose of this unit “Lead” refers to those with a delegated case load or group programme, working autonomously within agreed protocols. This could be for those working 1:1 or in a group capacity.</p>

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**Learning outcome:**

1. Understand the development of rights based approaches and how these continuously evolve and influence child-centred practice

**Assessment criteria**

You understand:

- 1.1 How rights based approaches for children:
  - have developed and evolved over time
  - are embedded in conventions, legislation, regulatory frameworks and Welsh Government Policy
- 1.2 Influence and inform local practice

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**Learning outcome:**

2. Understand how to promote equity, equality, diversity and inclusion

**Assessment criteria**

You understand:

- 2.1 Legislation and policy that support equity, equality, diversity and inclusion
- 2.2 How behaviours and values in the workplace/setting promote equity, equality, diversity and inclusion
- 2.3 The impact of discrimination, stereotyping, prejudice and power imbalances on equity, equality, diversity and inclusion

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**Learning outcome:**

3. Understand the impact of Welsh language and culture on your workplace/setting

### Assessment criteria

You understand:

- 3.1 Legislation, Welsh Government Policy and Standards for the Welsh language and how these relate to the rights of children
  - 3.2 Methods and approaches that can be used to promote and encourage the use of Welsh language and culture in workplace/settings
- 

### Learning outcome:

- 4. Understand prevention and early intervention

### Assessment criteria

You understand:

- 4.1 The importance of prevention and early intervention
  - 4.2 Models and approaches for prevention and early intervention
  - 4.3 The importance of ensuring that children and their families/carers are encouraged and supported to express their feelings, views and choices about 'what matters' to them
- 

### Learning outcome:

- 5. Understand the impact of safeguarding on your workplace/setting

### Assessment criteria

You understand:

- 5.1 Workplace/setting responsibilities for safeguarding children
  - 5.2 Regulatory requirements for safeguarding
  - 5.3 The roles and responsibilities of the Designated Safeguarding officer in a setting
  - 5.4 Child practice/serious case reviews and their impact on practice
  - 5.5 Roles and responsibilities of a multi-agency team in child protection
  - 5.6 Roles and responsibilities in a range of safeguarding meetings
  - 5.7 How to lead an environment that promotes safeguarding
  - 5.8 How policy and practice supports and promotes safeguarding
- 

### Learning outcome:

- 6. Know how theories and models support the understanding of child development

### Assessment criteria

You understand:

- 6.1 The interconnection between biological, psychological and socio environmental factors and their relationship to child development
  - 6.2 How theories and models related to Adverse Childhood Experiences are informed by biological, psychological and socio environmental factors
-





## Unit 405 Leading child-centred practice

### Supporting Information

#### **Guidance for delivery**

Learners are encouraged to reflect on and make reference to their own work setting during the delivery of this unit content.

Content	Amplification/Guidance
LO1	<b>Theme objectives</b> <ul style="list-style-type: none"> <li>• The responsibilities of managers to understand the links between legislation, policy and practice at local and national levels</li> <li>• How the UNCRC underpins such legislation and policy and how this has impacted on practice past, present and future</li> <li>• How regulation and inspection has been adapted to be child-centred and places the UNCRC at their heart</li> </ul>
	<b>Topics to cover:</b> <ul style="list-style-type: none"> <li>• Sources of information in relation to human rights legislation and the UN Conventions and Principles for rights</li> <li>• The intent of human rights legislation, Conventions and Principles within the context of childcare</li> <li>• How human rights legislation, Conventions and Principles support child-centred practice</li> <li>• Links between regulatory frameworks (CIW, ESTYN and HIW) and equity, equality, diversity and inclusion</li> <li>• How values based on rights contribute towards child-centred practice</li> <li>• Why the legislation and standards are relevant to the rights of the child</li> <li>• The behaviours and values that the legislation and standards expect from those working in childcare</li> <li>• How these behaviours support leaders, managers and workers to implement child centred practice</li> </ul>
	<b>Resources:</b>  Programme for children and young people: <a href="https://gweddill.gov.wales/docs/dsjlg/publications/cyp/151106-core-aim-1-en.pdf">https://gweddill.gov.wales/docs/dsjlg/publications/cyp/151106-core-aim-1-en.pdf</a>  <u>National Minimum Standards for Regulated Childcare for children up to the age of 12 years</u>  UNCRC: <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.262879820.1757423407.1559037849-1521238580.1559037849">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.262879820.1757423407.1559037849-1521238580.1559037849</a>
LO2	<b>Theme objectives:</b> <ul style="list-style-type: none"> <li>• Understand how disadvantage and exclusion can impact equity of services</li> <li>• How policies and procedures in settings support equality and diversity</li> </ul>

	<p><b>Topics to cover:</b></p> <ul style="list-style-type: none"> <li>• Key terms such as equity, equality, diversity and discrimination</li> <li>• How equity impacts (positive and negative) equality, diversity, inclusion and the rights of the child</li> <li>• The ethos of legislations and conventions (Human Rights Act 1998, Equality Act 2010, United Nations Convention on the Rights of the Child 1990, United Nations Convention on the Rights of Persons with Disabilities 2006, Fraiser Guidelines 1985) and how these relate to equity, equality, diversity and inclusion</li> <li>• Links between human rights legislation and the UN Conventions and Principles for rights and equity, equality, diversity and inclusion</li> <li>• Links between regulatory frameworks (CIW, ESTYN and HIW) and equity, equality, diversity and inclusion</li> <li>• What needs to be considered by the workplace/setting to promote equity, equality, diversity and inclusion including: Welsh language/language of choice, culture, religion, geographical location and access to services, additional needs</li> <li>• The impact that stereotyping, prejudice, discrimination and hate crime can have on the well-being of children accessing childcare</li> <li>• Links with the Codes of Conduct and Professional Practice</li> </ul>
	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• British Institute of Human Rights</li> <li>• Equality and Human Rights Commission (EHRC) website: What are human rights</li> <li>• Children's Commissioner for Wales (2017)</li> <li>• UNCRC – Children's Rights: UN Convention on the Rights of the Child</li> <li>• Inequalities in Health: The Black report</li> <li>• The Equality and Human Rights Commission's report (2015) Your rights to equality from healthcare and social services pp 5 – 27; pp 35 – 53; glossary pp 73 – 78 including the terms: <ul style="list-style-type: none"> <li>- Equality policy</li> <li>- Equality training</li> <li>- Direct discrimination</li> <li>- Indirect discrimination</li> <li>- Protected characteristics</li> </ul> </li> </ul>
LO3	<p><b>Theme objectives:</b></p> <ul style="list-style-type: none"> <li>• To promote and raise awareness of Welsh language and cultural requirements on childcare settings</li> <li>• The impact of Welsh and language and culture on children's development</li> </ul>
	<p><b>Topics to cover:</b></p> <ul style="list-style-type: none"> <li>• The Welsh Language Act 1993</li> <li>• The Welsh Language (Wales) Measure 2011</li> <li>• The Welsh Language Standards 2016</li> <li>• 'More than Just' words framework and the 'Active Offer'</li> <li>• Cymraeg 2050 A million Welsh speakers</li> <li>• How language choice relates to the rights of the child, equity, equality, diversity and inclusion</li> </ul>

