City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

April 2024 Version 1.2

Qualification Handbook

Version and date	Change detail	Section
1.1 July 2021	**Registration and Certification** section updated	Centre Requirements
1.2 April 2024	Updated guidance	Unit 508 – Related legislation and guidance

Qualification at a glance

Subject area	Childcare and health
City & Guilds number	8041
Age group approved	18+
Entry requirements	Learners must have completed the following City & Guilds qualification prior to entry for this qualification: 8041-16 Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development
Assessment	100% external assessment
Approvals	Centre and qualification approval is required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Consortium website for details

Title and level	Reference number	Accreditation number
Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice	8041-18	C00/1249/7

City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice – Qualification Handbook

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Contents

1   Introduction

This document tells you what you need to do to deliver this qualification:

Area	Description
Who is the qualification for?	This qualification is for learners working in a management role within regulated childcare settings with families and children under the age of 8 years and NHS children's services for those working with families and children aged 0-19 years.
	This qualification is practice-based and assesses learners' knowledge and practice. It is designed for learners in work-based learning. The qualification will assess learners' knowledge and practice through their work.
	Learners are required to complete the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification prior to taking this qualification.
What does the qualification cover?	This qualification requires learners to develop the knowledge, understanding, behaviours and skills required for leadership and management of Childcare and child health settings.
What opportunities for progression are there?	The qualification allows learners to progress their employment opportunities or to continue to further study at a higher level.
Who did we develop the qualification with?	The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.
	The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Children's Care, Play, Learning and Development sector.

Subject aims and objectives

Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice will enable learners to develop and demonstrate their knowledge, skills and understanding within a children's care, play, learning and development setting. In particular, learners will be able to demonstrate that they:

- understand and apply in practice a range of leadership and management concepts, theories and techniques;
- reflect on their own and others' knowledge, leadership and management styles and understand how these impact on those they work with, both within and outside of their setting;
- lead and manage performance improvement in children's care, play, learning and development settings;
- lead and manage child-centred approaches in practice;
- lead and manage the improvement of service within children's care, play, learning and development;
- work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data;
- use communication, numeracy and digital competency skills as appropriate within their role.

Structure

To achieve the **Level 5 Leadership and Management in Children's Care, Play, Learning and Development** qualification learners must achieve a minimum of 120 credits in total.

- 90 credits must be achieved from the Mandatory group
- A minimum of 30 credits must be achieved from the Optional group.

The **minimum** guided learning hour requirement for this qualification is 415.

Unit Number	Unit title	GLH	Credit
Mandatory Group			
501	Lead and manage child-centred practice	60	20
502	Lead and manage effective team performance	65	18
503	Lead and manage the quality of workplace/setting	70	16
504	Professional practice	50	12
505	Lead and manage practice that promotes safeguarding of children	60	12
506	Lead and manage health, safety and security in the workplace/setting	60	12
Optional Group			
507	Lead and manage health, well-being and creative learning within childcare provision	40	14
508	Lead and manage the acquisition of a new language through immersion	20	9
509	Lead and manage support for families to develop parenting skills	50	21
510	Lead and manage speech, language and communication skills	50	20
511	Lead and manage services for children with additional needs	50	18
512	Lead and manage continuous improvement through the regulatory processes	30	6

Unit Number	Unit title	GLH	Credit
543	Lead and manage inter-professional working arrangements	20	10
544	Lead work with volunteers	10	9
545	Lead and manage business planning and processes	20	12
546	Lead and manage a therapy team	80	20
547	Lead and manage child health services	50	30
415	Study skills	30	8

Learners should select units that are relevant to their role and to the children that they care for within their organisation/setting.

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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 TQT for this qualification is specified below.

Qualification	TQT
Level 5 Leadership and Management of Children's Care, Play, Learning and Development	1200

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 the 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 and qualification 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

Internal assessor requirements

Internal assessors will not be making assessment judgments that count towards the final qualification grade; however, they will be involved in supporting the assessment process through supporting agreement of the business project and providing evidence through observation and testimony. Individuals within this role must,

- be occupationally competent within a Childcare and/or health role as appropriate to the candidates role. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through relevant and clearly demonstrable continuing learning and professional development
- hold or be working towards the current Assessor qualifications, e.g.
  - Level 3 Award in Assessing Competence in the Work Environment **or**
  - hold the A1 Assessors Award or D32/33 units

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

The consortium also accepts alternative nationally accredited assessor qualifications. A comprehensive 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.

Where used to provide supportive evidence as part of the portfolio, expert witnesses must
- have a working knowledge of the units for which they are giving testimony
- be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
- have either a qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.

Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. IQAs will be responsible for ensuring that the process and delivery of assessment is undertaken appropriately, and that any assessment evidence produced (e.g. portfolio evidence) is validated.

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.

Learner entry requirements

Learners must have completed the following qualification prior to registration of this qualification:

8040-16 Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development

City & Guilds does not set any additional entry requirements for this qualification. However, centres must ensure that learners 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 learners 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,
- 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.

The content of the mandatory units (501 – 506) has been designed to build on the learner's knowledge and understanding developed through completion of the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification. The practice qualification firmly embeds the concepts, theory and guidance developed at Level 4 into the practical application of skills and ability at Level 5.

Deliverers of the Level 5 qualification should ensure that the delivery of Level 5 builds upon the Level 4 content but does not attempt to unnecessarily replicate it. Refreshment or reiteration of certain content elements may be helpful to support development; however, the delivery should primarily focus on the development of Level 5 skills, with the understanding that a secure knowledge base has been already achieved by learners.

As an example, the knowledge base taught through unit 407 (Understand how to lead and manage effective team performance) underpins the practice elements of unit 502 (Lead and manage effective team performance). As part of the delivery of 502, it will be beneficial for deliverers to challenge learners to reflect on the different leadership models, values and principles they have learnt about previously as they consider the content of this unit and put their leadership skills into practice. It will be particularly helpful for learners to reflect on the individual challenges that they face as they work as leaders supporting others in practice. The content of this unit should challenge learners to develop their own leadership skills and techniques, so it will be helpful to encourage learners to use a range of self-analysing questions in their own reflection, as they perform a range of activities involving members of their team (e.g. recruitment, induction, supervision). The types of questions that may be helpful to ask include,

- How have I performed in this situation?
- How could I have behaved differently?
- What might have happened if I had taken a different approach?

Regular and supportive supervision will be invaluable alongside the delivery of this unit to support learners to embed their understanding of what it means to be a leader of people, and how they can continue to adapt, progress and develop their own leadership style effectively.

Deliverers of the Level 5 qualification should also consider how the optional units that a learner has selected are taught, supported by the underpinning knowledge, understanding and skills within the mandatory unit content. Learning should reinforce that the optional units

reflect the specific skills needed within the optional content area, but that these skills will be underpinned by the content developed through the mandatory units.

Deliverers should always consider the specific requirements of the individual learner (e.g. the time lapse since studying the Level 4 knowledge qualification; any gaps in employment away from the sector or if they have completed an approved, recognised alternative to the Level 4 qualification etc.), as well as the holistic nature of the content of this qualification, and its intended delivery, as they develop and adapt their teaching for an effective delivery model.

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 Quality Assurers (EQAs) or external assessors.

There is 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 is 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.

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 learners who complete the assessment for this qualification.

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, such as observation and professional discussion.

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 Safeguarding training prior to visiting a centre.

External assessor requirements

Assessors of this qualification 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. Assessors must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, they must possess or be working towards either:
- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; **and**
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

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.

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

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 EQA role for this qualification will be focused on the centre approval element at the point of on-boarding.

The consortium requires Associates/appointees to hold an external quality assurance qualification, either:
Level 4 External Quality Assurance of Assessment Processes and Practice
D35 - Externally Verify the Assessment Process (D35) or V2 - Level 4 Certificate in Conducting External Quality Assurance of the Assessment Process (V2)

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.

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.

Internal quality assurance

Centres must have a written Internal Quality Assurance strategy.
This will help ensure that internal quality assurance procedures:
- provide accuracy and consistency between Assessors in the use and interpretation of the guidance in the qualification and/or assessment documentation
- are efficient and cost effective

Internal quality assurance requirements must meet the policies and guidance as outlined in the consortium's guidance to centres. Details of these guidance documents can be accessed through the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at www.healthandcarelearning.wales.

Factors affecting individual learners

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.

Learners 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 learner (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 learners 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 learners 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 learners 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

Learners must successfully complete:

- a portfolio of evidence
- a business project
- a professional discussion

An assessment pack detailing the 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 as evidence of practice for summative assessment purposes.

Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect the learner's actual experienced practice.

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 learner'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 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.

Awarding of the qualification

The qualification will be awarded based on a final holistic judgement applied by an external assessor upon review of the evidence observed across all the assessments.

Re-sit opportunities

There is no restriction on the number of times learners can re-take/re-submit tasks which they have failed within this qualification.

Please see the assessment pack for guidance on opportunities available for learners re-taking the assessments if needed, and for guidance on when a learner is unsuccessful in completion of any element of the assessment on the first attempt.

External assessment processes

The assessment pack outlines the points in the assessment process when the centre is required to co-ordinate and book the services of a City & Guilds external assessor.

Roles

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

Tutor - provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but will have no responsibility for making any assessment judgements.

Internal assessor[1] – a qualified assessor, provides support for the assessment delivery. The internal assessor will support the assessment to provide evidence that supplements the external assessment decision. The internal assessor will be responsible for confirming the validity of the learner's business project opportunity and project plan for providing sufficient assessment evidence, and for undertaking at least two observations of the learner implementing their project. They will also support the learner to provide evidence within their portfolio, as well as provide additional observation and testimony where appropriate.

Manager/employer – understands the normal internal processes of the setting, documentation, communication systems etc and can assess whether the learner is using them appropriately. Where appropriate can provide expert witness testimony in relation to day to day workplace practice. The manager/employer is responsible for confirming the validity of the learner's business project, ensuring that the opportunity presented is viable from a business operation's perspective.

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.

External Quality Assurer – will support an initial centre visit as part of the qualification approval process of the awarding body, ensuring appropriate systems and processes are in place within the centre.

City & Guilds External assessor[2] – a qualified assessor, appointed by City & Guilds, and responsible for undertaking direct observation of the learner in practice, as well as undertaking the professional discussion. The external assessor will review all final evidence presented for the portfolio and business project and will make the final assessment judgement of the learner.

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

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[1] For confirmation of the internal assessment requirements for this qualification, please see the **'Centre requirements'** section of this Qualification Handbook

[2] 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
501	Lead and manage child-centred practice
502	Lead and manage effective team performance
503	Lead and manage the quality of workplace/setting
504	Professional practice
505	Lead and manage practice that promotes the safeguarding of children
506	Lead and manage health, safety and security in the workplace/setting
507	Lead and manage health, well-being and creative learning within childcare provision
508	Lead and manage the acquisition of a new language through immersion
509	Lead and manage support for families to develop parenting skills
510	Lead and manage speech, language and communication skills
511	Lead and manage services for children with additional needs
512	Lead and manage continuous improvement through the regulatory processes
543	Lead and manage inter-professional working arrangements
544	Lead work with volunteers
545	Lead and manage business planning and processes
546	Lead and manage a therapy team
547	Lead and manage child health services
415	Study skills

The unit content has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.

The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Children's Care, Play, Learning and Development sector.

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.

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 practical skills and/or 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 specific assessment criteria. 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.**

Whilst all elements listed in the range must be delivered, it is not expected that all range elements must be specifically observed during the assessment process; reflecting that the assessment judgement is to be made as a holistic judgment, and based at the level of the learning outcome.

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.

The guidance for delivery also includes definitions of key terminology referred to within the unit, as well as providing further background and support around key aspects of the content.

Related NOS (National Occupational Standards)

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 to the Children's Care, Play, Learning and Development sector. 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.

Guided learning hour (GLH) value

This value indicates the amount of Guided Learning Hours a unit will require for delivery to a learner 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 501   Lead and manage child-centred practice

Level:	5
GLH:	60
Credit:	20
Unit Summary:	This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage child centred practice. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

1. Lead the use of research and evidence informed practice for the holistic development and well-being of children

Assessment criteria

You understand:

1.1 Contemporary research and evidence informed practice for the holistic development and well-being of children
1.2 How to analyse and evaluate theories, models and frameworks that support holistic development
1.3 How research evidence can be applied alongside theories, models and frameworks

You are able to work in ways that:

1.4 Lead the use of research, evidence, theories, models and frameworks to inform practice which supports the holistic development and well-being of children
1.5 Ensure that positive examples of good practice are shared within the workplace/setting

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Learning outcome:

2. Lead and manage practice which promotes children's rights and the voice of the child

Assessment criteria

You are able to work in ways that:

2.1 Ensure that workers are supported to understand:
   • how to apply the principles of the United Nation Convention on the Rights of the Child in practice
   • the role of relevant 'general comments' on the United Nation Convention on the Rights of the Child
   • how to support participation and the voice of children
   • the benefits of taking risks on children's holistic development and well-being

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- actions to take where the views and wishes of the child conflict with those of their families/carers

2.2 **Implement policies, procedures and practice** that:
- embed rights based approaches in practice
- ensure that children have choice and are involved in decisions
- ensure that children are supported to express their feelings and 'what matters'
- consider and take account of the needs of children
- ensure that workers balance the benefits of taking risks with the need for safety

2.3 Develop a culture that ensures that workers are supported to actively challenge practice that does not uphold children's rights

Range

Implement policies, procedures and practice: in accordance with legislative, regulatory and organisational contexts

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Learning outcome:

3. Lead and manage settings that apply an understanding of child development theories

Assessment criteria

You are able to work in ways that:

3.1 Ensure that workers are supported to understand:
- theories of holistic growth, learning and development
- the critical stages in neurological and brain development during:
- the pre-birth period
- early childhood
- possible factors and Adverse Childhood Experiences which could affect neurological and brain development
- the potential of stress and trauma to cause harm to overall development and well-being of children across the life span
- how abuse and trauma can impact the neurodevelopment of children as they grow up
- how bonding and attachment styles may impact the way that children function in society, form relationships and react to others
- the potential for change in the presentation of children who have experienced abuse and trauma
- links between behaviour, developmental stages, and experiences of abuse and trauma

3.2 Ensure that workers are supported to apply their understanding of child development in practice

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Learning outcome:

4. Lead and manage practice that promotes and supports holistic learning, growth and development

Assessment criteria

You understand:

4.1 How to support workers understanding of:

- what is meant by the term 'positive outcomes' and their own role in supporting children to achieve these
- how to establish positive outcomes for children
- what is meant by 'prevention' and 'early intervention' and how this can support positive outcomes for children
- methods of observation and assessment to monitor and identify stages of holistic learning, growth and development including schema
- the process for recording the results of observations and assessments in line with workplace/setting policies and procedures and national guidance
- the importance of planning for progression
- how to promote the development of independence skills in line with age and stage of development
- how practice can be adapted to differentiate and provide extended opportunities
- the importance of speech, language and communication for holistic learning, growth and development
- the role of the families/carers as first educators and partners in ongoing learning, growth and development
- links between the provision of a safe and stimulating environment and child development
- how experiential learning contributes to the holistic learning, growth and development
- how to ensure the support of the holistic development of children whilst ensuring a safe and stimulating environment
- the role of positive reinforcement in supporting, the holistic learning, growth and development of children

You are able to work in ways that:

4.2 Lead and manage **environments** that support play, learning, growth and development

4.3 **Implement policies, procedures and practice** to ensure workers:

- use observations to identify children's stage of holistic growth and development and the emergence of schema
- provide opportunities for meaningful and enjoyable activities, experiences and support everyday routines
- embed learning from the provision of activities that differentiates, plans for progression and provides extended opportunities
- promote holistic learning, growth and development
- use positive reinforcement and praise that supports children's holistic learning, growth and development

4.4 Take action if a child is not developing in line with their age and expected stage of development

Range

Environments: Inclusive, bilingual/multilingual, safe, nurturing, stimulating and creative

Implement policies, procedures and practice: in accordance with legislative, regulatory and organisational contexts

5. Lead and manage the use of play to support the holistic learning, growth and development of children

You understand:

5.1 How to support **others** to understand the importance of creating a child-led, quality and rich play environment to maximise potential for holistic learning, growth and development

You are able to work in ways that:

5.2 Lead and manage practice for the planning, promotion and use of different types of play to support the holistic learning, growth and development of children

Range

Others: Families/carers, colleagues, other professionals

Learning outcome:

6. Lead and manage the planning process for children

Assessment criteria

You are able to work in ways that:

6.1 Lead and manage practice for the development, review and evaluation of plans that support holistic growth, learning and development of children

6.2 Ensure that workers understand their role, responsibility and accountability for the planning process

6.3 Ensure that workers are supported to identify additional resources required to meet the needs of children

6.4 **Implement policies, procedures and practice** for the monitoring and review of plans within the workplace/setting to establish:
   - the progress of individual children
   - the overall effectiveness of the planning process and practice within the workplace/setting
   - areas for improvement

6.5 Ensure that information from the monitoring and review of plans is presented to relevant others in line with workplace/setting requirements

Range

Implement policies, procedures and practice: in accordance with legislative, regulatory and organisational contexts

Learning outcome:

7. Lead and manage support for change and transitions

You are able to work in ways that:

7.1 Support children and **others** to understand the potential impact of change and transitions on positive outcomes

7.2 Lead and manage practice that supports children, their families/carers and others to identify:

- potential impact of change and transitions
- barriers to successful change and transitions
- positive outcomes for change and transitions

7.3 Enable workers to identify any additional support needed to assist children through change and transition

7.4 Lead and manage collaborative approaches to support children through change and transition

Range

Others: Families/carers, colleagues, other professionals

Unit 501   Lead and manage child-centred practice
Supporting Information

Guidance for delivery

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, in particular:

- Unit 405 Leading child-centred practice – Learning outcomes: 1; 3; 4; 6
- Unit 406 Theoretical frameworks for leadership and management - Learning outcomes: 2;
- Unit 407 Understand how to lead and manage effective team performance - Learning outcomes: 2;

Guidance and resources listed for these units would be pertinent for Unit 501.