	<ul style="list-style-type: none"> <li>• Best practice in relation to bilingual provision (ensuring use of both language in displays, day to day activities and communication)</li> <li>• Methods for language immersion</li> </ul>
	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Welsh Government (2017) Cymraeg 2050: Welsh language strategy pp 4 – 12</li> <li>• You Tube Video Mwy na geiriau / More than just words –</li> <li>• Social Care Wales: Working in Welsh resources</li> <li>• Mudiad meithrin: <a href="https://www.meithrin.cymru/beststart/">https://www.meithrin.cymru/beststart/</a></li> <li>• Welsh language standards for public services</li> </ul>
LO4	<p><b>Theme objectives:</b></p> <ul style="list-style-type: none"> <li>• Welsh Government legislation, policy and programmes supporting Early intervention and prevention</li> <li>• Early intervention and prevention strategies and models</li> <li>• theories and approaches to early intervention and prevention</li> <li>• Preventative processes</li> <li>• The voice of the child</li> </ul>
	<p><b>Topics to cover:</b></p> <ul style="list-style-type: none"> <li>• Early intervention and prevention models and approaches to include: <ul style="list-style-type: none"> <li>- First 1000 days</li> <li>- Healthy Child Wales</li> <li>- Flying Start</li> <li>- Team around the family</li> <li>- Together for children and young people framework for action 2015</li> <li>- 'Positive parenting'</li> </ul> </li> <li>• The importance of participation of children and their families/carers</li> </ul>
	<p><b>Resources:</b></p> <p>ACES hub: <a href="http://www.wales.nhs.uk/sitesplus/888/page/88524">http://www.wales.nhs.uk/sitesplus/888/page/88524</a></p> <p>SCIE Prevention and wellbeing: <a href="https://www.scie.org.uk/prevention/">https://www.scie.org.uk/prevention/</a></p> <p>Family action, Grasping the nettle: <a href="https://www.family-action.org.uk/content/uploads/2014/07/Early-Intervention-Grasping-the-Nettle-Full-Report.pdf">https://www.family-action.org.uk/content/uploads/2014/07/Early-Intervention-Grasping-the-Nettle-Full-Report.pdf</a></p> <p>Welsh Government Flying Start resources:  <a href="https://gweddill.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en">https://gweddill.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en</a></p>
LO5	<p><b>Theme objectives:</b></p> <ul style="list-style-type: none"> <li>• The role of the organisation and designated safeguarding individual in keeping children safe.</li> <li>• The role workers may have in sharing information with others and attending safeguarding meetings.</li> <li>• The importance of working with others</li> <li>• How the environment can protect children</li> </ul> <p><b>Topics to cover:</b></p> <ul style="list-style-type: none"> <li>• Examples of individuals being abused as a result of organisations' failure to safeguard eg Daniel Pelka, Baby P, Victoria Climbié, Child BR, Child N, Katie</li> <li>• How serious case reviews such as Daniel Pelka, Baby P, Victoria Climbié, Child BR, Child N, Katie have influenced legislation, policy and practice.</li> </ul>

	<ul style="list-style-type: none"> <li>Resources for information about safeguarding</li> </ul>
	<b>Resources:</b> <ul style="list-style-type: none"> <li>NSPCC – published case reviews: <a href="https://learning.nspcc.org.uk/case-reviews/recently-published-case-reviews/">https://learning.nspcc.org.uk/case-reviews/recently-published-case-reviews/</a></li> <li>National Independent Safeguarding Board Wales: Case reviews <a href="http://safeguardingboard.wales/practice-reviews/">http://safeguardingboard.wales/practice-reviews/</a></li> <li>Local safeguarding boards thematic reviews</li> <li>Social Care Wales All Wales Basic Safeguarding Awareness training pack</li> <li>Department of Health (2000) Lost in Care report</li> <li>Children in Wales (2014) All Wales Child Protection Procedures Review Group website</li> <li>Breaking the Cycle (2017) Welsh Government</li> <li>South East Wales Safeguarding Board website: Operation Thistle (2012) film which raises awareness of the issues of Child Sexual Exploitation</li> <li>SCIE video: Safeguarding children: a new approach to case reviews</li> <li>SCIE video: Partnership working in child protection</li> </ul>
LO6	<b>Theme objectives:</b> <ul style="list-style-type: none"> <li>An introduction to theories of biological, socio environmental and psychological impact on child development.</li> <li>An introduction to the biopsychosocial model</li> <li>The influence of the biopsychosocial on person/child centred practice</li> <li>How biological, sociological and psychological factors impact on children's lives and explain the impact of ACEs.</li> </ul>
	<b>Topics to cover:</b> <ul style="list-style-type: none"> <li>Introduction to how biological, sociological and psychological theories and models help us to understand the holistic development of children.</li> <li>How the biopsychosocial model helps us to understand Adverse Childhood Experiences and their impact on children throughout their life journey</li> </ul>
	<b>Resources:</b> ACES hub: <a href="http://www.wales.nhs.uk/sitesplus/888/page/88524">http://www.wales.nhs.uk/sitesplus/888/page/88524</a>

## Related NOS

- SCDLMCB2:** Lead and manage service provision that promotes the well-being of individuals
- SCDLMCB3:** Lead and manage the provision of care services that deals effectively with transitions and significant life events
- SCDLMCB6:** Lead and manage provision of care services that supports the development of children and young people
- SCDLMCE1:** Lead and manage effective communication systems and practice

## Related legislation

- All-Wales Child Protection Policy and Procedures (2008)
- Children Act 1989 and (2004)
- Childcare Play and Early Years Workforce Plan 2017 Welsh Government
- Curriculum for Wales, Curriculum for Life. Welsh Government 2015

- Cymraeg 2050: A million Welsh speakers by 2050
- Data Protection Act (1998)
- Equality Act (2010)
- European Convention on Human Rights
- Human Rights Act (1998)
- Prevent Strategy (2015)
- Safeguarding of Vulnerable Groups Act (2006)
- Social Services and Well-being (Wales) Act (2014)
- United Nations Convention on the Rights of the Child (1989)
- Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act (2015)
- Wellbeing of Future Generations Act 2015
- Welsh in Education Strategic plan (local)
- Welsh Language Standards (No.6) Regulations (2017)
- Welsh-medium Education Strategy
- Working Together under the Children Act (2004)

## Resources

- Care Inspectorate Wales – <https://careinspectorate.wales/our-reports>
- ESTYN –
- Thematic review – <https://www.estyn.gov.wales/thematic-reports>
- Annual reports - <https://www.estyn.gov.wales/annual-report>
- Inspection guidance for non-maintained settings-  
<https://www.estyn.gov.wales/document/guidance-handbook-inspecting-care-and-education-regulated-non-school-settings-eligible>
- Health Inspectorate Wales
- <https://hiw.org.uk/reports>
- Children's Commissioner's publications
- <https://www.childcomwales.org.uk/publications/>
- Young Wales
- <http://youngwales.wales/>
- Children's rights and participation
- [https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Childrens\\_participation\\_in\\_decision-making\\_-\\_survey\\_of\\_participation\\_workers.pdf](https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Childrens_participation_in_decision-making_-_survey_of_participation_workers.pdf)
- Play Wales
- <http://playwales.org.uk/eng/>
- Seven core aims
- <https://gweddill.gov.wales/topics/people-and-communities/people/children-and-young-people/rights/implementation-of-childrens-rights/?lang=en>
- National minimum standards for regulated childcare up to the age of 12 years.  
<https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>
- Welsh Government:
- Childcare, play and early years workforce plan
- <https://gweddill.gov.wales/topics/people-and-communities/people/children-and-young-people/early-years/childcare-play-early-years-workforce-plan/?lang=en>

- Early Outcomes Framework <https://gweddi.gov.wales/topics/people-and-communities/people/children-and-young-people/early-years/early-years-outcomes-framework/?lang=en>
- Transition theory
- [www.younglives.org.uk/sites/www.younglives.org.uk/files/BvLF-ECD-WP48-Vogler-Early-Childhood-Transitions.pdf](http://www.younglives.org.uk/sites/www.younglives.org.uk/files/BvLF-ECD-WP48-Vogler-Early-Childhood-Transitions.pdf)
- NICE guidance for children and young people
- <https://www.nice.org.uk/guidance/population-groups/children-and-young-people/products?ProductType=Guidance&Status=Published>

<b>Level:</b>	4
<b>GLH:</b>	30
<b>Credit:</b>	8
<b>Unit Summary:</b>	The aim of this unit is for learners to understand the use and application of study skills, and to apply these to support their work.

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**Learning outcome:**

1. Understand tools and techniques to develop learning and study skills

**Assessment criteria**

You understand:

- 1.1 How to identify own learning style
- 1.2 How your learning style influences and supports the use of study skills
- 1.3 How to choose and use source materials

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**Learning outcome:**

2. Apply the use of study skills

**Assessment criteria**

You understand:

- 2.1 Factors that impact on ability to study

You are able to:

- 2.2 Use a methodical approach to plan personal study
- 2.3 Use a range of tools and techniques for personal study
- 2.4 Use a range of effective academic styles

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**Learning outcome:**

3. Use research evidence from a review of published information

**Assessment criteria**

You understand:

- 3.1 Different types of research evidence
- 3.2 The range of sources of research evidence



- 3.3 Sources of support whilst conducting literature searches
- 3.4 Ethical considerations when using research evidence from your practice
- 3.5 The range of methods for collecting data
- 3.6 The different methods that can be used to analyse data
- 3.7 How to assess the validity, reliability and potential research bias of sources
- 3.8 Why plagiarism in academic writing is unethical
- 3.9 The potential consequences of plagiarism

You are able to:

- 3.10 Use a range of methods to collect published research evidence
- 3.11 Analyse suitability of collected evidence
- 3.12 Present the outcomes of study and research

### ***Guidance for delivery***

**Academic styles** will vary but are usually written in the third person. Different styles are required for written communications formats such as; digital literacy; reflective writing, report writing, essay writing. Most require specific structures, which are usually outlined in the specification.

For more information on specific academic styles see: <https://help.open.ac.uk/academic-writing-style>

**Ethical considerations in practice:** in order to protect the privacy and confidentiality of individuals who use services, any evidence from practice should not identify any individual, child, worker or workplace setting.

### **Factors that impact on ability to study:**

- time,
- space to work
- quiet environment,
- stress,
- access to resources,
- lack of sleep

**Learning styles:** refers to the way in which an individual prefers to learn/ study, by identifying a particular learning style a learner can adapt their study skills. For more information see <https://help.open.ac.uk/making-the-most-of-your-learning-style>

**Plagiarism:** is presenting someone else's work as your own. Care needs to be taken when using reference materials that your own wording is used, rather than copied from the text. Where the original text is used it should be in quotation marks & italics, and the source referenced. Where your own words are used (paraphrasing) the original authors name should be referenced at the end of the sentence.

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

**Research bias:** Includes confirmation bias when the person performing the data analysis wants to prove a predetermined assumption, this can occur as a result of influence from the research funders; selection bias occurs when data is selected subjectively and therefore influences the result.

### **Sources of Information:**

These may be:

- primary (for example a journal article by written by the researcher themselves),
- secondary (for example a literature review, or textbook referencing other authors primary research)

for further information see:

<https://hsl.lib.umn.edu/biomed/help/primary-secondary-and-tertiary-sources-health-sciences>

### **Tools and techniques**

- literature searches,
- effective use of electronic resources,
- online journals and abstracts,
- paraphrasing,
- note taking,
- referencing (e.g. citation, indexing, contents pages, use of bibliographies);
- critical and evaluative reading,
- time management;
- effective and sufficient planning,
- proof reading and editing.

### **Types of research:**

- Primary research involves gathering new data that has not been collected before. For example, surveys using questionnaires or interviews with groups of people in a focus group.
- Secondary research involves gathering existing data that has already been produced. <https://www.bbc.com/bitesize/guides/zd4kq6f/revision/3>

### **Resources**

BBC <https://www.bbc.com/bitesize/learn>

## Unit 416

## Working with families and carers to develop parenting skills

<b>Level:</b>	4
<b>GLH:</b>	150
<b>Credit:</b>	34
<b>Unit Summary:</b>	<p>The aim of this unit is to support learners with the specialist knowledge and skills needed to work with families/carers to develop parenting skills.</p> <p>For the purpose of this unit families/carers refers to those with whom the child/children regularly lives or has contact.</p> <p>For the purpose of this unit “Lead” refers to those with a delegated case load or group programme, working autonomously within agreed protocols. This could be for those working 1:1 or in a group capacity.</p>

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### Learning outcome:

1. Apply learning from research and evidence informed practice in own work with families/carers

### Assessment criteria

You understand:

- 1.1 The national frameworks, plans and strategies related to working with families/carers
- 1.2 How research and evaluative evidence has informed national frameworks, plans and strategies that underpin your work
- 1.3 How legislation and guidance on working with families/carers influences the development of local services
- 1.4 The range and impact of national frameworks, plans and strategies relating to work with families/carers
- 1.5 How the impact of national frameworks, plans and strategies is monitored and evaluated at a local and national level

You are able to work in ways that:

- 1.6 Apply learning from research and evidence informed practice in own work with families/carers

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### Learning outcome:

2. Implement interventions that can be used to engage with families/carers to achieve positive parenting outcomes

## Assessment criteria

You understand:

- 2.1 Approaches and evidence informed interventions that can be used to engage with families/carers
- 2.2 How to work with families/carers to identify appropriate approaches to adopt when working collaboratively in line with your roles and responsibilities
- 2.3 The importance of reviewing and adapting approaches to meet the needs of families
- 2.4 The benefits of brief interventions and positive parenting on:
  - parental behaviour
  - children's behaviour
  - attachment
  - children's development
  - emotional intelligence
  - resilience
  - relationships
  - confidence
  - self-esteem
  - physical and mental well-being

You are able to work in ways that

- 2.5 Work collaboratively with others to identify and agree appropriate interventions for specific families/carers
- 2.6 Monitor and evaluate the effectiveness of the intervention with others
- 2.7 Follow referral processes to provide effective parenting support for any additional needs identified from monitoring and evaluation

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## Learning outcome:

3. Lead support for families/carers to recognise factors that have an impact on their parenting skills

## Assessment criteria

You understand:

- 3.1 The circumstances and contemporary issues that may affect families
- 3.2 What formal and informal support services may be requested by families/carers
- 3.3 The opportunities and/or barriers families/carers may meet when accessing support services
- 3.4 The potential impact of needs being and/or not being met
- 3.5 The impact of choices that families/carers may make that are contrary to evidence informed advice

You are able to work in ways that:

- 3.6 Lead delivery for families/carers to explore their circumstances and how contemporary issues may impact them
- 3.7 Lead support for families/carers, in line with your own roles and responsibilities, to identify:
  - existing strengths and protective factors

- realistic achievable outcomes
- behaviours they would like to change
- skills they need to improve
- realistic opportunities to change their lifestyles

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#### Learning outcome:

4. Lead support for families/carers to develop parenting skills through the implementation of agreed plans

#### Assessment criteria

You are able to work in ways that:

- 4.1 Lead support for families/carers to understand the importance of:
- realistic expectations of children's behaviour and development
  - a consistent approach towards boundaries for behaviours and agreed routines
  - involving and consulting with children according to their age, abilities and stage of development
  - focusing on the **family's strengths**
  - recognising and valuing their children's unique qualities, skills and capabilities
  - using praise
  - long term, safe and stable family relationships
  - identifying opportunities and the impact of positive family time
- and reflect on their achievement of these in line with your role
- 4.2 Lead support for families/carers to understand:
- the assessment and planning process
  - the importance of using a strengths-based approach
  - key development milestones of children
  - practical parenting skills that will support holistic child development
- 4.3 Promote the use of collaborative approaches to:
- assess and identify the parenting skills that families/carers need to develop to achieve identified outcomes
  - plan how outcomes will be achieved
  - agree how plans will be evaluated
  - agree any additional information or support that may be needed from other professionals or services
- 4.4 Lead support for families/carers to develop parenting skills in accordance with the agreed plans
- 4.5 Positively reinforce interactions, behaviours and skills that have a positive impact on achievement of agreed outcomes
- 4.6 Support families/carers to reflect on:
- their interactions, behaviours and skills and the impact these may have on achievement of agreed outcomes
  - further changes that may be needed to enable positive parenting and build resilience
  - what they are doing well and positive changes

#### Range

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**Family's strengths:** families/carers, children.