Child participation refers to the process of involving children in decisions and recording their likes and dislikes. This should be carried out with children of all ages and in the case of younger children and babies could refer to verbal and non-verbal communication such as crying, restlessness, boredom. It should also include active listening and engagement and participation strategies.

Children have choice and are involved in decisions as appropriate to the child's age and stage of development.

Children are supported to express their feelings and 'what matters' as appropriate to the child's age and stage of development.

General Comments to the UN Convention on the Rights of the Child (UNCRC) are directed to the governments of those countries which have ratified the UNCRC). Their purpose is to widen and deepen understanding of a particular aspect of the UNCRC, and to reflect the changing conditions under which children grow up.

Good Practice refers to practice which has been identified by inspectorates/organisations/research in reports and reviews. Eg ESTYN reports and thematic reviews, CIW/HIW reports. It could also include accolades and awards.

Positive challenge and holding each other to account could refer to instances where colleagues are not considering and taking account of the voice of the child and working in child centred ways. It could also include challenge in relation to language, equality and diversity matters.

Take action if a child is not developing in line with their age and expected stage of development: could include more frequent observation, discussion with families/carers/others, referral to other agencies/professionals.

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
- 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 Frameworkhttps://gweddill.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**
- NICE guidance for children and young people
- https://www.nice.org.uk/guidance/population-groups/children-and-young-people/products?ProductType=Guidance&Status=Published

Unit 502　　Lead and manage effective team performance

Level:	5
GLH:	65
Credit:	18
Unit Summary:	This unit aims to support learners to develop the competencies needed to effectively lead and manage team performance. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

1. Lead the development of a positive culture that is motivational and inspiring

Assessment criteria

You are able to work in ways that:

1.1 Use leadership models, theoretical frameworks and observed/experienced best practice of other leaders/managers to develop own practice as a leader

1.2 Lead the development of a culture and environment that:
- is open, transparent and accountable
- is safe and inclusive
- acknowledges, values and respects equity, equality and diversity
- recognises and embeds the importance of compassionate care
- supports Welsh language and culture
- values the contributions of workers towards the achievement of positive outcomes and service delivery
- encourages innovation and creativity
- encourages solution focused approaches
- motivates workers

1.3 Support workers to understand the shared vision and strategic direction of the workplace/setting and their role in supporting the achievement of its objectives

1.4 Use leadership styles and approaches to implement the vision of the workplace/setting in ways that are reflective, motivating, innovative and inclusive

1.5 Ensure that the positive contribution of workers is recognised and valued

1.6 Act as a positive role model for innovation, creativity and change

1.7 Respond efficiently, positively and constructively to issues, compliments, concerns or complaints raised

1.8 Reflect and evaluate own leadership qualities and behaviours and how well these support a motivational and inspiring culture within the team and when working with others

2. Manage effective values based recruitment and selection processes

You are able to work in ways that:

2.1 **Implement policies, procedures and practice** that support values based recruitment
2.2 Ensure that recruitment and selection processes meet safe selection requirements
2.3 Work within organisational requirements to:
   - evaluate the knowledge, understanding experience and skills needed within the workforce and identify any gaps
   - support the development and review of job descriptions and person specifications that meet the needs of the service provision and any identified gaps
   - agree with others the recruitment and selection process
   - agree how children can participate in the recruitment and selection process and how their views and choices can be included
   - promote diversity within the workforce
2.4 Work within organisational requirements to:
   - use agreed values based recruitment and selection processes
   - provide clear and accurate information and feedback to learners where requested
   - Keep clear and accurate records of the recruitment and selection process
2.5 Evaluate the effectiveness of recruitment and selection methods used within own workplace/setting

Range

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

3. Manage effective values based induction of workers

You are able to work in ways that:

3.1 **Implement policies, procedures and practice** that support values based induction
3.2 Ensure that arrangements are made for workers that meets legislative, regulatory and workplace/setting requirements
3.3 Ensure that **workers** are provided with written copies and clear expectations of:
   - their job description, role, person specification, responsibilities and accountabilities
   - their contract including terms of employment
   - legislative, regulatory and organisational requirements
   - any relevant and applicable Codes of Conduct and Professional Practice
   - procedures and practices that they must follow in their work
3.4 Ensure that workers are provided with opportunities to regularly discuss practice issues, their progress and learning and development needs

3.5   Ensure that workers have a personal development plan that takes account of:
- their existing knowledge, understanding, skills and experience
- the expectations of their role
- additional knowledge, understanding and skills that are needed

3.6   Ensure that all permanent or fixed term appointments are subject to meeting the conditions of employment

3.7   **Implement policies, procedures and practice** for the induction of agency workers and/or volunteers where these are used

3.8   Review and evaluate the effectiveness of induction processes

Range

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

Workers: new to the role, new to the setting, acquiring new skills or responsibilities, returning after a break in service or volunteering/agency staff

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Learning outcome:

4.   Manage the continuing professional development of workers through supervision and performance reviews

Assessment criteria

You are able to work in ways that:

4.1   **Implement policies, procedures and practice** for supervision and performance reviews

4.2   Ensure that written agreements for supervision and performance reviews are in place for all workers

4.3   Ensure that workers are supported to understand how their work and continuous development contributes to the achievement of positive outcomes for children

4.4   Ensure that records from supervision and performance reviews are accurate and completed within agreed timescales

4.5   Use observations and feedback from others to assess the practice of workers against their defined roles and responsibilities

4.6   Create a positive and safe environment that:
- promotes self-reflection
- supports an open dialogue
- supports the exchange of information and constructive feedback

4.7   Use supervision with workers to:
- provide balanced and constructive feedback on practice
- reflect on how their practice supports positive outcomes for children
- agree actions, timescales and goals
- monitor and evaluate the achievement of agreed goals and actions
- identify areas for learning and development and activities and methods that will be used to support these
- support reflection on practice and how well activities have met their learning and development needs
- encourage them to take personal responsibility for their own continuing professional development

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- understand any legislative, regulatory or organisational requirements for learning and development
- understand how their contribution to the quality of the service is recognised and valued
- discuss and agree actions for any health or well-being issues
- support them to adapt to change

4.8 Provide development opportunities to support the safe and effective practice of workers

4.9 Access additional support for workers who do not feel competent to carry out any aspect of their work

4.10 Evaluate how own practice supports effective supervision and performance reviews

Range

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

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Learning outcome:

5. Manage poor performance

Assessment criteria

You understand:

5.1 Legislative, regulatory and organisational requirements related to the management of poor performance and how and when specialist advice should be sourced

You are able to work in ways that:

5.2 **Implement policies, procedures and practice** for addressing potential poor performance and misconduct

5.3 Ensure that workers are supported to understand policies and procedures for dealing with potential **misconduct and unsatisfactory performance**

5.4 Ensure that workers receive regular clear and fair feedback on any potential conduct issues and unsatisfactory performance

5.5 Develop a culture and environment where children and/or families/carers/others feel able to challenge conduct and performance that may fall below expected standards

5.6 Ensure that policies and procedures support the reporting of concerns about conduct and performance

5.7 Agree management options if conduct and performance of workers falls below the expected standard

5.8 Use supervision to explore reasons for and address with workers, conduct and performance that may fall below the expected standards to identify underlying causes and potential solutions

5.9 Assess the achievement of conduct and performance objectives set for workers to establish whether improvement has been achieved

5.10 Maintain confidentiality about any issues related to misconduct or unsatisfactory performance in line with legislative, regulatory and organisational requirements

Range

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

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Misconduct and unsatisfactory performance: including Codes of Conduct and Professional Practice

6. Manage conflict within teams

You are able to work in ways that:

6.1 Identify situations that may lead to conflict, increased pressure or crisis and undertake interventions to avoid these
6.2 Apply strategies, models and theoretical frameworks to resolve team conflict should it occur

7. Manage the delegation of tasks

You are able to work in ways that:

7.1 **Implement policies, procedures and practice** for the delegation of tasks
7.2 Ensure that workers are clear about:
- the purpose of the tasks that have been delegated to them
- their role, responsibility and accountability for the tasks
- the knowledge, understanding and skills needed to undertake the tasks
- actions to be taken if they do not feel competent, or if the task is deemed unsafe, including refusal to undertake the task
- any training or support that will be available to support them to undertake the tasks
- how their work will be monitored
7.3 Follow agreed governance procedures where tasks are delegated from other agencies or professionals
7.4 Access additional support and resources to enable workers to undertake the delegated tasks where this is needed

Range

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

8. Lead and manage innovation and change

You are able to work in ways that:

8.1 Identify areas through self-evaluation for innovation or change within workplace/setting
8.2 Identify potential stakeholders to support and develop change or innovation

8.3   Use collaborative approaches to involve children and their families/carers in innovation and change

8.4   Facilitate a shared understanding of the need for innovation and change and how this supports:
- the shared vision objectives of the workplace/setting
- the achievement of positive outcomes

8.5   Ensure that workers and others are supported to understand any change management plans, their role and responsibilities and how the plans will be evaluated

8.6   Assess the potential challenges and impacts of proposed changes and work with others to develop solutions

8.7   Adapt plans and practice to take account of issues or barriers as they arise

8.8   Identify measures to assess the success of the innovation or change

8.9   Lead and manage practice that ensures that the quality of the service is maintained during times of change

Unit 502   Lead and manage effective team performance

Supporting Information

Guidance for delivery

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, in particular:

- Unit 405 Leading child-centred practice - Learning outcomes: 2
- Unit 406 Theoretical frameworks for leadership and management - Learning outcomes: 1; 2; 3
- Unit 407 Understand how to lead and manage effective team performance - Learning outcomes: 1; 3; 4: 5; 6; 7

Guidance and resources listed for these units would be pertinent for Unit 502.

Agency workers would also include independent contracted workers

Change management plan: may include:

- Workforce development plan
- Resources plan
- Support plan for individuals and others affected by the change
- Communication plan
- Risk management plan
- Equality impact assessments

Codes of Conduct and Professional Practice should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Social Care Managers Registered with the Social Care Wales

Compassionate care: enables positive outcomes. To consistently provide care which is compassionate and sensitive to children's need. This could include emotional intelligence, intelligent kindness and mindfulness

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

Identify could include methods for identifying areas for innovation and change could include self-evaluation and assessment, team reflection and feedback from children, families/carers and/or other professionals.

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Management options: additional support including training, setting objectives, coaching/mentoring, mediation, disciplinary options depending on the seriousness of the complaint, referral for fitness to practice to regulatory bodies

Conditions of employment: would be the period of time within which recruited workers are expected to meet the standards set out within the person specification for their role sometimes referred to as a probationary period. Some organisations may use different terminology for this, in which case, it would be the particular requirements and processes of the organisation that are used to confirm new workers in post

Strategies: could include positive conversations, motivational interviewing and mediation

Underlying causes: could include issues at home, physical or mental ill-health, unidentified additional needs, subject to bullying or harassment, not fully supported within their role, lack of training and development opportunities, substance misuse

Where the conduct and performance of workers falls below the expected standard: would include Codes of Conduct and Practice, role and responsibilities set out in job description and person specification, legislative and regulatory requirements, organisational requirements

Related NOS
- **SCDLMC A1:** Manage and develop yourself and your workforce
- **SCDLMC A2:** Lead and manage change within care services
- **SCDLMC A3:** Actively engage in the safe selection and recruitment of workers and their retention in care services
- **SCDLMC A5:** Manage the allocation, progression and equality of work in care service provision
- **SCDLMC E2:** Lead the performance management of care service provision
- **SCDLMC E10:** Manage the conduct and performance of workers in care services

Related legislation and guidance
- Social Services and Well Being (Wales) Act 2014
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- **www.nice.org.uk/guidance**
- Welsh Language Act 1993 and Welsh Language Standards Regulations 2015

- Lone Workers Policy & Guidelines 2010

Unit 503   Lead and manage the quality of workplace/setting

Level:	5
GLH:	70
Credit:	16
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills required to lead and manage the quality of workplace/settings to meet legislative, regulatory and workplace/setting requirements. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

1. Understand theories, methods and models that can be used to support the workplace/setting to meet requirements for quality standards

Assessment criteria

You understand:
1.1   Quality standards that the workplace/setting must meet
1.2   Theories, methods and models of performance management, quality assurance and control of the workplace/setting
1.3   Business models and tools that support the identification of strengths, weaknesses, opportunities and threats of the workplace/setting
1.4   How to use current research evidence, enquiries, reviews and reports to support the improvement of the workplace/setting
1.5   The responsibility of key people and organisations for ensuring the quality of the workplace/setting

Learning outcome:

2. Manage the implementation of systems, procedures and practice to monitor, measure and improve performance of the workplace/setting

Assessment criteria

You are able to work in ways that:

2.1 Develop an understanding within the workplace/setting of the quality standards that need to be met

2.2 Ensure that workers understand their role, responsibilities and accountabilities in relation to:
- meeting quality standards
- improving and developing quality provision

2.3 Lead work to identify how performance of the workplace/setting will be measured including key indicators and roles and responsibilities

2.4 Identify appropriate data collection methods for the objective measurement of the performance of the workplace/setting

2.5 **Implement policies, procedures and practice** that:
- involve all workers in identifying the workplace/setting's strengths and areas for improvement
- take account of the views of workers, families/carers, children, and other stakeholders
- draw upon reviews, advice and feedback by external agencies
- identify changes required and any additional resources required for implementation
- develop action plans outlining clear outcomes and objectives

2.6 Lead and manage the implementation of agreed action plans

2.7 Ensure that workers are supported to carry out their roles in meeting quality requirements

2.8 **Implement policies, procedures and practice** to monitor and measure the progress of the workplace/setting against agreed performance indicators

2.9 Identify further changes required to meet areas that need to be improved and resources required for implementation

Range
Implement policies, procedures and practice in accordance with legislative, regulatory and organisational requirements

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Learning outcome:
3. Use analysis of incidents, compliments, concerns and complaints to improve the workplace/setting

Assessment criteria

You are able to work in ways that:

3.1 **Implement policies, procedures and practice** to ensure that lessons are learned from incidents, compliments, concerns and complaints

3.2 Develop a culture where incidents, compliments, concerns and complaints are perceived as a tool to improve the workplace/setting

3.3 Lead work to routinely review incidents, compliments, concerns and complaints to identify trends, areas of good practice and areas for improvement within the workplace setting

3.4 Ensure that workers and children/families/carers are made aware of areas of good practice and areas for improvement within the workplace/setting

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3.5 Use reviews of incidents, compliments, concerns and complaints to improve the quality of the workplace/setting

3.6 Record and report changes made in response to reviews of incidents, compliments, concerns and complaints in line with legislative, quality and organisational requirements

Range

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

Unit 503   Lead and manage the quality of workplace/setting

Supporting Information

Guidance for delivery

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, in particular:

- Unit 406 Theoretical frameworks for leadership and management - Learning outcomes: 1; 2; 3

Guidance and resources listed for these units would be pertinent for Unit 503.