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**Learning outcome:**

5. Promote the role and impact of multi-agency working on positive outcomes for families/carers

**Assessment criteria**

You understand:

- 5.1 The families/carers role as principle stakeholder in achieving positive outcomes
- 5.2 Own roles and responsibilities in relation to achieving the identified outcomes in working with families/carers
- 5.3 The roles and responsibilities of key professionals in relation to working with children, families/carers
- 5.4 The need for engagement of all parties to achieve agreed outcomes

You are able to work in ways that:

- 5.5 Support a collaborative approach to achieving positive outcomes
  - 5.6 Role model the principles of partnership working with families/carers
  - 5.7 Develop and maintain collaborative relationships with key professionals
- 

**Learning outcome:**

6. Lead parenting support to develop positive parenting

**Assessment criteria**

You understand:

- 6.1 The benefits of **parenting support** to develop positive parenting
  - 6.2 The practical considerations that need to be taken into account when facilitating parenting support
  - 6.3 The need for a risk assessed environment that is:
    - safe and secure
    - ongoing/dynamic
    - conducive to working with families/carers
  - 6.4 The importance of creating a professional, welcoming, safe and secure environment for parenting support
  - 6.5 The principles and theories underpinning the different types of positive parenting programmes, and their rationale for use
  - 6.6 The benefits and challenges of parenting support to support positive outcomes for children, families/carers
  - 6.7 The principles and theories of group formation, stages and dynamics
  - 6.8 Strategies that can be used to engage with families/carers and maintain that level of engagement
  - 6.9 How to ensure that all families/carers have an opportunity to contribute and participate in sessions
  - 6.10 The benefits and challenges of active listening to develop positive parenting
  - 6.11 Conflict resolution methods that could be used when working with families/carers
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- 6.12 The importance of conveying and agreeing the aims, objectives and priorities to meet the needs and expectations of families/carers
- 6.13 The importance of an inclusive approach when agreeing, setting and reviewing family goals
- 6.14 Potential impacts of own opinions, values and beliefs on families/carers

You are able to work in ways that:

- 6.15 Deliver positive parenting programmes that:
  - support families/carers to identify their goals when accessing parenting support
  - ensure aims, objectives and priorities meet the families/carers expectations
  - create a professional, open, safe and secure environment
  - agree and establish ground rules when facilitating parenting support
  - ensure aims, objectives and priorities meet the expectations of those attending
  - promote active participation of all families/carers
  - take account of equality, diversity and bilingualism when facilitating sessions
  - use a range of different forms of communication, that promote interaction within the session
- 6.16 Work with others to monitor, evaluate and reflect on delivery at the end of each session and adjust session accordingly
- 6.17 Contribute to the monitoring and evaluation of the impact of parenting support using appropriate tools
- 6.18 Evaluate the programmes that you deliver

### Range

**Parenting support:** 1:1 and group

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### Learning outcome:

- 7. Apply information sharing protocols when working with families/carers

### Assessment criteria

You understand:

- 7.1 The findings of a range of research and reports that underpin good practice in information sharing
  - 7.2 Joint working and information sharing protocols that should be in place when working with other professionals and services
  - 7.3 The importance of informing families/carers of occasions when information may be shared without their consent
  - 7.4 Why, how and when referrals should be made to other professionals or services
  - 7.5 How to identify what information is relevant when sharing with key professionals
  - 7.6 The importance of sharing relevant information with appropriate agencies
  - 7.7 The requirement to gain consent from families/carers to share information and make referrals to other agencies, where there are no safeguarding concerns
  - 7.8 The range and purpose of forums where information about families may need to be shared
  - 7.9 Occasions when information can be shared without consent from families/carers
  - 7.10 The importance of discussing with families/carers information that will be shared with other agencies without their prior consent
-



- 7.11 The format and purpose of information and how this should be presented
- 7.12 How choice of words can impact on families/carers and perceptions of them
- 7.13 The different reports that may need to be presented in person **in a range of settings**

You are able to work in ways that:

- 7.14 Builds trust and confidence with others recognising the roles, responsibilities, accountabilities and expertise of self and others
- 7.15 Adhere to joint working and information sharing protocols
- 7.16 Ensure that own records and reports are:
- accurate
  - dated and signed
  - objective
  - able to differentiate between fact and opinion
  - able to differentiate between what has been observed and reported
  - understandable
  - legible
  - accessible
  - respectful and reflect the views of families
  - presented to those who need to make decisions or take actions
  - stored, shared and retained in accordance with organisational policies, legal requirements and data protection

### Range

**In a range of settings** - includes case conferences, court, child practice reviews

## Unit 416

## Working with families and carers to develop parenting skills

### Supporting information

#### *Guidance for delivery*

**Additional needs** could include, but are not limited to:

- Physical disability
- Learning disability
- Autism
- Additional health needs
- Sensory loss
- Emotional and behavioural difficulties
- More able and talented
- Attention Deficit Hyperactivity Disorder
- Insecure attachments
- Behavioural need
- Additional social needs
  - Adoptive parents
  - Asylum seekers
  - Parents with a disability
  - Parents from an ethnic minority
  - Families experiencing domestic abuse
  - Young parents
  - Families experiencing poverty
  - Families with parent in prison
  - Foster carers including kinship carers
  - Mental ill-health
  - Non-resident parents
  - Child/children with a disability
  - Young carers
  - Not emotionally available

**Approaches and evidence-based interventions** these include:

Parenting programmes, and Brief Interventions programmes, for

- Sleep management and Safer Sleep
- Speech Development,
- Responsive feeding (Breast and bottle feeding)
- Weaning (Growth measurements)
- fussy/faddy eating habits
- Positive touch
- Behaviour
- Lifestyle changes
- Health Promotion/ Brief Interventions (SIDS, Exercise, alcohol, smoking, obesity, substance misuse, safety and accident prevention, and oral hygiene)

- Oral Health Assessments on all children under 3
- Positive Parenting
- Motivational Interviewing

**Benefits of brief interventions and parenting programmes:** it should be noted that these programmes also have positive impacts for the families/carers attending the programme, particularly in their areas, such as confidence, self-esteem and physical and mental well-being

**Childhood disadvantage:** children who are underprivileged and deprived of a decent standard of living and appropriate stimulation and environment, lacking access to education and services including healthcare, by poverty and a lack of opportunity. Childhood disadvantage has been shown to link to health-harming behaviours, anti-social behaviours, poor educational attainment, stress and familial breakdown in later life

**Circumstances and contemporary issues that may affect families:** these will include but are not limited to:

- the different emotional, social and environmental pressures they may be experiencing
- why they may have difficulties with aspects of positive parenting
- how they can build on their experience, expertise and abilities for caring for their children
- links between own childhood experience and expectations for their children
- support that they may have from wider family members, friends and networks for parenting
- barriers to change
- how they feel about the need to access support
- Culture
- Bilingualism
- Vaccination
- Responsive feeding
- Physical or mental ill health
- Smoking
- Disability
- Age related needs
- Dependency on alcohol or drugs
- Challenges within families, family breakdown, or other significant personal relationships
- Adverse Childhood Experiences
- Childhood Disadvantage
- Refugees
- Young Carers

**Early intervention:** refers to: universal preventative provision (such as universal health care and early education) to families with children in the early stages of life; targeted provision early and as soon as possible when a child or young person and/or their family first begins to experience difficulties or display problematic behaviour; and targeted programmes or initiatives, which are provided to children/young people, families or specific groups or communities who have

characteristics that evidence suggests makes them more likely to be at greater risk of poor outcomes.

**Existing strengths and protective factors** refer to the recognition of already existing positives within families for example, good extended family support, the existence of one positive attachment figure for the child.

**Families/carers: parents,** carers, children and/or families with additional care and support needs (carers can be others within the family, not just parents e.g. grandparents, siblings).

**Inclusive approach;** the family is an equal partner in the process

**Information sharing protocols:** these include GDPR as this relates to the Public Duty to Share data, WASPI and Caldicott guidance

**Key professionals:** health, housing agencies, Local Authority, education, justice services (eg Police, Youth Offending Team, Probation services) third sector organisations (eg, Action for Children, Citizens Advice Bureau, NSPCC, Barnardos, Women's Aid, CAIS, Shelter Cymru), Benefits Advisors, Family Advocates, Childcare Workers

**Others:** families/carers, other professionals

**Parenting:** Parenting is an activity undertaken by those bringing up children and includes mothers, fathers, foster carers, adoptive parents, step-parents, 'kinship' carers and grandparents.

**Parenting Support:** The provision of services and support, which aim to: increase parenting skills; improve parent-child relationships; improve parents' understanding, attitudes and behaviour and increase parents' confidence to promote the social, physical and emotional well-being of children. This includes the importance of positive role modelling and social learning theory in the development of children's emotional well-being

**Particular challenges associated with information sharing:** GDPR and the family's right to privacy versus the need to share information.

**Positive Parenting:** Refers to parental behaviour based on the best interests of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child.

**Positive parenting programmes:** could include:

- Triple 'P'
- Webster Stratton Incredible Years
- Strengthening Families / Strengthening Communities.

**Potential of impacts needs not being met:** these may be on the family/carer/ child/ worker, and would include the impact of internal and external loci of control.

**Range of national frameworks:** Refers to guidance in appendix c page 132 of <https://gwedddill.gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf>

**Resilience:** refers to how well an individual can "bounce back" from adverse traumatic experiences, social disadvantage or from significant sources of stress. Resilience research highlights the factors, which will put children at risk of poor outcomes or protect them. Risk factors include parents' family upbringing, harsh and inconsistent parental discipline; and conflict/violence. Protective factors include positive parent-child relationships and a wider network of social support.

**Strength-based approach:** A strength-based approach occurs when key workers place a positive emphasis on resilience, protective factors and strengths. This has the effect of communicating a sense of hope; establishing expectations for success within an individual's capacities; promoting empowerment and independence and setting in motion forces for improvement.

**Support services:** The different types and levels of targeted (Flying Start) and universal child health and intervention programmes – home visiting (health visitor, family support worker), family assessment (family services, 'Team Around the Child/ Family'), community dietician and healthy sustainable pre-school scheme, community based open access services (parent and toddler groups, story time, book clubs, Book-start, sports/ leisure groups). These services may be formal or informal.

**Vulnerable families:** This refers to families vulnerable to developing parenting difficulties or those at risk of being unable to protect and care adequately for their children. Families may be at increased risk due to adverse circumstances such as poverty, unemployment, bereavement, alcohol or substance misuse, mental or physical health issues; domestic abuse or due to a lack of a support network. It also refers to families whose minority status or situation makes them vulnerable to discrimination or isolation (for example minority ethnic families, refugee or asylum seeking families, single parent families or young parents).

### ***Related NOS***

- **SCDCCLD 0313:** Support early intervention for the benefit of children and families
- **SCDCCLD 0319:** Promote healthy living for children and families
- **SCDCCLD 0322:** Empower families through the development of parenting skills
- **SCDHSC 0319:** Support the families of children and young people in their own homes
- **SCDHSC 0047:** Support parents and carers to acquire skills to care for and protect babies, children and young people
- **WWP01:** Engage with parents to build and maintain effective supportive and empowering relationships.
- **WWP09:** Operate within policy, legal, ethical and professional boundaries when working with families.

### ***Related legislation and guidance***

- Social Services and Well Being (Wales) Act 2016
- Flying Start Parenting Support Guidance  
<https://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-guidance-en.pdf>

- Work with Parents NOS  
[https://app.pelorous.com/media\\_manager/public/115/publications/Qualifications/work-with-parents-nos-jan-2011.pdf](https://app.pelorous.com/media_manager/public/115/publications/Qualifications/work-with-parents-nos-jan-2011.pdf)
- Barnardo's- Promoting Resilience: A Review of Effective Strategies for Child Care Services, Dr. Tony Newman, Barnardo's Research and Development, 2002  
<http://www.barnardos.org.uk/resilsum.pdf>
- Research into Practice Building emotional resilience in the children and families workforce – an evidence-informed approach: Strategic Briefing (2016) by Gail Kinman and Louise Grant <https://www.rip.org.uk/resources/publications/strategic-briefings/building-emotional-resilience-in-the-children-and-families-workforce--an-evidenceinformed-approach-strategic-briefing-2016>
- Parenting and resilience, Malcolm Hill, Anne Stafford, Peter Seaman, Nicola Ross and Brigid Daniel, Joseph Rowntree Foundation, 2007,  
<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/parenting-resilience-children.pdf>
- Welsh Governments Education Begins at Home Campaign  
<http://gov.wales/topics/educationandskills/schoolshome/parents/education-begins-at-home/?lang=en>
- Welsh Governments Parenting in Wales Guidance on Engagement and Support, 2014  
<http://gov.wales/docs/dsjlg/publications/cyp/140910-parenting-in-wales-guidance-en.pdf>
- The Birchard Inquiry Report (2004) <http://dera.ioe.ac.uk/6394/1/report.pdf>
- Play deprivation (2003)  
[https://issuu.com/playwales/docs/play\\_deprivation?e=5305098/5309703](https://issuu.com/playwales/docs/play_deprivation?e=5305098/5309703)
- Play: health and well-being (2012)  
<http://playwales.org.uk/login/uploaded/documents/INFORMATION%20SHEETS/play%20health%20and%20wellbeing.pdf>
- Reflective practice – what is it and why is it so important? (2018)  
[https://issuu.com/playwales/docs/reflective\\_practice?e=5305098/62475902](https://issuu.com/playwales/docs/reflective_practice?e=5305098/62475902)
- Practical uses of digital devices in play settings (2018)  
[https://issuu.com/playwales/docs/practical\\_uses\\_of\\_digital\\_devices\\_i?e=5305098/63370528](https://issuu.com/playwales/docs/practical_uses_of_digital_devices_i?e=5305098/63370528)
- Childcare Play and Early Years Workforce Plan. Dec 2017. Welsh Government  
<https://gweddill.gov.wales/docs/cabinetstatements/2017/171215%20HID%20Childcare%20Play%20and%20Early%20Years%20Workforce%20Plan%20-%20English.pdf>
- Childcare for 3 and 4 year olds (30 hour offer) <https://gov.wales/childcare-3-and-4-year-olds>
- Welsh Language Standards 2018 <http://www.legislation.gov.uk/wsi/2018/441/made>
- General Data Protection Regulations  
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>,
- Welsh accord on the sharing of public information (WASPI 2018)  
<http://www.waspi.org/home>
- Caldicott Principles (2013) <https://www.igt.hscic.gov.uk/Caldicott2Principles.aspx>
- Adverse Childhood Experiences (ACEs) reports -  
<http://www.wales.nhs.uk/sitesplus/888/page/88504>
- All Wales Safe guarding Board <http://safeguardingboard.wales/practice-reviews/>
- Child Practice Reviews <http://www.wales.nhs.uk/sitesplus/888/page/92289>
- Local Safeguarding Boards Thematic Reviews

- North Wales <https://www.northwalessafeguardingboard.wales/practice-reviews/child-practice-reviews/>
- Cardiff and Vales of Glamorgan <https://www.cardiffandvalersb.co.uk/children/professionals-and-employers/child-practice-reviews/>

## Unit 417

## Working with Children with Speech, Language and Communication Needs (SLCN)

Level:	4
GLH:	170
Credit:	34
Unit Summary:	The aim of this unit is to provide learners with the knowledge and skills required to effectively advise and support colleagues to identify and work with children with speech, language and communication needs (SLCN). Learners will lead on the development of a positive communication environment, and engage with family/carers to support the development of children with SLCN

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### Learning outcome:

1. Understand Speech, Language and Communication (SLC) development

### Assessment criteria

You understand:

- 1.1 The meaning of the term speech, language and communication needs (SLCN)
- 1.2 The typical stages of SLC development, including some of the normal differences that can occur between children
- 1.3 The reasons why some children may not follow typical patterns of SLC development
- 1.4 The factors that may affect speech, language and communication development in children
- 1.5 Communication is both **verbal and non-verbal**
- 1.6 The prevalence of common speech, language and communication needs and the implications for practice
- 1.7 The difference between receptive and expressive language

You are able to work in ways that:

- 1.8 **Implement systems, procedures and practice** that ensure the prevalence of common speech, language and communication needs are considered in practice

### Range

**verbal and non-verbal:** to include both positive and negative behaviours as a form of communication

**Implement systems, procedures and practice** in accordance with legislative, regulatory and organisational contexts



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### Learning outcome:

2. Evaluate the ways in which current theory and research has influenced policy and practice relating to Speech, Language and Communication (SLC)

### Assessment criteria

You understand:

- 2.1 The main theories of how language is acquired
- 2.2 How current research has informed government policy or guidance relating to SLC skills
- 2.3 How practice used to support SLC development in your setting are influenced by the main theories of language acquisition
- 2.4 Current theories and practice on the link between language and the development of literacy
- 2.5 The impact of local frameworks, procedures or initiatives relating to SLC on your role and your setting

You are able to work in ways that:

- 2.6 Evaluates how methods of working within your setting relate to the main theories of how language is acquired
- 2.7 Make recommendations if any changes are required to support methods of working

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### Learning outcome:

3. Understand the range of speech, language and communication needs (SLCN) children may experience and their implications for holistic development

### Assessment criteria

You understand:

- 3.1 The purpose of initial and ongoing screening of children's SLC development
- 3.2 The range of SLCN children may experience
- 3.3 The difference between short-term/transient SLCN and persistent SLCN
- 3.4 The range of factors that may increase the risk of a child experiencing a persistent SLCN
- 3.5 The terms developmental language disorder (DLD), and developmental language disorders (DLD) associated with other/associated disabilities.
- 3.6 The interaction between SLCN on a child's cognitive, social and emotional development
- 3.7 Activities and strategies that can support the social and emotional development of children with SLCN