Key indicators: measurement against set quality standards and requirements

Key people and organisations could include:
- Responsible Individual
- Registered Person
- Person in Charge
- Workers
- Regulatory bodies such as:
  - Care Inspectorate Wales
  - Health Inspectorate Wales
  - Estyn
  - Health and Safety Executive
  - Commissioners of services
- Governance boards/committees/trustees
- Groups representing children/families/carers
- Children's commissioner in Wales
- Welsh language commissioner
- Wales audit office
- Local Health Boards/trusts
- Welsh government

Incidents: could include minor occurrences that cause concern

Quality standards that the workplace/setting must meet could include:
- Organisational requirements
- CIW and ESTYN Joint inspection framework
- National Minimum Standards for regulated childcare
- Child Minding and Day Care Regulations (2010)
- Health and Care Standards Framework (2015)
- Relevant Codes of Conduct or Professional Practice

Related NOS
- **SCDLMC A1:** Manage and develop yourself and your workforce
- **SCDLMC E2:** Lead the performance management of care service provision

- **SCDLMC E3:** Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements
- **SCDLMC E9:** Manage systems, procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints
- **SCDCCLD0418:** Lead the revision of policies/procedures/practice for registration
- **SCDCCLD0422:** Lead the monitoring of procedures, policies and practice
- **CFAMLD6:** Allocate and monitor the progress and quality of work
- **SCDCCLD0433:** Prepare the childcare setting for regulatory inspection

Related legislation and guidance

- Children and Families (Wales) Measure 2011
- Child Minding and Day Care (Wales) Regulations 2010
- Child Minding and Day Care (Disqualification) (Wales) Regulations 2010
- The Child Minding and Day Care Exceptions (Wales) Order 2010
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf
- Schools Standards and Framework Act 1998 as amended by the Education Act 2005.
- United Nations Convention on the Rights of the Child (UNCRC) http://gov.wales/topics/people-and-communities/people/children-and-youngpeople/rights/uncrc/?lang=en
- Care Inspectorate Wales inspection framework for childcare:
- https://careinspectorate.wales/sites/default/files/2018-02/160613childcareframworken.pdf
- Care Inspectorate Wales inspection guidance for childcare and play:
- https://careinspectorate.wales/sites/default/files/2018-02/160608childcareinspectionguideen.pdf
- *Care Inspectorate Wales: Codes of practice for inspections of childminding, daycare and open access play services. (Link to be added when available – August 2019)*
- Care Inspectorate Wales securing improvement and enforcement policy
- https://careinspectorate.wales/sites/default/files/2018-06/180601-securing-improvement-enforcement-policy-
- Children and Families (Wales) Measure 2011
- http://www.legislation.gov.uk/mwa/2011/2
- ESTYN and CIW
- https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Guidance%20handbook%20for%20the%20inspection%20of%20non-maintained%20nursery%20settings%20September%202018%20V1%20en.pdf
- https://careinspectorate.wales/sites/default/files/2019-01/190103-guidance-handbook-en.pdf
- Follow up guidance ESTYN and CIW
- https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Follow-up%20guidance%20for%20settings%20and%20inspectors%20en_0.pdf
- https://careinspectorate.wales/sites/default/files/2019-01/190103-follow-up-guidance-en.pdf
- sections 41 and 42 of the Children and Families (Wales) Measure 2010. See Annex D and http://www.legislation.gov.uk/mwa/2010/1/part/2/crossheading/inspection
- Food standards agency
- https://www.food.gov.uk/safety-hygiene/food-hygiene-rating-scheme#businesses-with-poor-ratings

Unit 504   Professional practice

Level:	5
GLH:	50
Credit:	12
Unit Summary:	The aim of this unit is to support learners to reflect on and develop their professional practice in a leadership and management role. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

1. Understand the role, responsibilities and accountabilities of a manager

Assessment criteria

You understand:
1.1   Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and relevant Codes of Conduct and Professional Practice
1.2   Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong
1.3   Accountability for quality of own practice and overseeing the practice of others
1.4   The importance of recognising and adhering to the boundaries of own role and responsibilities
1.5   How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

Learning outcome:

2. Develop leadership skills and ethical practice that recognises and values equity, equality and diversity

Assessment criteria

You are able to work in ways that:
2.1   Use **theories and frameworks** to reflect on and develop own leadership skills and qualities
2.2   Reflect on the way that own practice:
- effectively challenges inequality
- promotes a culture that is:
  - fair, inclusive and anti-discriminatory
  - values, recognises and celebrates diversity, rights and choice

City & Guilds Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice – Qualification Handbook

- upholds the **values** and profession of the childcare sector
2.3 Seek and use feedback from others on own leadership skills to improve practice
2.4 Recognises and uses sensitively the power that comes from own role

Range

Theories and frameworks: Emotional Intelligence, Relationship Management, Transactional Analysis, Senses Framework, Motivation, Cultural Humility
Values: sector and own workplace/setting

Learning outcome:

3. Lead and manage effective partnership working

Assessment criteria

You are able to work in ways that:
3.1 Build trust and confidence with partners recognising the roles, responsibilities, accountabilities and expertise of self and others
3.2 Apply the principles of 'Positive Interdependence' to support effective partnership working
3.3 Lead practice that promotes collaborative working
3.4 Develop effective relationships with partners whilst maintaining clear professional boundaries
3.5 Take action to resolve challenges that arise from working in partnership
3.6 Adhere to agreed joint working and information sharing protocols
3.7 Continually promote the rights and well-being of children and their families/carers using the workplace/setting with other professionals
3.8 Develop a culture and environment that supports children and their families/carers to express what is important to them with other professionals

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Learning outcome:

4. Lead and manage information requirements for presenting, recording, reporting and storing information

Assessment criteria

You understand:
4.1 The format and purpose of reports and sharing of information and how this should be **presented**

You are able to work in ways that:
4.2 **Implement policies, procedures and practice** that ensures compliance with recording, reporting, storage and sharing of information in the work setting
4.3 Ensure that own records and reports are:
- accurate
- dated
- objective
- understandable
- legible

- accessible
- reflect the views of children and their families/carers
- respectful of children and their families/carers
- differentiate between fact and opinion
- 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

Presented: in writing and verbally

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

Learning outcome:

5. Ensure that own continuing professional development meets legislative requirements, standards and Codes of Conduct and Professional Practice

Assessment criteria

You are able to work in ways that:

5.1 Ensure own compliance with legislative requirements, standards and relevant Codes of Conduct and Professional Practice for continuing professional development

5.2 Use relevant literature, research and reviews to ensure that practice is current and effective

5.3 Evaluate and routinely review and reflect on own knowledge, understanding and skills against relevant:
- legislative requirements
- standards and frameworks
- Codes of Conduct and Professional Practice
- evidence informed practice

to identify areas for improvement

5.4 Use development opportunities to improve knowledge, understanding and skills

Unit 504   Professional practice

Supporting information

Guidance for delivery

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, in particular:

- Unit 405 Leading child-centred practice - Learning outcome: 2
- Unit 406 Theoretical frameworks for leadership and management - Learning outcome: 1
- Unit 407 Understand how to lead and manage effective team performance - Learning outcome: 5

Guidance and resources listed for these units would be pertinent for Unit 504.

Codes of Conduct and Professional Practice should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Social Care Managers Registered with the Social Care Wales

Collaborative working: could include:
- Workers and stakeholders joint understanding of their roles. Responsibilities and accountabilities
- Recognition of partner skills, expertise and contributions
- Effective communication to negotiate outcomes and overcome differences
- The contribution of children, families/cares or their advocates are taken into account
- Agreed joint working protocols are adhered to
- Information sharing protocols are adhered to

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

Information sharing protocols to include Welsh Accord on Sharing of Personal Information (WASPI). General Data Protection Regulation (GDPR)

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Partnership: would include multi-disciplinary working

Positive Interdependence: reflects cooperative relationships and effective communication, with open discussion where group members are willing to accept each other's ideas (Social Interdependence Theory - Deutsch 1958, 2002)

Reflect: would include reflection on practice, reflection in practice and reflection for practice

Relevant legislative frameworks, standards and Codes of Conduct and Practice could include:
- Social Services and Well-being (Wales) Act 2014
- Regulation and Inspection of Social Care (Wales) Act 2016: associated regulations and statutory guidance
- National Minimum Standards
- Health and Care Standards Framework (2015)
- Practice Guidance (published by Social Care Wales)

Related NOS
- **SCDLMC A1:** Manage and develop yourself and your workforce
- **SCDLMC E1:** Lead and manage effective communication that promotes positive outcomes for people within care services

Unit 505   Lead and manage practice that promotes the safeguarding of children

Level:	5
GLH:	60
Credit:	12
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to promote the safeguarding of children in a leadership and management role. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

1. Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of children

Assessment criteria

You are able to work in ways that:
1.1 **Implement policies, procedures and practice** that enable workers to comply with requirements for safeguarding
1.2 Monitor compliance with requirements for safeguarding and take action where these are not being adhered to
1.3 Manage the performance of workers to meet legislative, regulatory and organisational requirements for safeguarding

Range
Implement policies, procedures and practice in accordance with legislative, regulatory and organisational contexts

Learning outcome:

2. Develop and maintain knowledge and understanding of safeguarding of children

Assessment criteria

You are able to work in ways that:
2.1 Ensure that workers understand:
- information about signs and symptoms that may indicate that a child has been, or is in danger of being harmed or abused including radicalisation and female genital mutilation

- information about requirements where there are concerns that a child has been, or is in danger of being harmed or abused, including whistleblowing
- actions to take if they are concerned about the safety or well-being of families/carers
- the role of different agencies, including advocacy, for the safeguarding of children
- how to avoid actions and statements that could adversely affect the use of evidence in future investigations or court whilst giving priority to the protection of children

2.2 Use Practice Reviews to develop knowledge, understanding and ways of working that promote safeguarding

2.3 Reflect on own behaviour to ensure that it does not contribute to situations, actions or behaviour that may be harmful or abusive

Learning outcome:

3. Lead and manage practice that safeguards children from harm and abuse

Assessment criteria

You are able to work in ways that:

3.1 Ensure that workers understand their responsibility to explain to children and their families/carers their accountability to disclose any information about potential or actual harm or abuse

3.2 Ensure that workers are supported to work with children and others to agree procedures to follow if situations, events or behaviour occur that could lead to harm or abuse

3.3 Ensure that workers are supported to take immediate action where they observe signs or symptoms of harm or abuse or where this has been disclosed

3.4 Ensure that records and reports meet **legislative and organisational requirements**

3.5 Follow agreed procedures to pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements

3.6 Monitor the effectiveness of systems to safeguard children and take actions to continually improve practice

3.7 Use supervision and support to consider the impact on workers, self and others of suspected or disclosed harm or abuse

3.8 Access additional support for situations that are outside of own expertise, role and responsibility

Range

Legislative and organisational requirements: are detailed, accurate, timed, dated and signed, adhere to confidentiality agreements, avoid the use of statements that could adversely affect the use of evidence in future investigations and in court

Learning outcome:

4. Lead and manage practice that supports rights, choice, well-being and positive relationships to promote safeguarding

Assessment criteria

You are able to work in ways that:

4.1 Support workers to understand the links between child centred practice and the safeguarding of children

4.2 Lead the development of a culture and environment that promotes child centred practice in the safeguarding of children

4.3 Lead the development of a culture and environment that supports positive relationships between workers and children and their families/carers

4.4 Lead the development of a culture and environment that supports children and their families/carers to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

4.5 Ensure that communication in the setting is conducted in a way that recognises confidentiality within the boundaries of safeguarding

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Learning outcome:

5. Lead and manage practice that supports children to be kept safe

Assessment criteria

You are able to work in ways that:

5.1 Lead the management of practice that challenges behaviour or actions that may lead to harm or abuse

5.2 Lead and manage work with children to identify factors, situations and actions that may cause, or lead to harm and abuse and their rights to be kept safe

5.3 Lead and manage work with children and/or their families/carers to identify what needs to be in place to avoid situations that may lead to harm or abuse

5.4 Lead and manage work with children and/or their families/carers that agrees fair, safe, consistent and understandable boundaries to keep them safe

5.5 Lead the management of practice that supports children to recognise when the behaviour towards them or others is inappropriate or unacceptable

Unit 505 Lead and manage practice that promotes the safeguarding of children

Supporting Information

Guidance for delivery

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, in particular:
* Unit 405 Leading child-centred practice - Learning outcome: 5
* Unit 406 Theoretical frameworks for leadership and management - Learning outcome: 1

Guidance and resources listed for these units would be pertinent for Unit 505.

Child centred practice: that supports children to achieve positive outcomes, promotes the physical and mental well-being of children, promotes child centred communication, supports change and transitions

Ensure that workers understand: would include formal training, team discussions, supervision, constructive feedback, mentoring, and guided reading

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Confidentiality agreements must be considered in line with current Welsh Accord on the Sharing of Personal Information protocols (WASPI)

Manage the performance of workers: would include:
* Safe recruitment and selection
* Providing effective induction
* Providing development opportunities
* Promoting and ensuring compliance with all organisational policies and procedures
* Promoting and ensuring compliance with relevant Codes of Conduct and Practice
* Providing regular supervision and routine performance reviews

Related NOS
* **SCDLMC B1:** Lead and manage practice that supports the safeguarding of children
* **SCDHSC 0431:** Support children who have experienced harm and abuse

Related legislation and guidance

- United Nations Convention on the Rights of the Child 1989
- Children Act (1989 and 2004)
- All-Wales Child Protection Policy and Procedures 2008
- Working Together under the Children Act 2004
- Data Protection Act 1998
- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998
- Mental Health Act (1983) amended 2007
- Mental Health Act Code of Practice for Wales (2016)
- Mental Capacity Act 2005 and associated Code of Practice
- Phrase of guidelines
- Liberty Protection Safeguards (LiPS)
- Equality Act 2010
- Safeguarding of Vulnerable Groups Act 2006
- Social Services and Well-being (Wales) Act 2014
- Violence against Women, Domestic Abuse and Sexual Violence (Wales) 2015 Act
- On Gov.UK (so not bilingual)
- Protection of Freedoms Act 2012
  https://www.gov.uk/government/publications/protection-of-freedoms-bill

Resources

- Office of the Public Guardian – safeguarding
  https://www.gov.uk/government/publications/safeguarding-strategy-2019-to-2025-office-of-the-public-guardian
- Charitable organisation safeguarding
  https://www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities
  https://www.gov.uk/guidance/charities-how-to-protect-vulnerable-groups-including-children
- DBS checks **https://www.gov.uk/government/organisations/disclosure-and-barring-service**
- Eligibility **https://www.gov.uk/government/collections/dbs-eligibility-guidance**
- DBS referrals **https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs**
- SSWBA part 7 safeguarding **https://socialcare.wales/hub/statutory-guidance**
- Live Fear Free **https://livefearfree.gov.wales/?lang=en** /
  https://livefearfree.gov.wales/?skip=1&lang=cy
- Modern Slavery **https://www.north-wales.police.uk/advice-and-support/stay-safe/modern-slavery**
- National Independent Safeguarding Board - practice reviews
  http://safeguardingboard.wales/practice-reviews/
- North Wales RSB (good example of RSB website
  https://www.northwalessafeguardingboard.wales/
- All Wales Basic Awareness Safeguarding Pack **https://socialcare.wales/learning-and-development/safeguarding**
- https://www.gov.uk/government/publications/prevent-duty-guidance

Unit 506   Lead and manage health, safety and security in the workplace/setting

Level:	5
GLH:	60
Credit:	12
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills to lead and manage health, safety and security in the workplace/setting.

Learning outcome:

1. Understand legislative and regulatory requirements for health, safety and security in the workplace/setting

Assessment criteria

You understand:

1.1 Legislative and regulatory requirements for health, safety and security in the workplace/setting
1.2 Responsibility of self and others for health, safety and security in the workplace/setting

Learning outcome:

2. Monitor and maintain compliance with health, safety and security requirements

Assessment criteria

You are able to work in ways that:

2.1 Ensure that there are systems in place to provide workers and others with updates on changes in legal and workplace/setting policies, procedures and practices for health, safety and security
2.2 Ensure that workers and others are aware of legal and workplace/setting policies, procedures and practices required for health, safety and security in the workplace/setting
2.3 Monitor compliance with health, safety and security requirements and take action where these are not being adhered to
2.4 Lead work with others to identify, assess, minimise and manage potential risks and hazards in the workplace/setting environment
2.5 Ensure that records and reports on health, safety, security and risk management are completed according to legislative and workplace/setting requirements

Learning outcome:

3. Lead and manage health and safety risk assessments for children

Assessment criteria

You are able to work in ways that:

3.1 Develop culture and practice that promotes the rights of children to take positive risks in play

3.2 Ensure workers support children to assess, balance and make decisions about risks in accordance with their stage and development

3.3 Lead and manage the development of individual care or play plans which take account of positive risk-taking choices

3.4 Evaluate how risk benefits analysis within the workplace/setting:
- support children to take positive risks
- challenges risk averse attitudes

3.5 Ensure compliance with requirements for recording and storing information related to positive risk-taking decisions

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Learning outcome:

4. Manage the risk of work-related ill-health

Assessment criteria:

You are able to work in ways that:

4.1 Assess potential risks in the workplace/setting of work-related ill-health

4.2 Identify and implement methods that support workers to avoid work-related ill-health

4.3 Monitor work-related ill-health within the workplace/setting including trends within the workforce

4.4 Take action to address identified work-related ill-health

Unit 506   Lead and manage health, safety and security in the workplace/setting

Supporting Information

Guidance for delivery

Others: Organisation (owners, board members, senior managers/responsible individual, workers, other professionals, children, families/carers)

Work-related ill-health: this would cover physical and mental health, including stress. See the HSE resources for further information and guidance.

Related NOS

- **SCDLMC C1**: Lead and mange practice for health and safety in the work setting

Related legislation and guidance

- Control of Substances Hazardous to Health (COSHH) 1999
- Lifting Operations and Lifting Equipment Regulations 1998
- Manual Handling Operations Regulations 1992
- Personal Protective Equipment (PPE) at Work Regulations 1992
- Provision and Use of Work Equipment Regulations 1998
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- The Electrical Equipment (Safety) Regulations 1994
- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Provision and Use of Work Equipment Regulations 1998
- The Regulatory Reform (Fire Safety) Order 2005
- Workplace (Health, Safety and Welfare) Regulations 1992

Resources:

- Control of Substances Hazardous to Health (COSHH): **http://www.hse.gov.uk/coshh/index.htm**
- Dermatitis in health and social care: **http://www.hse.gov.uk/healthservices/dermatitis.htm**
- Electrical safety at work: **http://www.hse.gov.uk/electricity/index.htm**
- Equipment safety: **http://www.hse.gov.uk/healthservices/equipment-safety.htm**
- Falls from windows or balconies in health and social care: **http://www.hse.gov.uk/pubns/hsis5.htm**
- Falls from windows: **http://www.hse.gov.uk/healthservices/falls-windows.htm**
- How the Lifting Operations and Lifting Equipment Regulations apply to health and social care: **http://www.hse.gov.uk/pubns/hsis4.htm**
- Infections at work: **http://www.hse.gov.uk/biosafety/infection.htm**
- Legionella: **http://www.hse.gov.uk/healthservices/legionella.htm**

- **Managing the risk from hot water and surfaces in health and social care:** http://www.hse.gov.uk/pubns/hsis6.htm

- Managing stress in the workplace: **http://www.hse.gov.uk/stress/standards/index.htm**
- Moving and handling: **http://www.hse.gov.uk/healthservices/moving-handling.htm**
- Public Health Wales infection prevention control: **http://www.wales.nhs.uk/sitesplus/888/page/95109**
- Reporting injuries, diseases and dangerous occurrences in health and social care: **http://www.hse.gov.uk/pubns/hsis1.htm**
- RIDDOR: **http://www.hse.gov.uk/riddor/index.htm**
- Sensible risk assessment: **http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm**
- Scalding and burning: **http://www.hse.gov.uk/healthservices/scalding-burning.htm**
- Sharps injuries: **http://www.hse.gov.uk/healthservices/needlesticks/index.htm**
- Slips and trips: **http://www.hse.gov.uk/healthservices/slips/index.htm**
- Workplace violence: **http://www.hse.gov.uk/healthservices/violence/index.htm**
- Work related ill health: **http://www.hse.gov.uk/statistics/industry/health.pdf**

Unit 507   Lead and manage health, well-being and creative learning within childcare provision

Level:	5
GLH:	40
Credit:	14
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills required to lead and manage the health, well-being and creative learning of children within childcare provision in the Welsh context.

Learning outcome:

1. Lead and manage implementation of contemporary practice, policy and procedures within an early years and childcare workforce

Assessment criteria

You understand:

1.1   Research and evidence informed practice and how this has impacted on:
- workplace/settings policies and procedures
- childcare practice
- local and national initiatives
- early education
- support services
- public health priorities

1.2   The principles and priorities of local and national initiatives and how they impact on your workplace/setting

1.3   The importance of involving children, workers and families/carers in the review of policies, procedures and practice in line with current and emerging thinking

You are able work in ways that:

1.4   Apply learning from research and evidence informed practice in own workplace/setting

1.5   Lead and manage practice that embeds the principles and priorities of local and national initiatives in your workplace/setting

1.6   Support others to understand:
- The principles and priorities of local and national initiatives and how they impact practice
- The purpose of provision and support services
- How to make referrals into support services
- How to signpost others to information support and advice

- How initiatives, childcare, early education, support services and public health priorities aim to address childhood disadvantage
- Current public health priorities and their benefits

1.7   Involve children, workers and families/carers in the review of policies, procedures and practice in line with current and emerging thinking

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Learning outcome:

2.   Lead and manage environments that promote innovation, creativity and creative learning

Assessment criteria

You understand:

2.1   Traditional and contemporary theories, approaches and principles that underpin and influence innovation, creativity and creative learning in early years

2.2   How national and local initiatives underpin approaches to support innovation, creativity and creative learning in early years

2.3   The impact of innovation, creativity and creative learning on children's emotional, social, intellectual, communication and physical development

2.4   The importance of early years **environments** in supporting innovation, creativity and creative learning

You are able to work in ways that:

2.5   Support others to understand:
- The importance of the interrelationship between the areas of experience and the promotion of innovation, creativity and creative learning
- How continuous provision, active and experiential learning promotes innovation, creativity and creative learning
- The purpose and use of current observation and assessment tools in planning and implementing continuous provision to promote innovation, creativity and creative learning

2.6   Lead and manage the provision of environments that support innovation, creativity and creative learning

Range

Environments: inclusive, bilingual/multilingual, safe, stimulating, nurturing, creative

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Learning outcome

3.   Lead and manage practice to support positive behaviour when working with children

Assessment criteria

You understand:

3.1   How to supports others to understand:
- What is meant by 'positive behaviour support' and 'challenging behaviour'
- The Models and frameworks that support positive approaches
- Why it is important to understand behavioural triggers
- The difference between the behaviour and the behavioural trigger
- The range of primary prevention strategies and early interventions that may be used to support positive behaviour

- How to analyse behaviour and behavioural triggers to identify the most appropriate primary prevention strategies and early interventions to support positive behaviour
- The importance of considering behaviour in child centred plans
- The importance of reflecting on your own and **others** reactions to behaviour

You are able to work in ways that:

3.2   Implement policies, procedures and processes
- to recognise and support children's positive behaviour
- uses primary prevention strategies and early interventions to support children's behaviour

3.3   Support workers to reflect on their own and others reactions to behaviour

Range
Others: Other children, families/carers, colleagues

Learning outcome:

4.   Lead and manage the promotion and support of safe physical care routines for children

Assessment criteria

You understand:

4.1   The importance of developing, implementing and reviewing policies and procedures to support safe physical care routines for children

4.2   How to support others understanding of:
- The importance of identifying and providing safe physical care routines for children, whilst maintaining dignity and respect
- The importance of a relaxed and comfortable atmosphere to support safe physical care routines
- How to carry and hold children safely
- How to wash, dress and change children, including nappy changes where relevant
- How to support children to use the toilet
- How to ensure that children sleep in a safe environment and position

You are able to work in ways that:

4.3   Implement and promote the use of policies and procedures that govern the practice and provision of all aspects of physical care of children

4.4   Lead and manage the establishment and planning of safe physical care routines of children

4.5   Lead and manage provision to ensure that the agreed physical care routines of children are maintained

4.6   Supports others to:
- Promote a comfortable and relaxed atmosphere whilst supporting safe physical care routines
- Role model physical care routines to ensure they are safe, enjoyable experiences that promote holistic learning, growth and development whilst maintaining children's dignity and respect

4.7   Monitor, evaluate and review workers practice in the provision of all aspects of physical care for children

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4.8 Provide constructive feedback to workers on the provision of physical care

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5. Lead and manage provision of balanced nutrition and hydration for children

Assessment criteria

You understand:
5.1 The importance of contemporary theories, current guidance and legislation in relation to the provision of nutrition and hydration on practice in your workplace/setting
5.2 How to support workers to understand:
   - Responsive feeding
   - Current national guidance for a balanced diet for children including the introduction of solid foods
   - Foods to limit and avoid in the first year
   - The role of essential nutrients for maintaining a balanced diet and supporting holistic growth, well-being and development
   - The nutrition and hydration requirements at defined stages of development
   - Factors that influence the intake of food and drink
   - The reasons why food should not be used as a reward
   - The potential impact of poor nutrition and hydration
   - The importance of hydration
   - The purpose of monitoring, recording, reporting and communicating the intake of food and drink
   - How to plan menus that respond to individual needs
   - The potential challenges to the intake of food and drink that may arise at each stage of development and strategies to manage these
5.3 Current regulatory requirements in relation to the safe storage, preparation and serving of food

You are able to work in ways that:
5.4 Implement policies and procedures in relation to nutrition and hydration within workplace/setting
5.5 Lead and manage provision for the storage and preparation of food and drink
5.6 Ensure all staff who store, prepare and/or serve food have completed relevant training
5.7 Lead and manage provision that:
   - Promotes the benefits of a balanced diet
   - Promotes strategies that encourage children to drink a sufficient volume of fluid
   - Ensures the preparation and storage of food and drink for children meet specific instructions in line with workplace/setting policies and procedures
   - Ensures safe eating and drinking routines that support social interaction, the development of independence skills and take account of factors that influence dietary intake
   - Ensures that children are encouraged to experiment with new foods
   - Ensures a positive response to children's objections to food and drink, making adaptations as necessary

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- Records and monitors the intake of food and drink and take action where there are concerns
- Ensures that others are kept up to date about the intake of food and drink
- Encourages children to drink a sufficient volume of fluid

Unit 507 — Lead and manage health, well-being and creative learning within childcare provision

Supporting Information

Guidance for delivery

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

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

Creativity: Creativity, in the early years can be fostered by encouraging children to explore their surroundings, allowing them to seek their own questions about their surroundings and helping them to arrive at interesting answers for their questions. To explore new possibilities and create new and exciting connections to their environment and activities.

Evidence informed practice: This could include:
- Evaluating the Foundation Phase (2015) Welsh Government
- Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales, Professor Graham Donaldson (2015).
- An independent stocktake of the Foundation Phase in Wales: Final report, September 2013 – March 2014 (2014)

Factors that influence the intake of food and drink:
- Special dietary requirements for medical reasons can include e.g.
  - Texture modification to make food easier to eat (pureed or mashed);
  - Gluten free food for children with Coeliac disease
  - A modified diet for diabetic children
  - A modified diet for children with food allergies and intolerances.
- Provision for cultural, religious vegetarian or vegan reasons
- Shape, colour, texture, smell, presentation and choice of food,
- Food avoidance, eating with peers, providing a consistent approach and positive role modelling, encouraging opportunities to experience new food,
- Fun food activities and initiatives including involving children in food preparation and serving, and trying foods from different cultures, growing and cooking food.
- Low income and food poverty

Innovation: encouraging children and workers to try out new ideas and approaches to learning and development

Local and National initiatives: include initiatives to promote children's wellbeing growth and development. This includes Welsh Government initiatives and local initiatives.

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

Potential challenges to the intake of food and drink: fussy eating, disability, independence skills, poor parental choices and knowledge of nutrition, peer influences

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

Public health priorities: Nutrition and hydration, oral health care, play and physical activity, vision, childhood immunisation programme, preparation of school readiness and promotion of safety in the home, cessation of smoking by adults, reduction of exposure to secondary smoke, prevention of accidents and injuries, safety in the community

Support services: The different types and levels of targeted 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)

Related legislation and guidance
- Legislation and policy links and relevant reviews to subject area e.g.
- Building a Brighter Future: Early Years and Childcare Plan (2013) Welsh Government
- http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf
- Evaluating the Foundation Phase Final Report http://gov.wales/docs/caecd/research/2015/150514-foundation-phase-final-en.pdf
- An independent stocktake of the Foundation Phase in Wales: Final report, September 2013 – March 2014 (2014) http://dera.ioe.ac.uk/20340/1/140519-independent-stocktake-of-the-foundation-phase-in-wales-en.pdf
- EPPSE (Effective Pre-school, Primary and Secondary Education) Project 1997-2014 Summary of Findings https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/455670/RB455_Effective_pre-school_primary_and_secondary_education_project.pdf.pdf
- 2002 'Study of Pedagogical Effectiveness in Early Learning' (SPEEL), Moyles, J., Adams, S. and Musgrove, A 2002, School of Education Research and Development Anglia Polytechnic University
- Qualified for Life, Welsh Government 2014
- A Curriculum for Wales, A Curriculum for Life. Welsh Government 2015http://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-en.pdf
- Early Years Framework in Scotland http://www.gov.scot/Topics/People/Young-People/early-years/delivery/framework
- Early Years Foundation Stage-EYFS (England) https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- Pre-school and early home learning effects on A-level outcomes, EPPSE Research Report, 2015, Sammons, Toth and Sylva with Melhuish, Siraj and Taggart, University of Oxford, published by DfE.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/4728 67/RR472A_Pre-school_and_early_home_learning_effects_on_A_level_outcomes.pdf

- Curriculum for Wales **https://hwb.gov.wales/curriculum-for-wales/**

Unit 508   Lead and manage the acquisition of a new language through immersion

Level:	5
GLH:	20
Credit:	9
Unit Summary:	This unit supports the learner to support and develop their workers to promote the support for children to acquire a new language through language immersion in the workplace/setting.

Learning outcome:

1. Lead and manage language immersion in the workplace/setting

Assessment criteria

You understand:

1.1 Theoretical research and evidence informed practice that underpins legislation, guidance and current practice

1.2 How to support workers understanding of:

- Legislative context for language immersion in Wales and how this is embedded into the policies and practice of own workplace/setting
- How theoretical research can be used to support the acquisition of a new language
- The principles and techniques of language immersion in the context of the workplace/setting
- The reasons for using the immersion language at all times
- **Stages** that children will go through when acquiring a new language and how to ensure appropriate response to each stage
- Why it is important to understand children's **individual circumstances** and how this affects learning a new language
- The importance and ways of involving families/carers in the child's language acquisition
- Advantages of being bilingual and multi-lingual

You are able to work in ways that

1.3 Embed the use of research, evidence and guidance to inform practice that supports language acquisition

1.4 Review and revise policies and procedures to support the development of language acquisition

1.5 Lead and manage practice that implements principles and techniques of language immersion

Range

Stages: Silence receptive, early productive, speech emergence, intermediate fluency, continued language development/advanced fluency

Individual circumstances: linguistic and social background, additional learning needs

Learning outcome:
2. Lead and manage practice to support children to acquire a new language through immersion

Assessment criteria

You understand:

2.1 The importance of an immersion culture and how the impact of own attitude and behaviour towards language acquisition can affect this

2.2 How to support workers understanding of:
- The importance of ensuring that the immersion language is pronounced and used clearly and accurately at all times
- Creative planning and evaluation of learning and development for language acquisition
- How to differentiate between the challenges for the child acquiring a new language and **other challenges**
- The importance of integrating language acquisition into activities and experiences to meet the **holistic growth and development** needs of a child
- The importance of **different types of activities and experiences** to support language acquisition
- The inter-relationship between physical learning environments including displays and visual stimuli and language acquisition

You are able to work in ways that:

2.3 Implement policies, procedures and practice to support communication that reassures children, makes them feel welcome and secure in the immersion setting

2.4 Supports workers to:
- define the baseline at which each child operates linguistically
- identify ways of measuring and recording each child's progress in acquiring the immersion language
- plan, prepare, implement and observe different types of activities and experiences, using oral and visual stimuli, to promote the language development and holistic growth and development of children
- monitor, evaluate and review different types of activities and experiences, using oral and visual stimuli, to promote the language development and holistic growth and development of children
- Provide praise and encouragement to support the development of language acquisition
- Ensure that children are supported to move through the stages of language acquisition at their own pace
- Encourage children to develop and use language acquisition strategies
- Review and evaluate the effectiveness of the environment activities and experiences of own setting in promoting language acquisition through immersion

2.5 Role model and support workers to use clear and accurate pronunciation of the immersion language in all communication and activities with children and others

2.6 Role model and support workers to use repetition and expansion to support children's oracy, literacy and overall language acquisition

2.7 Lead and manage practice that promotes a welcoming and supportive attitude towards families and actively support them in involvement in the child's language acquisition experiences

2.8 Lead and manage practice that supports families/carers to understand the process that the child is likely to follow in acquiring a new language through immersion and update them on progress

2.9 Signpost families to information about additional support for language immersion

Range

Other challenges additional learning needs, speech and language delay, behavioural

Holistic growth and development play behaviours, gross and fine motor skills, areas of development (physical, speech, language and communication, socio-emotional)

Different types of activities and experiences use of indoor and outdoor environments, structured learning, planned and spontaneous, play, engagement with other children, group games, speaking activities, drawing activities, singing and rhymes

Unit 508   Lead and manage the acquisition of a new language through immersion

Supporting Information

Guidance for delivery

Home/preferred language: language spoken at home and by a child's family

Instances when the child's home language should be used: in an emergency such as fire, security, accidents, a safeguarding issue, or when a child is very distressed

Language immersion: language acquisition in an environment where all communication, including learning activities, is undertaken through the medium of the immersion language.

Others: families/ carers, colleagues and other professionals whose work contributes to the child's well-being

Related NOS
- **SCDCCLD0347:** Promote the acquisition of a new language by children through immersion in an early years setting

Related legislation and guidance
- Cymraeg 2020: Welsh language strategy **https://gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf**
- Qualified for Life, Welsh Government 2014
- A Curriculum for Wales, A Curriculum for Life. Welsh Government 2015 **http://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-en.pdf**
- Welsh medium education strategy **http://gov.wales/docs/dcells/publications/100420welshmediumstrategyen.pdf**
- Welsh medium education strategy-next steps **http://gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf**
- Welsh Governments Education Begins at Home Campaign **http://gov.wales/topics/educationandskills/schoolshome/parents/education-begins-at-home/?lang=en**
- Curriculum for Wales **https://hwb.gov.wales/curriculum-for-wales/**
- Curriculum for Wales Guidance: Supporting materials for curriculum, assessment and evaluating learner progress **https://hwb.gov.wales/curriculum-for-wales/supporting-materials-for-curriculum-assessment-and-evaluating-learner-progress/**
- Live in Wales, Learn in Welsh Resources **http://gov.wales/docs/dcells/publications/140701-live-in-wales-learn-in-welsh-bi.pdf**
- Hwb **http://hwb.wales.gov.uk/Resources/tree?sort=created&language=en&tags=Welsh%2**

0Language%20Development&tags=Foundation%20Phase&nodeId=5128b4c2-7809-486d-b313-0b1c7cce2832

- Mudiad Meithrin **http://www.meithrin.cymru/**
- Cwlwm **http://www.meithrin.cymru/cwlwm-en/**
- Cymraeg I Blant **https://en-gb.facebook.com/Cymraegiblant/**
- Mentrau Iaith **http://www.mentrauiaith.cymru/?lang=en**
- Play/Active Learning-Overview for 3-7-year olds

Unit 509   Lead and manage support for families to develop parenting skills

Level:	5
GLH:	50
Credit:	21
Unit Summary:	This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage support for families/carers to develop parenting skills.
	In the context of this unit workers refers to members of the team with face to face contact with families/carers.

Learning outcome:

1. Lead the use of research and evidence informed practice to support work with families/carers

Assessment criteria

You understand:

1.1   Research and evidence informed practice that underpins legislation, national policies and guidance for leading work with families/carers
1.2   Social, economic, political and ethical factors that impact on own service provision

You are able to work in ways that:

1.3   Support application of learning from research and evidence informed practice in leading work with families
1.4   Use understanding of social, economic, political and ethical factors to inform delivery of service provision

Learning outcome:

2. Support the application and understanding of child development

Assessment criteria

You are able to work in ways that:

2.1   Support workers to apply understanding of theories of holistic growth, learning and development

3. Lead support for workers to establish with families/carers approaches to develop positive parenting

You understand:

3.1   How to support workers understanding of:
- the right to family life
- how a range of positive parenting programmes can be used to support families/carers
- how positive parenting programmes are underpinned by research and evidence informed practice
- support services and **approaches** that can be used with families/carers for positive parenting
- the effectiveness of using outreach work, community groups or home visiting to engage with families/carers
- how to work with families/carers to identify the most appropriate approaches to adopt when working with them and other services that may help them
- the importance of reviewing and **adapting approaches to meet the needs of families/carers**
- The need to be reliable and consistent when working with families/carers

3.2   How to support workers understanding of the benefits of positive parenting on:
- parental behaviour
- children's behaviour
- attachment
- children's development
- emotional intelligence
- resilience
- relationships
- confidence
- self-esteem
- physical and mental well-being

3.3   The importance of positive role modelling and social learning theory in the development of children's emotional well-being

3.4   The importance of ensuring consistency of supporting families/carers

You are able to work in ways that:

3.8   Ensures that workers:
- support families/carers to understand the concept of positive parenting and what associated programmes aim to achieve
- establish with the family/carers and others, the most appropriate approaches to develop positive parenting skills
- are supported to work innovatively with available resources to meet family/carers emerging needs

Range

Approaches: 1:1, group work, active listening, motivational interviewing, brief solution focused therapy, change management

Adapting approaches to meet the needs of families/carers: including families with additional needs

Others: other professionals

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4. Lead and manage appropriate support for families to recognise factors that have an impact on their parenting skills

Assessment criteria

You understand:

4.1 The impact of:
- power and discrimination on families/carers
- societal and environmental factors on families/carers

4.2 How to support workers to recognise:
- existing strengths and protective factors
- the potential factors that may lead to families/carers requiring/benefitting from additional support
- additional challenges families/carers with additional care and support needs may experience
- how the impact of judgement, stereotypical assumptions and expectations of others can lead to families/carers being stigmatised

4.3 Approaches that can be used to overcome real or perceived barriers for families/carers

You are able to work in ways that:

4.4 Ensure that workers support families/carers to explore:
- existing strengths and protective factors
- the different emotional, social and environmental pressures that families/carers may be experiencing
- why families/carers may have difficulties with aspects of positive parenting
- how families/carers 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 families/carers may have from wider family members, friends and networks for parenting
- how families/carers can build on and/or extend supportive and safe community networks
- opportunities and/or barriers to change
- how families/carers may feel about the need for accessing support

4.5 Ensure workers support families/carers to recognise the potential impact of:
- health harming behaviours
- anti-social behaviours
- low educational attainment
- stress
- familial breakdown

- the long and short term implications of different lifestyle choices

4.6   Ensure workers support families to understand the impact of:
- Adverse Childhood Experiences on themselves and their children and how positive parenting can reduce associated risks
- their behaviour on their children and of their children on them

4.7   Ensure that workers support families 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

4.8   Actively challenge prejudice, stereotypical images, discrimination and negative attitudes towards families/carers

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5.   Lead and manage support for families/carers to reflect on and develop their parenting skills

Assessment criteria

You are able to work in ways that:

5.1   Implement policies, procedures and practice that ensures families/carers are supported to understand:
- the assessment and planning process
- the importance of using a strengths-based approach
- the importance of being outcome focused
- key development milestones of children's development
- practical parenting skills that will support holistic child development

5.2   Ensure workers use 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 the plan will be evaluated
- agree any additional information or support that may be needed from other professionals or support services
- information sharing protocols that should be in place when working with other professionals and support services

5.3   Ensure that workers are able to:
- support families/carers to practice parenting skills in accordance with the agreed plan
- positively reinforce interactions, behaviours and skills that have a positive impact on achievement of agreed outcomes
- role model the use of methods for parenting skills
- support families/carers to identify, build and maintain safe, positive relationships and networks

5.4   Ensure that workers support families/carers to reflect on:
- their interactions, behaviours and skills
- the impact these have on achievement of agreed outcomes

5.5   Support workers to help families/carers 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 their children'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

5.6   Ensure workers support families/carers to use reflection to:
- recognise what they are doing well and positive changes
- identify further changes needed to enable positive parenting and build resilience
- adapt interactions and behaviours

5.6   Ensure workers support families/carers to recognise their own feelings and develop coping strategies and emotional regulation

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Learning outcome:

6.   Lead partnership work for the support of families/carers

Assessment criteria

You understand:

6.1   How to support workers to know:
- the range and roles of professionals and support services that may be involved in the support of families/carers
- the principles of partnership working
- how and when referrals should be made to other professionals or support services
- the importance of gaining consent from families/carers to share information and make referrals to other agencies and when consent will not be obtained
- the range and purpose of forums where information about families/carers may need to be shared
- occasions when information can be shared without consent from families/carers
- The importance of discussing with families/carers information that will be shared with other agencies without their prior consent
- The format and purpose of information and how this should be presented
- how choice of words can impact on families/carers and others perceptions of them
- The different reports that may need to be presented in person **in a range of settings**

You are able to work in ways that:

6.2   Ensure workers:
- build trust and confidence with others recognising the roles, responsibilities, accountabilities and expertise of themselves and others
- adhere to joint working and information sharing protocols
- use language that respects families/carers

Range

In range of settings: case conferences, court, child practice reviews

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7. Lead and manage the delivery of parenting programmes

Assessment criteria

You are able to work in ways that:

7.1 Implement policies, procedures and practice that:
- ensure that workers are supported to establish with families/carers and others the most appropriate **method of delivering** parenting programmes
- ensure workers have the knowledge, understanding and skills needed to deliver parenting programmes
- monitor and evaluate the effectiveness of parenting programmes
- use qualitative and quantitative data to identify trends that may have an impact on positive parenting
- use analysis of data to influence changes in the delivery of parenting programmes and wider service provision
- use an evidence base for selecting delivery methods and evaluation tools

Range
Method of delivering: 1:1 or groupwork

Unit 509   Lead and manage support for families 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
- 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

Anti-social behaviours – aggressive and violent behaviour, problems with criminal justice services

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 positive 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, these will include but are not limited to:
- Culture
- Bilingualism
- Vaccination
- Infant Feeding Practices
- 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.

Educational attainment – engagement in education, ability to gain qualifications

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).

Health-harming behaviours – smoking, problem drinking, poor diet, low levels of exercise and risky sexual behaviour

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

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 in order to promote the social, physical and emotional well-being of children.

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

Planning process: identifying goals or outcomes, monitoring, reviewing and evaluating plans

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.

Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families. Protective factors help parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

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).

Theories of holistic growth, learning and development: Sociological (e.g. social construction; ecological etc), biological (e.g. ages and stages), psychological (e.g behaviourism, cognitive, attachment), psychosocial (e,g, Erikson - identity), critical stages in neurological and brain development during: the pre-birth period, early childhood, adolescence, young adulthood, possible factors and Adverse Childhood Experiences which could affect neurological and brain development, the potential of stress and trauma to cause harm to overall development and well-being of children and young people throughout their life span, how abuse and trauma can impact the neurodevelopment of children as they grow up, how different attachment styles may impact the way that children and adults function in society, form relationships and may react to others, potential for change in the presentation of children who have experienced abuse and trauma across their life span, links between behaviour, developmental stages, and experiences of abuse and trauma, how intergenerational trauma can be perpetuated

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**
- 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 Rowentree 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 Bichard 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**
- 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**
- Practical uses of digital devices in play settings (2018) **https://issuu.com/playwales/docs/practical_uses_of_digital_devices_i?e=5305098/63370528**
- Protective factors

- https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/
- 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**
- Calldicott 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/**
- Parenting in Wales: Guidance on engagement **https://gweddill.gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf**

Unit 510   Lead and manage speech, language and communication skills

Level:	5
GLH:	50
Credit:	20
Unit Summary:	This unit covers the skills required to lead and manage settings that promote and support children with the development of speech, language and communication skills and identification of where development is outside of expected range. In the context of this unit the term 'children' refers to children and young people.

Learning outcome:

1. Lead and manage practice that reflect guidance and frameworks which support speech language and communication

Assessment criteria

You understand:

1.1 Your role and responsibilities relating to the development of speech language and communication within your setting

1.2 Theories and research evidence which have influenced policy and practice in promoting speech, language and communication skills

1.3 How to support others understanding of national policy and guidance that underpin speech language and communication impacts on practice

Learning outcome:

2. Lead and manage practice that supports the development of speech, language, communication and literacy

Assessment criteria

You understand:

2.1 How to support others understanding of:
- Principles that underpin speech, language and communication development
- What is meant by the following terms:
    - Language
    - Speech
    - Communication
    - literacy

- The importance of speech, language and communication for holistic learning, growth and development
- Typical patterns/stages of speech, language and communication
- The benefits of bilingualism/multilingualism in relation to speech, language and communication development.
- How to identify potential barriers that could arise for children whose first language is not that of the setting
- The terms:
  - Simultaneous bilingualism
  - Sequential bilingualism
- The benefits of acquiring a new language through immersion.
- What is meant by normal differences in typical speech language and communication development.
- **Factors** that impact a child's speech, language and communication development
- The features of a positive communication environment
- The impact of speech, language and communication on **other areas** of a child's development

You are able to work in ways that:

2.2   Lead and manage practice that supports children to develop speech, language and communication skills

2.3   Develop a positive communication environment in which children can play, learn and develop

Range
Factors – Physiological, psychological and sociological
Other areas - personal and social development, physical development, cognitive development, behaviour development, literacy skills.

Learning outcome:

3.   Lead and manage practice to reflect theoretical frameworks that underpin speech, language and communication development

Assessment criteria

You understand:

3.1   How to support others understanding of:
- Key features of traditional and contemporary **theories** of child development and play as they apply to speech, language and communication
- The function of language centres within the brain and the associated neurological pathways
- The impact of bilingualism on neurological and brain development
- The term 'windows of opportunity' and their relevance to speech, language and communication development
- The terms 'experience expectant' and 'experience dependent' as they apply to speech, language and communication

- The term 'serve and return' and how this supports language centre development within the brain

You are able to work in ways that

3.2 Ensures others support children to develop schema related to speech, language and communication

3.3 Develop an inclusive language environment that supports play, learning, growth and development

Range
Theories: cognitive, humanist, social learning, resilience, constructivist, behaviourist, play

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Learning outcome:

4. Lead and manage practice that supports speech, language and communication needs

Assessment criteria

You understand:

4.1 How to support others understanding of the range of speech, language and communication needs and the differences between them

4.2 The difference between short-term/transient SLCN and persistent SLCN

4.3 The terms developmental language disorder (DLD) and developmental language disorders (DLD) associated with other/associated disabilities.

4.4 How to identify and assess children when speech, language and communication is not within expected range and how this is recorded and reported

4.5 Actions to take when children's speech, language and communication is not within expected range

4.6 The different strategies and techniques available to support children with **speech language and communication needs**

4.7 The importance of a workplace/setting's policies and procedures on seeking advice and making referrals

4.8 Identify the **referral pathway/procedure** for children people with signs of SLCN

4.9 National and local speech, language and communication support/interventions

4.10 The importance of monitoring, record keeping and sharing relevant information

4.11 Types of activities that could be used for the different age ranges to promote speech, language, communication and literacy development

You are able to work in ways that:

4.12 Implement policies, procedures and practice for identification and referral

4.13 Ensures others adhere to policies, procedures and practice for identification and referral

4.14 Lead and manage completion of timely, appropriate observation and assessment to gather evidence to support recommendations and referrals

4.15 Support workers to:
- Use observations and assessments to identify if there are differences in expected speech, language and communication development in line with workplace/ settings policies and procedures

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- Ensure observations and assessments are reported and recorded in line with workplace/settings policies and procedures
- Promote the use of observations and reflections of children to inform planning
- Support the planning and use of continuous and enhanced experiences and activities, to support the development of speech, language, communication and literacy skills in line with own roles and responsibilities
- Promote the use of a range of strategies and techniques to support children with speech, language and communication needs
- Utilise national, local and setting speech, language and communication support/interventions

Range

Speech, language and communication needs: Primary speech, language and communication needs, speech, language and communication needs associated with other additional needs, short term speech, language and communication needs, persistent speech, language and communication needs.

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

Learning outcome:

5. Lead and manage the development of a positive communication environment in your setting

Assessment criteria

You understand:

5.1 How to support others understanding of 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 quality of the environment and adult-child interactions in your workplace/setting to ensure that the needs of children with SLCN are met

5.3 Lead on the development of a positive communication environment in your workplace/setting

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Learning outcome:

6. Lead and manage inclusive practice to support children who have speech, language and communication needs

Assessment criteria

You understand:

6.1 How to support others understanding of:
- The importance of the role of adults in developing speech, language and communication skills
- The role of the families/carers as first educators and partners in ongoing learning, growth and development

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- The importance of a strengths-based approach to working with children with speech, language and communication needs
  - in an organisation/setting
  - on a 1 to 1 basis within families/carers own home
6.2 The factors that facilitate working with other professionals and multi-agencies

You are able to work in ways that:

6.3   Support workers to:
- develop children's speech, language, communication and literacy skills
- provide a partnership approach to supporting children with speech, language, communication and literacy needs

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Learning outcome:

7. Lead and manage the planning and evaluation of strategies and interventions to support the development of children with SLCN within your workplace/setting

Assessment criteria

You understand:

7.1   The role of different agencies and stakeholders in developing strategies and interventions to support a child with SLCN

You are able to work in ways that:

7.2   Facilitate the planning, evaluation and implementation of appropriate strategies/interventions to support the child person with SLCN in your workplace/setting

7.3   Review, and suggest improvements for, systems and processes for monitoring and evaluating the impact/outcomes of interventions for children with SLCN in your workplace/setting

7.4   Lead and manage **others** to adapt their practice and the physical environment to ensure the needs of children people are met.

7.5   Advise colleagues, families/carers on specialist services available nationally and/or locally to support children with SLCN

Range

Others –colleagues, families/carers, colleagues from local network, etc.

Unit 510 Lead and manage speech, language and communication skills
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

Barriers: may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child, including disability, disadvantage, anxiety or distress.

Communication (sending and receiving messages) can be verbal or non-verbal
What do conversations involve?
- At least two people
- Turn taking
- Facial expressions
- Body language
- Synchronising -mirroring or imitating each other's gestures and sounds
- Pauses
- Rhythm, tone and melody
- Intonation
- Responses- verbal -sounds or words and non-verbal

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.

Importance of adults in developing speech, language and communication skills:
- Communicate in an appropriate way with children which is appropriate to their stage of development using words and phrases they will understand
- Demonstrate active listening and respond to what children have said
- Role model by providing descriptions about what is going on
- Expand and repeat what children say
- Recast what children say
- Ask open ended questions
- Understand child development so can scaffold learning
- Ensure children have the time and play opportunities to practice speech, language and communication skills
- Provide play opportunities for children to talk with each other.
- Practitioners can support families/carers to provide a language rich home environment

Main theories - to include Nativist (Chomsky), Cognitive Theory (Piaget), Interactionist (Bruner), Behaviour/Reward Theory (Skinner).

Positive communication environments:
Positive communication environments can be broken down into 3 key areas:
1. *The language learning environment*, should consider:
   - <u>Space, light and layout</u>: 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?
   - <u>Noise levels:</u> 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?
   - <u>Using visual support:</u> 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 looetting 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.earlyyearscareers.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/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 from

  https://www.thecommunicationtrust.org.uk/media/600981/ite_resource_1.pdf

Ways in which families/carers can support their child's speech, language and communication development:
- Talk and sing to their baby/babies in the womb.
- Attachment and bonding-talking/ singing to baby right from the start
- Songs and rhymes
- Quantity and quality of talk
- Turning off the TV
- Sharing books and stories including visiting the local library
- Playing with their child including going to Parent and Toddler Group

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 and young people with SLCN. There are 4 levels: Foundation, Universal, Enhanced and Specialist. The levels are described here:
https://www.slcframework.org.uk/the-slcf-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.

Research evidence
- Axford, N., Sonthalia, S., Wrigley, Z., Goodwin, A., Ohlson, C., Bjornstad, G., Barlow, J., Schrader-McMillan, A., Coad, J., Toft, A., (2015) The Best Start at Home: What works to

improve the quality of parent/child interactions from conception to age 5 years? A rapid review of the interventions. Early Intervention Foundation

- Bercow (2008) A review of services for Children and Young People with Speech, Language and Communication needs.
- Hamer, C (2011) National Literacy Trust, Talk to your Baby: Guidance for developing a strategic approach to speech, language and communication in the early years.
- Welsh Government (2014a) 'A review of practice in the implementation of the early language development support element within Flying Start' Social Research Number: 62/2014
- Welsh Government (2014b) 'A review of the research evidence on the effectiveness of different approaches to promoting early speech and language development' Social Research Number 61/2014

Related NOS

- SCD CCLD 0301: Promote effective communication
- SCD CCLD 303: Promote children's development

- SCD CCLD 0307: Promote the health and physical development of children
- SCD CCLD 0312: Implement positive environments for babies and children

- SCD CCLD 0321: Support the care learning and development of children with additional requirements in partnership with their families
- SCD CCLD 0327: Support children who have experienced trauma
- SCD CCLD 0345: Promote literacy, numeracy and language development for children's early learning, in partnership with their families

Related legislation and guidance

- Close, R (2004) National Literacy Trust: Television and Language Development in the Early Years, A review of the literature
- Gridley, N, Hutchings, J and H. Baker-Henningham (2014) The Incredible Years Parent-Toddler Programme and parental language: a randomised controlled study. Child: care, health and development
- Talk to your baby 2017: Early Language in a Connected World. National Literacy Trust **https://literacytrust.org.uk/resources/talk-your-baby-2017-presentations/**
- Healthy Child Wales Programme **http://gov.wales/docs/dhss/publications/160926healthy-childrenen.pdf**
- The Communication Trust. Talking About a Generation **https://www.thecommunicationtrust.org.uk/media/540327/tct_talkingaboutageneration_report_online.pdf**
- Bookstart **http://www.bookstart.org.uk/**
- The Communication Friendly Spaces **http://www.elizabethjarmantraining.co.uk/**
- Hanen **http://www.hanen.org/Home.aspx**
- Books: The Perfect Language- Learning Tool **http://www.hanen.org/Helpful-Info/Articles/Promoting-Language-with-Books.aspx**
- I Can **http://www.ican.org.uk/**
- Talking Point **http://www.talkingpoint.org.uk/**
- Flying Start Guidance- **http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en**

- ➢ Outreach Guidance
- ➢ Transition Guidance
- ➢ Quality Childcare Guidance
- ➢ All Wales Health Visitor Core Programme
- ➢ Parenting Support Guidance
- ➢ Guidance on Speech, Language and Communication.
- ➢ Speech, Language and Communication support factsheet
- ➢ A Flying Start Pack for Parents-Nursery Rhymes
- ➢ Stages of Speech and Language Development Poster

- Every Child a Talker **http://www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/**

- Bump, Baby and Beyond **http://www.wales.nhs.uk/documents/Pregnancy%20to%204%20Years%20Book%20FINAL%20English%20Revised%20E-Book%20Compressed.pdf**

- The National Literacy Trust **'http://www.literacytrust.org.uk/talk_to_your_baby/resources/418_q**

- Play deprivation (2003) **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**

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-slcn-pathway/what-is-slcn/

Unit 511   Lead and manage services for children with additional needs

Level:	5
GLH:	50
Credit:	18
Unit Summary:	This unit will provide learners with the knowledge, understanding and skills to lead and manage services for children with additional needs.

Learning outcome:

1. Lead and manage practice to reflect current research, legislation and guidance in relation to additional needs

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 national and local provision for additional needs and how this impacts on workplace/setting's systems, policies and procedures

1.3 The importance of the Additional Learning Needs Code for Early Years and how this impacts practice

1.4 The systems, policies, procedures and practice required within your setting related to supporting children with additional needs

You are able to work in ways that:

1.5 Identify, reflect and embed current research to support practice for the care of children with additional needs

1.6 Develop and review systems, policies and procedures that support children with additional needs

1.7 Support others to access information on legislation, policies and research that support their work with children with additional needs

1.8 Adhere and supports others to adhere to the Additional Learning Needs Code for Early Years

Learning outcome:

2. Lead and manage practice to support early identification of additional needs

You understand:

2.1 The range and prevalence of additional needs and defined characteristics as outlined in current legislation

2.2 The research and evidence base that supports early identification and intervention of additional needs

2.3 How to support workers understanding of:
- potential impacts of additional needs on children's holistic learning growth and development
- The importance of early identification and intervention of additional needs to support children's ongoing holistic learning growth and development

2.4 The importance of encouraging others to actively challenge prejudice, stereotypical perceptions and discrimination towards children with additional needs

2.5 How to support workers understanding of:
- How to undertake timely, appropriate observation and assessment methods to support early identification of additional needs
- The Additional Learning Needs code referral process when additional needs are identified
- The networks that children and their families/carers can access for support

2.6 The importance of working collaboratively with **others** to identify appropriate Additional Provision that may be required

You are able to work in ways that:

2.7 Implement policies, procedures and practice for recognition and referral

2.8 Ensures others adhere to policies, procedures and practice for recognition and referral

2.9 Lead and manage completion of timely, appropriate observation and assessment to gather evidence to support recommendations and referrals.

2.10 Ensures collaboration with others to identify appropriate Additional Provision that may be required

2.11 Promotes rights, choices, well-being and active participation for children with additional needs

2.12 Fulfils or supports the role and responsibilities of the Additional Learning Needs lead within your workplace/setting

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Learning outcome:

3. Lead and manage the planning and support for children with additional needs

Assessment criteria

You understand:

3.1 The importance of using results of timely, appropriate observation and assessment:
- to support referrals and recommendations
- for the development of child-centred plans

3.2 The importance of working collaboratively to develop and implement individual child-centred plans

3.3 How to support workers understanding of:
- the necessity of adopting child centered planning and the importance of the voice of the child

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- the need to monitor and review plans in collaboration with child, family/carers and **others**
- how **factors** may impact on children and their families/carers and the support they can access

3.4 The need for provision to evolve with the needs of the child and their family/carer

3.5 The importance of supporting and empowering families/carers and others as advocates for children

You are able to work in ways that:

3.6 Leads and manages provision to ensure children and their families/carers are the drivers of child centered planning

3.7 Leads and manages provision to ensure identification of any additional provision that may be required to meet the needs of children and their family/carers

3.8 Lead and manage in collaboration with others:
- development and implementation of individual child centred plans within the workplace/settings
- the implementation of additional provision
- ongoing monitoring and reviewing of the individual child centred plans and additional provision

Range

Others: Colleagues, other professionals including health and education
Factors: Ethnicity, social, cultural and religious, environments

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Learning outcome:

4. Lead and manage the promotion of inclusive practice within your workplace/setting

Assessment criteria

You understand:

4.1 How to lead, manage and promote inclusive practice within your workplace/setting
4.2 How to support workers understanding of
- The impacts of labelling and stereotyping on children with additional needs and how to challenge this in the workplace/setting
- The value and importance of inclusive practice when working with children
- Barriers to inclusivity when working with children and how they could be overcome
4.3 How to support workers to reflect on their practice when working with children with additional needs
4.4 The importance of providing effective supervision and support to workers who are working with children with additional needs

You are able to work in ways that:
4.5 Leads, manages and promotes inclusive practice within your workplace/setting
4.6 Supports workers to reflect on their practice when working with children with additional needs
4.7 Support and encourage workers to reflect and challenge how own beliefs, values and skills influence practice
4.8 Provides effective supervision and support to workers who are working with children with additional needs

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5. Lead and manage practice to support positive behaviour when working with children

Assessment criteria

You understand:

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

You are able to work in ways that:

5.2   Implement policies, procedures and processes
- to recognise and support children's positive behaviour
- uses primary prevention strategies and early interventions to support children's behaviour

5.3   Support workers to reflect on their 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

Unit 511 Lead and manage services for children with additional needs

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 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

Additional provision could refer to additional learning provision as outlined in the ALNET Act 2018, or additional support and resources a child/children may require such as reasonable adjustments or extended tasks for more able and talented children.

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

Related NOS

- **SCDCCLD 0414:** Lead in the review of policies, procedures and practice for children with additional support needs
- **CCLD 0415:** Lead in advising and support practitioners in early years settings working with children who have 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

Related legislation and guidance

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- **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**
- 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 • Play deprivation (2003) **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
- Building resilience – the importance of playing (2015)
  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/ 35 010783
- Reflective practice – what is it and why is it so important? (2018)
  https://issuu.com/playwales/docs/reflective_practice?e=5305098/62475902
- Social Services and Well-being (Wales) Act 2014
- **http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf**
- **https://socialcare.wales/hub/sswbact-codes**
- **https://www.cypnow.co.uk/cyp/news/1075034/welsh-childrens-commissioner-calls-for-child-centred-approach-to-tackling-poverty**
- **https://www.asdinfowales.co.uk/early-years**

Unit 512   Lead and manage continuous improvement through the regulatory processes

Level:	5
GLH:	30
Credit:	6
Unit Summary:	This unit aims to support learners to develop the knowledge, understanding and skills to embed regulatory requirements in Wales. It covers an awareness of the role of inspectorates.

Learning outcome:

1. Lead and manage settings to ensure they meet and embed standards and regulatory requirements

Assessment criteria

You understand:

1.1 The regulatory requirements and standards to which the workplace/setting must adhere to and your responsibilities in meeting these
1.2 The role of the inspectorates and how they go about their work
1.3 The role of inspections in the continuous improvement cycle in your workplace/setting
1.4 Your role in supporting others to understand:
   - the regulatory requirements and standards to which the workplace/setting must adhere to and your responsibilities in meeting these
   - the role of the inspectorates and how they go about their work
   - the role of inspections in the continuous improvement cycle in your workplace/setting

You are able to work in ways that:

1.5 Lead and manage the implementation and regular review of systems, policies and procedures within the workplace/setting to meet regulatory requirements and standards
1.6 Lead and manage the self assessment process to identify strengths and areas of improvement within the workplace/setting
1.7 Lead and manage use of the self assessment process to support the continuous improvement cycle in your workplace/setting
1.8 Lead and manage workers to ensure they are confident in their knowledge and application in practice of systems, policies and procedures for continuous improvement

Learning outcome:

2. Lead and manage the response to requirements and recommendations

You understand:

2.1   The process by which the inspectorate will share their findings

2.2   Your role in responding to the findings of inspection

2.3   The process that must be followed should the workplace/setting require improvement

2.4   The importance of using ongoing feedback from others to continually improve quality

You are able to work in ways that:

2.5   Lead and manage communication and discussion of findings with workers

2.6   Lead and manage reflection and communication with others identified areas of strength, good practice and improvement.

2.7   Reflect on and implement plans addressing any areas of improvement outlined in inspection

2.8   Monitor and evaluate progress against the plan

Unit 512   Lead and manage continuous improvement through the regulatory procceses

Supporting Information

Guidance for delivery

Continuous Improvement Cycle: The importance of continually identifying and recognising ongoing daily practice to improve outcomes for children that could be used as evidence during inspection

Findings: could include judgement and/or rating

Go about their work: The different tools and methods that could be used by inspectorate to inform their evaluation

Improvement: improvement could include follow up activity or CIW securing improvement and enforcement policy and "follow up activity"

Inspection could include: CIW, ESTYN, Food standards agency joint CIW and ESTYN inspections, HIW

Others: Organisation (owners, board members, senior managers/responsible individual, workers, other professionals, children, families/carers)

Regulatory standards are those against which you are regulated and inspected for your specific setting within your home country

Regulatory requirements includes evidence of compliance with health and safety, Social Care Wales qualification framework, environmental health and fire regulations, Care Inspectorate Wales, Health Inspectorate Wales

Role of the Inspectorates: evaluation of setting and their judgement/rating systems their power, and how they may work collaboratively. This could include joint inspections or joint inspections where there is an area of particular concern eg fire, food safety, environment health

Routinely can include team meetings, quarterly etc. Critically, it means that inspection should not be the catalyst for ensuring that the setting is compliant. Best practice should be a daily concern

Self-Assessment process these documents enable inspectorate to assess how workplace/settings view themselves in terms of quality against the four key themes of the inspection framework ahead of an inspection. It also allows the setting to evaluate their provision and standards.

Systems may include premises and equipment; policies; the provision of food and drink, including the guidelines for healthy eating; health and safety, including those for first aid and fire safety; colleagues' numbers/ratios, suitability and qualifications; management of information systems and records, including those of confidentiality; curriculum requirements for babies and pre-school children; supervision records; personal development plans for staff

Related legislation

- Children and Families (Wales) Measure 2011
- Child Minding and Day Care (Wales) Regulations 2010
- Child Minding and Day Care (Disqualification) (Wales) Regulations 2010
- The Child Minding and Day Care Exceptions (Wales) Order 2010
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- **https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf**
- Schools Standards and Framework Act 1998 as amended by the Education Act 2005.
- United Nations Convention on the Rights of the Child (UNCRC) **http://gov.wales/topics/people-and-communities/people/children-and-youngpeople/rights/uncrc/?lang=en**

Related NOS

SCDCCLD0418: **Lead the revision of policies/procedures/practice for registration**
SCDCCLD0422: **Lead the monitoring of procedures, policies and practice**
CFAMLD6: **Allocate and monitor the progress and quality of work**
SCDCCLD0433: **Prepare the childcare setting for regulatory inspections**

Resources
- Care Inspectorate Wales inspection framework for childcare:
- https://careinspectorate.wales/sites/default/files/2018-02/160613childcareframworken.pdf
- Care Inspectorate Wales inspection guidance for childcare and play:
- **https://careinspectorate.wales/sites/default/files/2018-02/160608childcareinspectionguideen.pdf**
- Care Inspectorate Wales: Codes of practice for inspections of childminding, daycare and open access play services. (*Link to be added when available)*
- Care Inspectorate Wales securing improvement and enforcement policy.
- https://careinspectorate.wales/sites/default/files/2018-06/180601-securing-improvement-enforcement-policy-
- Children and Families (Wales) Measure 2011
- **http://www.legislation.gov.uk/mwa/2011/2**
- ESTYN and CIW

- **https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Guidance%20handbook%20for%20the%20inspection%20of%20non-maintained%20nursery%20settings%20September%202018%20V1%20en.pdf**
- https://careinspectorate.wales/sites/default/files/2019-01/190103-guidance-handbook-en.pdf
- Follow up guidance ESTYN and CIW
- **https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Follow-up%20guidance%20for%20settings%20and%20inspectors%20en_0.pdf**
- sections 41 and 42 of the Children and Families (Wales) Measure 2010. See Annex D and **http://www.legislation.gov.uk/mwa/2010/1/part/2/crossheading/inspection**
- Food standards agency
- **https://www.food.gov.uk/safety-hygiene/food-hygiene-rating-scheme#businesses-with-poor-ratings**
- https://careinspectorate.wales/sites/default/files/2019-01/190103-follow-up-guidance-en.pdf

Unit 543   Lead and manage inter-professional working arrangements

Level:	5
GLH:	20
Credit:	10
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage inter-professional working arrangements.
	In the context of this unit, the term 'individual' refers to adults and/or children.
	Inter-professional teams are where team membership comprises of different professions and occupational groups working together to make assessments and decisions

Learning outcome:

1. Understand the purpose and principles of inter-professional working arrangements

Assessment criteria

You understand:

1.1 The role of inter-professional working arrangements for individuals and/or families/carers

1.2 How inter-professional working arrangements are influenced by legislative frameworks, regulation, national and local policies, professional codes of conduct and practice/professional standards and service objectives

1.3 The complexities and limitations of inter-professional working arrangements

1.4 **Governance arrangements** and **protocols** that need to be in place for effective inter-professional working arrangements

1.5 The importance of supporting team members to recognise and respect:
   - The professional codes of conduct and practice/professional standards that apply to members of inter-professional teams
   - The different skills and expertise of team members

Range

Governance arrangements: roles, responsibilities and accountabilities of all team members, lines of communication, professional supervision, operational supervision, performance reviews, continuing professional development, addressing conduct issues

Protocols: confidentiality and information sharing, record keeping, allocation of resources, addressing concerns and complaints

2. Lead and manage effective service delivery through inter-professional working arrangements

You are able to work in ways that:

2.1 Ensure that team members are supported to contribute to setting and evaluating the purpose and objectives of the inter-professional team

2.2 Ensure that team members understand how their work, individually and collectively, contributes to the achievement of service outcomes

2.3 Support the development and implementation of **governance arrangements** and **protocols** within inter-professional working arrangements

2.4 Support the development and implementation of arrangements for:
- Inter-professional decision making and information sharing
- **Professional and operational supervision**
- Addressing dilemmas or conflicts that arise as a result of inter-professional working

Range

Governance arrangements: roles, responsibilities and accountabilities of all team members, lines of communication, professional supervision, operational supervision, performance reviews, continuing professional development, addressing conduct issues

Protocols: confidentiality and information sharing, record keeping, allocation of resources, addressing concerns and complaints

Professional and operational supervision: the boundaries between professional and operational supervision, clear lines of communication, how to resolve professional or ethical dilemmas, boundary issues or conflicts where these are received separately

3. Lead and manage the delivery of agreed plans

You are able to work in ways that:

3.1 Support team members to identify the lead practitioners for the development, implementation, review and evaluation of plans

3.2 Support team members to agree roles and responsibilities of those involved in implementing, reviewing and evaluating plans

3.3 Ensure that individuals and/or families/carers are supported to understand the role and responsibilities of those involved in their plans

3.4 Ensure that a co-productive approach is used with individuals and/or their families/carers in all aspects of their plans

3.5 Manage the exchange of information pertinent to the implementation of plans between those involved

4. Critically evaluate the effectiveness of inter-professional teamworking

Assessment criteria

You are able to work in ways that:

4.1   Monitor, record and report on the achievement of identified service outcomes and how these have been supported by:
- Governance arrangements
- Protocols
- The inter-professional team members
- Supervision arrangements

4.2   Analyse the effectiveness of identified service outcomes

4.3   Make recommendations to inform and improve future practice and service delivery of the inter-professional team

Unit 543 Lead and manage inter-professional working arrangements

Supporting Information

Guidance for delivery

Arrangements for inter-professional decision making and information sharing: frameworks, forums, case work discussions, multi-disciplinary meetings, sharing best practice

Inter-professional teams where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions

Plans: could include care and support plans, personal plans, behaviour support plans

Related NOS

- **SCDLMCD3** Lead and manage inter-professional teams

Related legislation and guidance

- Integrated and Inter-professional Working: A review of the evidence. **https://gov.wales/topics/health/socialcare/working/ifst/ifsspublications/tools/?lang =en**

Unit 544   Lead work with volunteers

Level:	5
GLH:	10
Credit:	9
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead work with volunteers in service provision

Learning outcome:

1. Understand the role of volunteering for service provision

Assessment criteria

You understand:

1.1 The role of volunteers and the potential added value that the use of volunteers bring to service provision
1.2 The importance of understanding the reasons why people choose to become volunteers
1.3 The potential benefits that the service provision can offer to volunteers
1.4 How to calculate the cost of volunteers and balance these against identified added value
1.5 The importance of using volunteers to complement workers and not replace them
1.6 How the Volunteer Code of Practice can be used to support and guide the use of volunteers
1.7 The purpose and contents of a policy for the use of volunteers in the service setting
1.8 Legislative and regulatory requirements for the use of volunteers within the service setting

Learning outcome:

2. Prepare for the use of volunteers in the service provision

Assessment criteria

You are able to work in ways that:

2.1 Identify the requirement for volunteers in service provision
2.2 Identify roles that are suitable for volunteers with a diverse range of abilities, styles and motivations
2.3 Additional support that may be needed for volunteers who may be vulnerable in their own right
2.4 Develop role descriptors for volunteers that:
   - comply with legislative and regulatory requirements and the organisations policy for volunteers

- identify the role's purpose, responsibilities, limitations and working relationships

2.5 Ensure that roles for volunteers do not undermine or substitute the work of any paid workers

2.6 Identify the personal skills and attitudes that volunteers need for the role

2.7 Ensure that:
- risk assessments are carried out for volunteer roles
- considerations have been made for the safeguarding of volunteers
- any requirements for insurance are in place
- the budget required for volunteers is calculated and secured
- equipment and resources needed for volunteers to carry out their role are available
- arrangements are made for the induction, training and supervision of volunteers

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Learning outcome:

3. Lead and manage the recruitment and selection of volunteers

Assessment criteria

You understand:

3.1 Good practice for the recruitment of volunteers

3.2 **Methods and approaches** used to support the recruitment of volunteers

3.3 The importance of developing volunteer role descriptors that clearly set expectations

3.4 The purpose and content of a volunteer agreement

3.5 The importance of meeting **legal responsibilities** when recruiting volunteers

3.6 Why diversity matters and how to increase this during recruitment

3.7 Reasons why volunteers may not be considered suitable and how to provide feedback to unsuccessful applicants

You are able to work in ways that:

3.8 **Implement systems, procedures and practice** for the safe recruitment of volunteers

3.9 Ensure that methods and approaches are used to attract volunteers from a wide range of backgrounds and abilities

3.10 Ensure that volunteers are made aware of:
- the volunteer roles you are recruiting for and the activities involved
- how the volunteer roles contribute to the strategic vision of the service provision
- the knowledge, skills, experience, personal qualities and availability required
- mandatory training requirements
- references or official checks that will be carried out on applicants for the role
- factors which would exclude them from being considered for certain volunteer roles
- the commitment they would need to make
- the potential benefits of the volunteer roles to themselves
- opportunities for continuing professional development
- how they can access additional support

3.11 Help potential volunteers articulate their motivations for volunteering and understand how volunteer roles could meet their needs and expectations

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3.12 Provide sufficient information to potential volunteers to allow them to assess their suitability for specific volunteer roles, whether the roles will meet their needs and expectations and what support they may require

3.13 Place volunteers in roles which provide a good fit with:
- their knowledge, skills and experience
- personal qualities
- availability
- their needs and expectations

3.14 Ensure that successful applicants are provided with and understand volunteering agreements

Range

Methods and approaches: targeting of key audience, volunteer centres, websites, word-of-mouth, flyers/posters, open meetings, consideration of the need for diversity

Legal responsibilities: screening of applicants (DBS disclosure if applicable, references), adherence to GDPR, finances (expenses, benefits, tax), legislative and regulatory requirements for the service provision

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

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Learning outcome:

4. Lead and manage support for volunteers

Assessment criteria

You understand:

4.1 The **support** that volunteers need to undertake their roles

You are able to work in ways that:

4.2 **Implement systems, procedures and practice** for the **support** of volunteers

4.3 Ensure that volunteers are supported to understand:
- their responsibilities and expectations
- actions they should take if asked to work outside of agreed responsibilities or expectations
- lines of communication
- safeguarding arrangements
- professional boundaries

4.4 Ensure that volunteers are provided with opportunities to give feedback on their role, experiences and the way they are supported

4.5 Ensure that volunteers are recognised for their roles and the value that they bring to the service provision

Range

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

Support: induction, training, mentoring, constructive feedback, recognition of value to service provision, supervision

Unit 544   Lead work with volunteers
Supporting Information

Guidance for delivery

Content of a volunteer agreement: the volunteering role, the activities involved, the boundaries of the role, the standards of performance and behaviour expected, the training, support and supervision that the volunteer can expect, risk assessments for the role and the terms of any insurance cover, expenses that will be reimbursed by the service provision, organisational policies that are relevant to the volunteer role

Reasons why people offer to become volunteers:
- to show commitment to a cause or client group; to be an agent of change; to be an advocate or watchdog
- to help people; for the sake of someone they know; as a family tradition; to set a good example
- to give professional skills or experience; to develop or maintain skills
- to explore a possible career; to gain accreditation or experience
- to feel good; to gain status; to gain inside knowledge or access to services
- to make friends; to work as a team; to have fun; to be with a different group of people; to get to know their community; to do something with a friend or family member
- out of duty; to repay a debt
- to do something other than the usual daily occupation; an excuse to do something which is enjoyed; for a healthier lifestyle; as therapy
- to get out of the house; to give structure and routine; to give meaning or purpose; to escape; to keep busy
- because it was convenient; because they were asked; because of who asked; because they were in the right place at the right time; because there was no-one else to do it

Reasons why applicants / volunteers may be considered inappropriate for the role:
- DBS check indicates they are unsuitable for role - in line with organisational policy.
- Inability to provide references (if references are required)
- Requiring support that cannot be provided by the organisation
- Receiving ongoing personal support that could indicate unsuitability for the role
- Inability to engage with the required training, or to achieve assessed standards, or to volunteer within the organisation's volunteer policies. This could include inability to meet key policy requirements e.g. behaviour or attitudes which contravene Equal Opportunities and Diversity policy.
- Active drug and alcohol misuse

Volunteering is activity which:
- is undertaken freely, by choice
- is undertaken to be of public/ community benefit
- is not undertaken for financial gain'

Volunteer Code of Practice: WCVA
https://www.wcva.org.uk/media/58792/wcva_volunteering_code_of_practice_a2_poster_4_final_proof.pdf

Volunteers who may be vulnerable in their own right: for example young adults or adults at risk as a result of their personal circumstances or own care and support needs

Related NOS

- SFTMVC1 Manage the recruitment and placement of volunteers
- SFTMVD1 Plan, organise and monitor volunteering activities
- SFTMVC3 Recruit and place volunteers

Resources

DBS – making barring referrals: https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs

WCVA Recruiting Volunteers: A manual of good practice
https://www.wcva.org.uk/media/627518/finalrecruiting_volunteers_manual_e__5_.pdf

WCVA Information sheets
Thinking about volunteering
Developing a volunteer strategy
Creating a volunteering policy
Recruiting, selecting and inducting volunteers
Attracting Welsh speaking volunteers
Equality and Diversity in volunteering
Equality and diversity monitoring for volunteers
How to ensure volunteer satisfaction
Keeping volunteers safe
Risk assessment - volunteers based at home
Safeguarding and good management practices
Disclosure Barring Services
Volunteers and the law
Volunteers and welfare benefits
Volunteer expenses
Investing in Volunteers
Supporting harder to place volunteers
Involving young people as volunteers
Understanding mental health and volunteering
Volunteer Drivers
The economic value of volunteers
Employer Supported Volunteering
What do Volunteer Centres do in Wales?
Managing volunteers exits
Volunteers and insurance

Involving volunteers from overseas

The language of volunteering - terms explained

Managing concerns relating to volunteers

Promoting Welsh Language through volunteering

Welcoming volunteers who are asylum seekers or refugees

Carers and volunteering

Supporting Volunteers who have Additional Learning Needs

https://www.wcva.org.uk/advice-guidance/volunteers

Unit 545   Lead and manage business planning and processes

Level:	5
GLH:	20
Credit:	12
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage business planning and processes In the context of this unit, the term 'individuals' refers to adults and/or children

Learning outcome:

1. Apply the principles of business planning

Assessment criteria

You understand:

1.1   The purpose of business planning
1.2   The importance of having a clear vision for what is intended to be achieved
1.3   The role of **market intelligence** in business planning

You work in ways that:

1.4   Identify the overall vision of the service provision and the **governance** within which it operates
1.5   Identify the main purpose, aims and objectives of the service provision
1.6   Evaluate how the vision of the service provision, its purpose, aims and objectives contribute to the achievement of positive outcomes for individuals and/or families/carers
1.7   Analyse **market intelligence** to identify risks, potential markets and business opportunities for the continuing development and **viability** of the service provision in the short, medium and long term
1.8   Analyse implications of **changing internal needs** on the continuing development and viability of the service provision in the short, medium and long term
1.9   Identify unique aspects of the service provision

Range
Governance: the way in which the provision is governed and directed as required by the organisation, legislation, regulations, standards, national and local policy
Market intelligence: trends in demand, target market/audience, demographics, competition, growth projections, technology, changing methods of purchasing and providing services relevant to the service provision, legislative, regulatory and policy requirements and restrictions

Viability: the ability of the provision to sustain its activities in terms of financial, human physical and environmental requirements and services in both rapidly changing and planned circumstances

Changing internal needs: the changing needs of individuals using the service, organisational restructures, staff composition

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Learning outcome:

2. Develop, implement, review and evaluate strategic and operational plans for the service provision

Assessment criteria

You understand:

2.1   The purpose of strategic and operational planning

2.2   How to establish short, medium and long-term goals in the context of costs, risks and benefits

You are able to work in ways that:

2.3   Appraise options for strategic and operational plans in terms of costs, risks, benefits and outcomes for the short, medium and long term

2.4   Prioritise strategic objectives for the service provision that are consistent with its purpose and vision and support its continuing development and **viability**

2.5   Lead the development of operational plans for the service provision

2.6   Ensure that others are clear about the link between operational plans and the overall vision of the service provision and the governance within which it operates

2.7   Ensure that operational plans are flexible and open to change

2.8   Balance new ideas with tried and tested solutions for operational planning

2.9   Allocate resources for achievement of objectives for strategic and operational plans and take action where resources are not being used effectively and efficiently

2.10 Develop and use measures and methods for monitoring and evaluating strategic and operational plans

2.11 Develop contingency plans to manage any identified risks to the viability of the service provision

Range

Viability: the ability of the provision to sustain its activities in terms of financial, human physical and environmental requirements and services in both rapidly changing and planned circumstances

Unit 545   Lead and manage business planning and processes

Supporting Information

Guidance for delivery

Strategic plans and operational plans:

The process of business planning is made up of several steps. A strategic plan is used to outline service objectives and to identify the methods in which those objectives can be reached. An operational plan is the comprehensive way in which the service or team will use its resources to achieve company goals. Strong links between the strategic plan and the operational plan are needed to allow the service to operate efficiently.

For learners working in a clinical health environment the following guidance is for the ranged term 'Market intelligence' in learning outcome 1:

Competition would refer to if there was a potential overlap or duplication of services locally

Methods of purchasing would refer to the role of Shared Services and their protocols

Related NOS

- SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services
- SCDLMCE7 Develop, implement and review strategic business plans that support the continuing development and viability of care service provision

Resources

Mind Tools 'The planning cycle': https://www.mindtools.com/pages/article/newPPM_05.htm

Unit 546   Lead and manage a therapy team

Level:	5
GLH:	80
Credit:	20
Unit Summary:	This unit covers the skills required to manage and lead a therapy team, or sub-specialty
	The service will be patient-facing, with the individual having responsibility for team delivering care.
	In the context of this unit patients may include children and/or adults dependant on the focus of the therapy team

Learning outcome:

1. Lead and manage practice that complies to specific legislative and regulatory requirements, national policy guidance and standards for therapy professions

Assessment criteria

You understand:
1.1 **Specific requirements** for therapy practice
1.2 **Legislative frameworks**, Welsh Government policy that promote individuals and their families/carers to realise:

- A full and valued life
- Their Rights
- Equality
- Voice and control
- Well-being
- Co-production
- Inclusion and participation
- Life choices
- Outcomes that reflects 'what matters' to the individual

1.3 The **scope** of the service for which your service is funded

You are able to work in ways that:

1.4 **Implement systems, procedures and practice** that comply to specific requirements for therapy practice
1.5 Support staff to understand how to:

- use research and theoretical frameworks to inform and develop practice
- how the Mental Health and Mental Capacity Act may affect the liberty of some individuals
- Types of advocacy available and how these can be accessed and used

1.6 Ensure that individuals are able to access advocacy support
1.7 Ensure the significance of an individual's heritage and culture is recognised

Specific requirements: NICE Guidelines, Patient Pathways, National Standards, Health Care Standards (2015), General Data Protection Regulation (2018), Wales Accord on the Sharing of Personal Information (2018), Health Act (2007), Mental Capacity Act (2005) including Deprivation of Liberty Safeguards, Professional Standards, Local Delivery Plans

Legislative frameworks: Social Services and Well-being (Wales) Act 2014, Well-being of Future Generations (Wales) Act 2015, **The EU Regulation on Medical Devices 2017/745**

Scope, to include demographics and disease prevalence related to the specific service area

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

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Learning outcome:

2   Lead and manage embedding Organisational Values and behaviours into the therapy team practice

Assessment criteria

You understand:

2.1 The organisation's values and how they relate to staff well-being.

2.2 The importance of compassionate and collaborative leadership

2.3 The implications of unprofessional behaviours and conduct both in, and outside of the workplace

You are able to work in ways that:

2.4 Support others to understand the organisation's values and how they relate to staff well-being

2.5 Reflect the organisation's values and role model these in practice

2.6 Role model compassionate and collaborative leadership

2.7 Role model professional behaviours and ensure that staff display these behaviours in practice

2.8 Employ a positive coaching approach with staff within your team

2.9 Enable staff to role model the organisation's values and behaviour's

2.10   Enable staff members to express concerns within a "no-blame" culture

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Learning outcome:

3.   Lead and manage an individual's journey through the service

Assessment criteria

You understand:

1.1 How to lead and manage:

* in-coming **referrals** to your service

* establishment of clinical need through appropriate assessment protocol

* the development of individualised strengths-based treatment plans to achieve positive outcomes as agreed with the patient

* Delivery of the treatment plan and on-going evaluation of the treatment plan

- Follow-up and discharge

1.2 Implement systems, procedures and practice that embed a co-productive approach with individuals and their families/carers in the **planning process**

1.3 Lead and manage the development of treatment plans in collaboration with the individual to achieve agreed positive outcomes

1.4 Lead and manage the completion of assessments of need in collaboration with the individual / families/carers

1.5 Lead and manage smooth transitions of care between different teams, settings and services

1.6 Support staff/ individuals and their families/carers to understand the

- The need for explicit consent and its implications
- potential implications of mental capacity assessments and best interest decisions
- types of advocacy available and how these can be accessed and used

1.7 Lead and manage practice that promotes co-productive, rights-based approaches which support individuals to:

- Manage dilemmas that arise when balancing their rights to take risks with their safety and well-being

1.8 Lead practice that actively challenges situations where the rights of individuals are not being upheld

1.9 Evaluate the patient's pathway to assess the effectiveness in the achievement of agreed outcomes

Range

Referrals: to include management of waiting lists, the impact of performance targets, service capacity, the use of patient pathways

Planning process: would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans

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

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Learning outcome:

4 Lead and manage the operational requirements of the service

Assessment criteria

You understand:

4.1 The need to balance the budget of the service, whilst meeting clinical requirements

4.2 The job evaluation process as it relates to the development of new and changing roles

4.3 The procurement and tendering process for ordering equipment

4.4 The Key Performance Indicators (KPI's) for the service

You are able to work in ways that:

4.5 Support others to understand the need to balance the budget of the service, whilst meeting clinical requirements

4.6 Lead and manage the **safe use of equipment** and devices that comply with local and national polices

4.7 **Implement systems, procedures and practice** that support the delivery of Key Performance Indicators for your service

Range

Safe use of equipment, to include stock control, Inventory, storage and maintenance, infection control and decontamination requirements, Disposal, Accessibility of equipment and devices, The role of clinical engineering, the use of equipment "libraries"

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

Learning outcome:

5   Lead and manage the workload of the therapy team

Assessment criteria

You understand

5.1 The implications of skill mix and competence levels on duty rotas

5.2 The process of effective delegation

5.3 How delegation relates to accountability and responsibility for delegated tasks

5.4 Your responsibilities in regards to the impact of the workload to balancing:

- Duty of Care
- Caseload demands
- Prioritisation of clinical needs
- Capacity to deliver the service
- Referral to treatment times
- Waiting lists

5.5 Your responsibilities in regards to the impact of the workload on staff to include:

- Meeting the therapy needs of individuals
- Staff health and well-being
- No blame culture with regard to errors
- Learning from errors, complaints, and compliments
- Meal Breaks and Hydration policy

You are able to work in ways that:

5.6 Support others to understand

- The implications of skill mix and competence levels on duty rotas
- how delegation relates to accountability and responsibility for delegated tasks

5.7 Lead and manage the team to ensure that staffing levels reflect the skill mix required by the workload

5.8 Lead and manage the team to meet the therapy needs of individuals as prescribed in their care plans

5.9 **Implement systems, procedures and practice** that promote and support staff health and well-being

Range

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

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Learning outcome:

6   Lead and manage practice that ensures a holistic view of an individual's health

Assessment criteria

You understand:

6.1 The need to take responsibility to report/refer any conditions observed affecting an individual that fall outside scope of practice

6.2 That in order to plan and deliver a patient's holistic care the following are essential:

- Co-production with the individual, family/carers
- a strengths-based approach
- agreed positive outcomes that reflect what matters to the individual, family/carer
- discussions with individuals regarding healthy lifestyle choices and self-management

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6.3 The local services that can be accessed to support individuals

6.4 How to mitigate any risk factors that may impact on an individuals' well-being

You are able to work in ways that:

6.5 Lead and manage a supportive environment for all individuals, signposting to other services as required

6.6 Lead and manage collaboration with specialist professionals to support individuals

6.7 How to lead practice that supports the rights of individuals
- to take positive risks
- to address challenges that individuals may encounter in exercising their rights

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Learning outcome:

7   Lead and manage support for Welsh language in the therapy service

Assessment criteria

You understand:

7.1   Legislative and regulatory requirements, national policy and guidance for the Welsh language and the 'Active Offer' in the therapy area

7.2   The characteristics of services that provide an Active Offer Welsh Language Standards

7.3   How to provide information bilingually

7.4   Practical ways of developing and promoting Welsh in the workplace

You work in ways that:

7.5   **Implement systems, processes and practice** that support the 'Active Offer', the Welsh Language Standards and the development of Welsh in the workplace

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Learning outcome:

8   Lead and manage meetings

Assessment criteria

You understand

8.1   The purpose, objectives and terms of reference of the meeting

8.2   The purpose and structure of an agenda

8.3   how to select and invite the right people to attend the meeting in a timely manner

8.4   how to appoint a chair

8.5   the roles and responsibilities of the chairperson, the secretary and individuals at the meeting

8.6   meeting protocol and procedures, including using video conferencing facilities

8.7   the need to ensure that all members of the group have the opportunity to contribute

8.8   Strategies to manage challenging situations within a meeting
8.9   the purposes of minutes and action plans
8.10   Distribution of papers in a timely manner

You are able to work in ways that:

8.11 Ensure that all members have the opportunity to contribute

8.12 ensure the timely distribution of **papers** before and after the meeting

Unit 546   Lead and manage a therapy team
Supporting Information

Guidance for delivery

Contracts: contracts with individuals and with local authorities/health boards/Third Sector organisations

Consent: In the context of this unit where the service includes children the specific areas of Looked after children, parental responsibility, the difference in consent requirements for those ages 0-15 & 16-17 years and Frasier guidance

Transitions of care includes all professionals working with an individual in a co-productive manner to facilitate a safe discharge/transfer of care. In addition to the individual this may include carers, NHS staff, LA staff, agencies, third sector, volunteers and others.

Those involved in post-discharge care; individual, family/carers, community teams, social services, Local authorities, care agencies, care homes, ambulance service, child to adult services

Holistic Care: takes account of all aspects of an individual's health and wellbeing, including social, economic, and any exiting conditions such as mental ill-heath, learning disability, physical disability, autism, dementia, vascular disease, life-limiting and long-term conditions

Further guidance from:

1000 Lives
http://www.1000livesplus.wales.nhs.uk/sitesplus/documents/1011/How%20to%20%289%29%20falls%20%28Feb%202011%29%20Web.pdf
http://www.1000livesplus.wales.nhs.uk/sitesplus/documents/1011/FRATtool.pdf
NHS Governance e-manual
http://www.wales.nhs.uk/governance-emanual/health-and-care-standards-supporting-gui-17
NICE
https://www.nice.org.uk/guidance/cg161/documents/falls-full-version2

Funding considerations: local systems including brokerage, Continuing Health Care, assessment and eligibility, Mental Health Act section117 after-care

Healthy lifestyle discussions, to include Making Every Contact Count, Public Health agenda, lifestyle factors

No Blame culture: should cover how to raise concerns with local manger, through to whistle blowing procedures within NHS Wales according to the all Wales policy

Patient Pathways: should include the individualisation of the pathways for specific patients and the reasons why a therapist may diverge from the pathway to provide person centred care

Professional Standards

As they relate to the individual's profession/specialism: to include Codes of Conduct, specific clinical pathways, related NICE guidelines, local delivery plans

Supportive Environment is one that recognises and actively challenges prejudice, stereotypical assumptions, discrimination and negative attitudes towards individuals

Video conferencing facilities may include VC, Skype, Google Chats. This is not an exhaustive list.

Related legislation and guidance

Health Care Standards (2015),

Duty of Care,

Duty of Candor (new act),

Mental Capacity Act,

Deprivation of Liberty Safeguards,

Well-being of Future Generations (Wales) Act 2015

- NHS Values and Standards
- Organisational Values
- Delegation Guidelines
- Social Services and Well Being (Wales) Act 2014
- **www.nice.org.uk/guidance**
    - Welsh Language Act 1993
    - Equality Act 2010
    - 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

ALN Act

The EU Regulation on Medical Devices 2017/745; https://www.gov.uk/guidance/medical-devices-eu-regulations-for-mdr-and-ivdr#health-institutions-and-the-regulations

Unit 547   Lead and manage child health services

Level:	5
GLH:	50
Credit:	30
Unit Summary:	This unit covers the skills required to manage and lead a child health service. In the context of this unit Children refers to those from 0 to 19 years (this includes those cared for by neonatal, in-patient and community-based services).

Learning outcome:

1. Lead and manage practice that complies to specific legislative and regulatory requirements, national policy guidance and standards for child health services

Assessment criteria

You understand:

1.1 How to support others understanding of:
- **Specific requirements** for child health services
- **Research and theoretical frameworks** that influence the requirements for child health services and support evidence-based practice
- **Legislative frameworks**, Welsh Government policy that aim to support children and their families/carers and their impact on:
  o A full and valued life
  o Rights
  o Equality
  o Voice and control
  o Well-being
  o Collaboration
  o Inclusion and participation

You are able to work in ways that:

1.2 **Implement systems, procedures and practice** that comply to specific requirements for child health services

1.3 Use research and theoretical frameworks to inform and develop practice

1.4 Support staff to understand how Frasier Guidance 1985, Parental Responsibility and the Mental Capacity Act (2005) may affect consent to treatment:
- types of advocacy available and how these can be accessed and used

1.5 Ensure that children and their families/carers are able to access advocacy support

1.6 Ensure the significance of a child's heritage and culture is recognised

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Range:

Specific requirements: Health Care Standards (2015), General Data Protection Regulation (2018), Wales Accord on the Sharing of Personal Information (2018), Healthy Child Wales (2016) UNCRC (Wales) 2011, Children Act 2004

Legislative frameworks: Social Services and Well-being Act, *Nurse Staffing* Levels (*Wales*) *Act* 2016, Well-being of Future Generations (Wales) Act 2015

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

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Learning outcome:

2   Lead and manage practice that embeds organisational values in child health services

Assessment criteria

You understand:

2.1 How to support others understanding of:
- The organisation's values and how they relate to staff well-being.
- The importance of Compassionate Leadership

You are able to work in ways that:

2.2 Reflect the organisation's values and role model these in practice
2.3 Role model compassionate Leadership
2.4 Employ a positive coaching approach with staff within your team
2.5 Enables staff to role model the organisation's values and behaviour's
2.6 Enables a staff to express concerns within a "no-blame" culture

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Learning outcome:

3   Lead and manage ongoing support to meet the physical care needs of children

Assessment criteria

You understand:

3.1 How to support workers understanding of:
- the physical care needs of children
- the benefits of play and learning as a part of ongoing support
- the importance of providing opportunities for play in the child health service areas
- the importance of involving families/carers in the child's care
- the importance of using a strengths-based approach to build skills, confidence and self-esteem
- the significance of relationships, networks and communities for supporting children's health and well-being

You are able to work in ways that:

3.2 Lead and manage practice that:

- Ensures that physical care needs are met
- embeds play as an aspect of ongoing care
- supports children/families/carers to acquire and further develop skills in order to promote children's continued growth and development

3.3 Lead and manage practice that promotes collaboration when supporting children and their families/carers, including during the planning process

3.4 Lead practice that actively challenges situations where the rights of children and their families/carers are not being upheld

3.6 Ensure families/ carers are encouraged to participate in care and support

3.7 Implement systems procedures and practices that ensure the safe, ethical use of restrictive practices

Range:

Planning process: would include identifying goals or outcomes and enabling participation in activities that promote growth, learning and development; monitoring, reviewing and evaluating plans, and transitions

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Learning outcome:

4 Lead and manage holistic discharge planning

Assessment criteria
You understand:

4.1 The importance of **discharge planning** starting on admission to child health services

4.2 The role of the multi-disciplinary team in discharge planning

4.3 The multi-disciplinary team case management approach to discharge planning

4.4 The implications of poor discharge planning for:
- **length of Stay**
- readmission
- delays with transport
- **change and transitions** for children and their families/carers
- well-being of children and their families/carers

You are able to work in ways that:

4.5 Lead and manage the development of holistic discharge plans in collaboration with the children and their families/carers to achieve agreed outcomes

4.6 Ensure the completion of assessments of need in collaboration with the child and their families/carers

4.7 Lead and manage the safe discharge of children, ensuring that all referrals and decisions are communicated to those involved in the discharge process in a timely fashion.

4.8 Lead and manage practices and procedures that support smooth transitions between different teams, settings and services

Range

Discharge planning, to include transition to adult services

Length of Stay, to include Funding considerations, early referrals to community services

change and transitions, to include transfers of care to other services, foster care, schools, home

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5   Lead and manage the care of the deteriorating child

Assessment criteria

You understand:

5.1 How to support workers understanding of
- The roles and responsibilities of all workers to recognising the deteriorating child

5.2 Your role and that of the wider team in *Do Not Resuscitate* decisions

5.3 The importance of respecting Advance Care Planning Decisions

5.4 Your role in managing conflict with children/families/carers and the need to act as an advocate.

You are able to work in ways that:

5.5 Ensure that all staff have attended and are up to date with training in order to respond to:
- Sepsis
- Resuscitation
- Advance Care Planning Decisions
- Safeguarding Issues

5.6 Lead and manage response to the deteriorating child

5.7 Ensure families/carers emotional needs are recognized and support is available

5.8 Lead and manage the child health service to ensure that Advance Planning choices are respected

5.9 Support workers to understand and respect the Advanced Planning choices

Learning outcome:

6   Lead and manage the workload and resources of the child health service

Assessment criteria

You understand:

6.1 The implications of skill mix and competence levels on duty rotas

6.2 Equitable allocation of development time and opportunities for all staff

6.3 The process of delegation across and between the child health team

6.4 How delegation relates to accountability and responsibility for delegated tasks

6.5 Your responsibilities in regard to the impact of the workload on staff to include:

- Meeting the physical and emotional care needs of children
- Staff health and well-being
- No blame culture with regard to errors
- Learning from errors, complaints, and compliments
- Meal Breaks and Hydration policy
- Working Time Directive requirements

6.6 How and where to escalate concerns regarding insufficient **resources** in relation to workload

You are able to work in ways that:

6.7 Lead and manage the team to ensure that staffing levels reflect the skill mix required by the child health service

6.8 Lead and manage the team to meet the physical and emotional care needs of children as prescribed in their care plans

Range