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### Learning outcome:

4. Lead practice that supports the identification, recognition and support of children with SLCN

### Assessment criteria

You understand:

- 4.1 A range of appropriate observation and assessment methods that can be used to support early identification and interventions for SCLN

- 4.2 The impacts of labelling and stereotyping on children with SLCN and how to challenge this in the workplace/setting
- 4.3 The value and importance of inclusive practice when working with children
- 4.4 The roles and responsibilities of the Speech and Language Therapist
- 4.5 Your role and responsibilities relating to SLC within your setting
- 4.6 The importance of working collaboratively with **others** to support children and their families/carers
- 4.7 The networks that children and their families/carers can access for support
- 4.8 The local **referral pathway/procedure** for children with signs of SLCN

You are able to work in ways that:

- 4.9 Support others to understand the range of SLCN that children may have within your setting
- 4.10 Utilises observations and assessments to identify and monitor children who potentially have SLCN and take appropriate action
- 4.11 Collaborate with **others** to identify appropriate support that may be required
- 4.12 Ensure accurate record-keeping and information sharing for children who have SLCN within your setting
- 4.13 Plan, implement and evaluate activities and strategies that support, social and emotional development of children with SCLN
- 4.14 Reflect and challenge how your own beliefs, values and skills influence your practice
- 4.15 Supports others to reflect and challenge how own beliefs, values and skills influence their practice
- 4.16 Follows workplace/setting policy and procedures for recognition and referral

### Range

**Referral pathway/procedure** – this should include the referral forms, assessments to support the referral, where or who to send this information to.

**Others:** children, families/carers, Speech and Language Therapists, health professionals, colleagues

### Learning outcome:

- 5. Lead on the development of a positive communication environment in your workplace/setting

### Assessment criteria

You understand:

- 5.1 The features of a positive communication environment and how this can be created in your workplace/setting

You are able to work in ways that:

- 5.2 Assess the positive communication environment and adult-child interactions in your setting
- 5.3 Lead on the development of a positive communication environment in your setting

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### Learning outcome:

6. Contribute to the planning and evaluation of strategies and interventions that support children with SLCN within your workplace/setting

### Assessment criteria

You understand:

- 6.1 The role of different agencies and others in developing strategies and interventions to support children with SLCN

You are able to work in ways that:

- 6.2 Contribute to the implementation of appropriate strategies/interventions to support children with SLCN in your workplace/setting
- 6.3 Evaluate the impact of strategies/interventions used to support children with SLCN in your setting
- 6.4 Support others to adapt their practice to ensure the needs of SLCN children are met
- 6.5 Signpost families/carers to networks that children and their families/carers can access for support

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### Learning outcome:

7. The links between bilingualism/multilingualism and speech, language and communication skills development

### Assessment criteria

You understand

- 7.1 The benefits of bilingualism/multilingualism in relation to speech, language and communication development.
- 7.2 The interaction between speech, language and communication skills and bilingualism/multilingualism
- 7.3 The terms:
  - Simultaneous bilingualism
  - Sequential bilingualism
- 7.4 The difference between language immersion and exposure to an additional language within the setting
- 7.5 The importance of identifying whether a child has SLCN in their main language
- 7.6 The **potential impact** of the child's main language being different from the language used in the childcare workplace/setting
- 7.7 Where to access sources of information and support available for children with SLCN to learn an additional language
- 7.8 The impacts of labelling and stereotyping in relation to bilingualism/multilingualism on children with SLCN and how to challenge this in the workplace/setting

## Range

**Potential impact**, to include that the lack of understanding and use of vocabulary in the additional language is due to a lack of exposure to language in the workplace/setting, rather than a speech and language processing difficulty.

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### Learning outcome:

8. Lead on and promote the support of children learning the language of the workplace/setting, as an additional language

### Assessment criteria

You are able to work in ways that:

- 8.1 Lead and promote the implementation of strategies that support children learning the language of your workplace/setting
- 8.2 **Plan** the support a child learning the language of your workplace/setting and their family will receive
- 8.3 Access and share sources of information and support for children to learn the language of the setting
- 8.4 Support colleagues working with children with SLCN who are also learning the language of the workplace/setting

## Range

**Plan:** The learning/development strategies that will be used (what resources, repetition patterns, types of activities), inclusion of others (family/carers), types of vocabulary covered, etc.

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### Learning outcome:

9. The importance of adapting practice based on reflection when working with children with SLCN

### Assessment criteria

You understand:

- 9.1 Models of reflective practice that can be used to support others within your workplace/setting
- 9.2 The purpose and importance of reflecting on practice by self and others when working with children
- 9.3 The need to adapt your own practice based on reflection and the implications of not doing so
- 9.4 The potential impact of not using reflective practice on the quality of care and support provided to children

You are able to work in ways that:

- 9.5 Use models of reflection to evaluate your own practice
  - 9.6 Adapt own practice based on reflection and provide recommendations to improve and enhance outcomes for a child
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## Unit 417                      Working with Children with Speech, Language and Communication Needs (SLCN)

### Supporting Information

#### ***Evidence requirements***

The evidence for this unit will be presented through the structured tasks. Guidance for any additional evidence that may be needed can be found in the assessment pack.

This unit will need to be assessed by individuals with high levels of occupational competence and recent experience supporting children with SLCN.

#### ***Guidance for delivery***

##### **Delay and Disorder & Receptive and Expressive Language**

<https://www.afasic.org.uk/about-talking/more-about-speech-language-and-communication/>  
***Delay and disorder***

Delay in understanding and talking means that a child is developing these skills at a slower rate but in the expected order and following a typical pattern.

Disorder is used when a child's listening, understanding and talking are developing in an unexpected way, differently to other children and not following a typical pattern.

Although these distinctions may sound clear, in practice, for example with young children, it can be difficult for professionals to identify and a child may present with elements of both delay and disorder. A number of labels may be used to describe your child's needs, so it is important to ask what a professional means when a particular label is suggested.

##### ***Receptive and expressive language***

These are terms that professionals used to describe listening, understanding and expression (through talking or other means such as signing).

Receptive language means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.

Expressive language means being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate. Expressive language also informs an individual's writing.

##### **Factors that may affect speech, language and communication development in children,**

Communication is a fundamental skill for life and a key area for the development of learning. Speech, language and communication development is highly influenced by the language environment which children are exposed to, poor language environments can lead to delayed speech, language and communication skills.

Factors to consider include: the positive benefits of multilingualism, positive communication environment, adult-child interaction (turn-taking games, responsive communication, proto-conversations, verbal and non-verbal cues, eye contact, facial expressions), availability of shared reading experiences, physical factors (cleft lip and palate, use of dummies, hearing impairments), cognitive impairment, Autistic Spectrum Disorders, social deprivation, adverse childhood experiences.

**Main theories** - to include Nativist (Chomsky), Cognitive Theory (Piaget), Interactionist (Bruner), Behaviour/Reward Theory (Skinner) Psycholinguistic (Stackhouse and Wells)

##### **Positive communication environments:**

Positive communication environments can be broken down into 3 key areas:

1. *The language learning environment*, should consider:

- Space, light and layout: Are there cosy, comfortable places to talk? Can you see people's faces when they are talking? Can you rearrange the layout of the room to suit different opportunities for talking – as pairs, or in small or large groups?
- Noise levels: What is the general level of noise like? Are there noisy distractions from inside or out? Are there ways to gain people's attention? Can everyone hear and be heard? Are there times of quietness?
- Using visual support: Signs, symbols, photographs and sometimes writing are features of a positive communication environment. How widely and consistently are they used? Are they used as labels, to support routines, or as timetables? Are parents shown how they work? Is there the right amount and kind of visual support for the age and development of the children?
- Clear and consistent routines: How does the setting environment help children to know what to expect and when? How well are visual supports used to help children understand and follow routines?

2. *Language Learning Interactions*, should consider:

- The role of adults in the setting: The ways in which adults listen and talk with children is fundamental. This includes modelling language, supporting children to ask questions, extending and expanding on what children say, and introducing and explaining new words.

3. *Language Learning Opportunities*, should consider

- How opportunities are planned and created to support communication throughout the day: Almost all events, encounters or activities within the day can support speech, language and communication, so a communication-friendly school setting should seek to ensure all these opportunities are planned for and used. Alongside this, activities specifically designed to focus on communication should be planned.

<https://www.earlyyearscreators.com/eyc/enabling-environment/10-ways-create-communication-friendly-environment/>

A range of self-evaluation tools are available for settings

- [https://www.thecommunicationtrust.org.uk/media/267204/3\\_4\\_key\\_features\\_of\\_a\\_communication-friendly\\_classroom\\_final.pdf](https://www.thecommunicationtrust.org.uk/media/267204/3_4_key_features_of_a_communication-friendly_classroom_final.pdf)
- [https://www.thecommunicationtrust.org.uk/media/643573/communication\\_friendly\\_environments\\_checklist\\_june\\_2018.pdf](https://www.thecommunicationtrust.org.uk/media/643573/communication_friendly_environments_checklist_june_2018.pdf)

### **Speech language and communication needs (SLCN):**

#### ***Developmental language disorder***

DLD is a life-long condition characterised by difficulties with understanding and/or using spoken language. DLD has no single known cause and is likely a result of a number of biological, genetic and environmental risk factors. DLD was previously known as specific language impairment (SLI). DLD, while not identical, is now the agreed term and people with an SLI diagnosis will qualify for a diagnosis of DLD. DLD may be diagnosed if a child's language difficulties are likely to persist throughout childhood and into adolescence and adulthood.

<https://rcslt.org/-/media/Project/RCSLT/rcslt-dld-factsheet.pdf>

<https://www.rcslt.org/speech-and-language-therapy/clinical-information/developmental-language-disorder#section-2>

**Transient and Persistent SLCN:** SLCN can be viewed in three broad sub-groups

1. Children with SLCN associated with limited experiences (Lindsay et al 2010). These difficulties are transient, i.e. given the right support, children are likely to catch up. (Jordan & Thomas, 2010)

2. Children with primary SLCN where language difficulties occur in the absence of any identified neurodevelopmental or social cause, e.g. specific language difficulties or specific speech disorder. These difficulties could be described as being specific and persistent in their nature.

3. Children with cognitive, sensory or physical impairment as their primary need and language difficulties as a secondary need, e.g. SLCN secondary to autistic spectrum disorder, a hearing impairment or learning difficulty.

Also see <file:///C:/Users/te083464/Downloads/2.1%20What%20is%20SLCN.pdf>

### Typical patterns of SLC development

Children develop language at hugely differing rates

#### Age 1-2 years:

Most toddlers will be:

- using pointing to direct another person's gaze (along with vocalisation or word attempt)
- attempting some single words that are recognisable to familiar people (and some will be beginning to combine words at around two years old)
- showing pleasure when they get feedback when naming or identifying an object, person, or picture successfully
- able to follow a simple instruction like 'get your shoes', 'put the paper in the bin'
- beginning to play imaginatively, such as pretending to speak on a toy phone

#### Age 2-3 years:

Most 2-3-year olds:

- are putting together short phrases eg 'daddy car' or 'Evan school now'
- have an expanding vocabulary and may be stumbling over their words as their phrases expand
- can be difficult to understand as their speech sound system is still developing
- show more sustained role play (putting doll or teddy to bed, washing teddy)

From <http://www.maternal-and-early-years.org.uk/speech-and-language-development-what-to-expect-1-3-years-2>

Further information can be obtained from

[https://www.thecommunicationtrust.org.uk/media/600981/ite\\_resource\\_1.pdf](https://www.thecommunicationtrust.org.uk/media/600981/ite_resource_1.pdf)

Additional information can be found on the following websites:

<https://www.nidcd.nih.gov/health/speech-and-language>

<http://www.maternal-and-early-years.org.uk/topic/0-3-years/speech-language-and-communication-development>

<https://www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/introduction-to-the-slc-pathway/what-is-slc/>



**SLCF Self-assessment Tool:**

The Speech, Language and Communication Framework (SLCF) is a free tool developed by The Communication Trust (TCT). It enables practitioners to establish their level of competence in supporting children with SLCN. There are 4 levels: Foundation, Universal, Enhanced and Specialist. The levels are described here: <https://www.slcframework.org.uk/the-slcframework-levels/>

Learners at level 4 would predominantly be working at the 'Enhanced' level on SLCF, while level 3 learners would mainly be working at 'Universal' level. Learners can use the tool to assess their own competence by registering as a user here:

<https://portal.slcframework.org.uk/register/>

and rating their confidence in 10 areas. The tool enables them to plan their own continuing professional development needs and signposts them accordingly.

## Unit 419

## Recognising and Supporting Children with Additional Learning Needs (ALN)

<b>Level:</b>	4
<b>GLH:</b>	145
<b>Credit:</b>	30
<b>Unit Summary:</b>	The aim of this unit is to provide learners with the knowledge and skills required to lead on the early identification and support of children with Additional Learning Needs as defined in current legislation. This includes children who are more able and talented.

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### Learning outcome:

1. Embed legislation, guidance and current practice in relation to Additional Learning Needs (ALN)

### Assessment criteria

You understand:

- 1.1 The research and evaluative evidence that underpins legislation, guidance and current practice
- 1.2 How legislation and guidance influence the development of service provision
- 1.3 The importance of the current ALN Code for Early Years and how this impacts practice
- 1.4 The required policies, procedures and practice within your workplace/setting related to supporting children with ALN

You are able to work in ways that:

- 1.5 Apply learning from research and evidence informed practice in own work
- 1.6 Adhere to
  - policies, procedures and practice
  - the ALN Code for Early Yearswithin the workplace/setting

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### Learning outcome:

2. Understand the responsibilities of workplace/setting to make reasonable adjustments for children with ALN

### Assessment criteria

You understand:

- 2.1 The legal definition of reasonable adjustments and a graduated response

- 2.2 Scenarios that may require reasonable adjustments to be made for children with ALN
  - 2.3 Your roles and responsibilities and those of the workplace/setting in making reasonable adjustments for children with ALN
  - 2.4 Challenges and opportunities that can arise when making reasonable adjustments for children with ALN
- 

### Learning outcome:

- 3. Use recognition to support early intervention with children

### Assessment criteria

You understand:

- 3.1 The range and prevalence of ALN and defined characteristics as outlined in current legislation
- 3.2 The research and evidence base that supports early identification and intervention of ALN
- 3.3 Potential impacts of ALN on children's holistic learning growth and development
- 3.4 The importance of early identification and intervention of ALN to support children's ongoing holistic learning growth and development
- 3.5 The impacts of labelling and stereotyping on children with ALN and how to challenge this in the workplace/setting
- 3.6 The value and importance of inclusive practice when working with children
- 3.7 **Barriers** to inclusivity when working with children and how they could be overcome
- 3.8 The importance of actively challenging prejudice, stereotypical perceptions and discrimination towards children with ALN
- 3.9 Appropriate observation and assessment methods that can be used to support early identification of ALN
- 3.10 The ALN Code referral process when Additional Learning Needs are identified
- 3.11 The roles and responsibilities of the ALN Coordinator
- 3.12 Your own roles and responsibilities, accountabilities, limits and boundaries as the ALN lead within the workplace/setting
- 3.13 The importance of working collaboratively with **others** to identify appropriate Additional Learning Provision that may be required
- 3.14 The networks that children and their families/carers can access for support

You are able to work in ways that:

- 3.15 Reflect and challenge how your own beliefs, values and skills influence your practice
- 3.16 Support others to reflect and challenge how own beliefs, values and skills influence your practice
- 3.17 Undertake and utilise observations and assessments to gather evidence to support recommendations and referrals
- 3.18 Follow workplace/setting policy and procedures for recognition and referral
- 3.19 Collaborate with others to identify appropriate Additional Learning Provision that may be required

### Range

**Barriers:** real and perceived, social and environmental, labeling theory (self-fulfilling prophecy), assumptions and stereotyping, own and others values and beliefs

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**Others:** children, families/carers, ALN Lead Officer, health professionals, educational professionals, social services professionals, colleagues

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**Learning outcome:**

4. Work collaboratively to implement child-centred plans

**Assessment criteria**

You understand:

- 4.1 The importance of using observations and assessments:
  - to support referrals and recommendations
  - for the development of child centred plans
- 4.2 How to work collaboratively to develop and implement individual development plans
- 4.3 The necessity of adopting child centred planning and the importance of valuing the voice of the child
- 4.4 The need to monitor and review plans in collaboration with children and their families/carers and **others**
- 4.5 The need for provision to evolve with the needs of the child and their families/carers
- 4.6 The importance of supporting and empowering families/carers and others as advocates for the child
- 4.7 How **factors** may impact on children and their families/carers and the support they can access

You are able to work in ways that:

- 4.8 Ensure children and their families/carers are the drivers of child centred planning
- 4.9 Collaborate with others to develop and implement individual child centred plans within the workplace/settings
- 4.10 Identify and evaluate the additional learning provision that may be required to meet the needs of children and their families/carers
- 4.11 Identify issues and plans for continuous improvement in implementation of inclusive practice and participation
- 4.12 Monitor and review the needs of children and their families/carers on an ongoing basis

**Range**

**Others:** Colleagues, other professionals including health and education

**Factors:** Ethnicity, social, cultural and religious, environments

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**Learning outcome:**

5. Support positive behaviour when working with children

**Assessment criteria**

You understand:

- 5.1 What is meant by 'positive behaviour support' and 'challenging behaviour'
  - 5.2 The **models and frameworks that support positive approaches**
  - 5.3 Why it is important to understand behavioural triggers
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- 5.4 The difference between the behaviour and the behavioural trigger
- 5.5 The range of **primary prevention strategies and early interventions** that may be used to support positive behaviour
- 5.6 How to **analyse behaviour and behavioural triggers** to identify the most appropriate primary prevention strategies and early interventions to support positive behaviour
- 5.7 The importance of considering behaviour in child centred plans
- 5.8 The importance of reflecting on your own and **others** reactions to behaviour

You are able to work in ways that:

- 5.9 Lead practice that recognises and supports children's positive behaviour
- 5.10 Lead practice that adopts the use of primary prevention strategies and early interventions to support children's behaviour
- 5.11 Reflects on your own and **others** reactions to behaviour

### Range

**Models and frameworks that support positive approaches:** Active Support, Restorative Practice, Positive Behavioural Support

**Primary prevention strategies and early interventions:** Reframing, defusing, re-directing, distracting, pre-empting and ignoring

**Analyse behaviour and behavioural triggers:** data collection methods, application of the behavioural model, collation and presentation of data that facilitates analysis.

**Others:** Other children, families/carers, colleagues

### Learning outcome:

- 6. Use reflection to adapt practice when working with children with ALN

### Assessment criteria

You understand:

- 6.1 Models of reflective practice that can be used to support others within your setting
- 6.2 The purpose and importance of reflecting on practice by self and others when working with children
- 6.3 The need to adapt your own practice based on reflection and the implications of not doing so
- 6.4 The potential impact of not using reflective practice on the quality of care and support provided to children

You are able to work in ways that:

- 6.5 Use models of reflection
- 6.6 Adapt own practice based on reflection and provide recommendations to improve and enhance outcomes for a child

# Unit 419                      Recognising and Supporting Children with Additional Learning Needs (ALN)

## Supporting information

### ***Guidance for delivery***

**Additional learning needs** is as defined in the Additional Learning Needs Education Tribunal Act 2018 as:

- A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
- A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

**Additional Learning Needs Coordinator** is the local authority appointed individual responsible for children with Additional Learning Needs

**Additional Learning Needs lead** is the person who has responsibility for Additional Learning Needs within your workplace/setting.

**Additional Learning Provision** refers to additional support which has been identified and agreed by health, education and other services to support children's ongoing holistic learning and development.

**Drivers** – in that the approach reflects what is important to the child and the family now and in the future, and that they have been able to input into the process

**Child Centred Plans** refer to the unified plans developed for children following a person centered review. They will include an action plan and any identified additional learning provision that has been identified.

**Positive behavioural support** -

**Positive behaviour support framework:** ethical, values-based approaches, theory and evidence base, functional analysis, primary prevention, secondary prevention, reactive strategies.

**Behavioural model:** The 4-term contingency: motivation, antecedents, behaviour and consequences-the inter relationship between any establishing or motivating operations, a discriminative stimulus, behaviour and consequence.

**Four common components:** social attention, avoidance/escape, access to tangibles, sensory stimulation

### ***Related NOS***

- **SCDCCLD 0414:** Lead in the review of policies, procedures and practice for children with additional support needs
- **SCDCCLD 0403:** Lead programmes for the promotion of children and young people's development
- **SCDCCLD 0339:** Promote the care, learning and development of children with additional support needs in early education settings
- **SCDCCLD 0321:** Promote the care, learning and development of children with additional requirements in partnership with their families
- **TDASTL44:** Work with children and young people with additional requirements to meet their personal support needs
- **TDASTL38:** Support children with disabilities or special educational needs and their families
- **SCD HSC 0315:** Work with children and young people with additional requirements to meet their personal support needs
- **SCD CCLD 0301:** Promote effective communication
- **SCD CCLD 0308:** Promote children's wellbeing and resilience

### ***Related legislation and guidance***

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- [www.legislation.gov.uk/anaw/2018/2/contents](http://www.legislation.gov.uk/anaw/2018/2/contents)
- Additional Learning Needs Code for Wales
- [https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales\\_0.pdf](https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales_0.pdf)
- Explanatory notes
- <https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act-explanatory-notes>
- Implementation guide for individual development plans
- <https://gov.wales/sites/default/files/publications/2018-11/additional-learning-needs-and-education-tribunal-wales-act-2018-implementation-guide-for-individual-development-plans.pdf>
- Supporting more able and talented children in primary schools, Estyn, 2011  
<http://dera.ioe.ac.uk/4256/1/110715estynsupportingablepupilsen.pdf>
- Review to identify more able and talented provision across Wales, Welsh Government, 2015
- <http://gov.wales/docs/dcells/publications/160106-mat-report-en.pdf>
- SNAP CYMRU <http://www.snapcymru.org/>
- Learning Disabilities Wales <http://www.learningdisability.co.uk/wales/>
- Contact a Family <https://contact.org.uk/wales>

- Flying Start Guidance
- <http://gov.wales/topics/people-andcommunities/people/children-and-young-people/parenting-supportguidance/help/flyingstart/?lang=en>
- Play and Risk (2013)
- [https://issuu.com/playwales/docs/play\\_and\\_risk?mode=window](https://issuu.com/playwales/docs/play_and_risk?mode=window) • Play deprivation (2003) [https://issuu.com/playwales/docs/play\\_deprivation?e=5305098/5309703](https://issuu.com/playwales/docs/play_deprivation?e=5305098/5309703)
- Play: health and well-being (2012)  
<http://playwales.org.uk/login/uploaded/documents/INFORMATION%20SHEETS/play%20health%20and%20wellbeing.pdf>
- Play: inclusive provision (2013)  
[https://issuu.com/playwales/docs/play\\_inclusive\\_provision?e=5305098/5307437](https://issuu.com/playwales/docs/play_inclusive_provision?e=5305098/5307437)
- Building resilience – the importance of playing (2015)  
[https://issuu.com/playwales/docs/building\\_resilience\\_?e=5305098/31468341](https://issuu.com/playwales/docs/building_resilience_?e=5305098/31468341)
- Promoting physical activity through outdoor play in early years settings (2016)  
[https://issuu.com/playwales/docs/promoting\\_physical\\_activity\\_through?e=5305098/35010783](https://issuu.com/playwales/docs/promoting_physical_activity_through?e=5305098/35010783)
- **Reflective practice – what is it and why is it so important? (2018)**  
[https://issuu.com/playwales/docs/reflective\\_practice?e=5305098/62475902](https://issuu.com/playwales/docs/reflective_practice?e=5305098/62475902)  
**RLN)**
- <https://www.asdinfowales.co.uk/early-years>
- <https://www.ndcs.org.uk/resources-eyp>



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

This qualification has connections to the following qualifications:

- Level 1/2 Introduction to Health and Social Care and Child Care
- Level 2 Children's Care, Play, Learning and Development: Core
- Level 2 Children's Care, Play, Learning and Development: Practice
- Level 3 Children's Care, Play, Learning and Development: Practice
- Level 3 Children's Care, Play, Learning and Development: Principles and Contexts
- Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development
- Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice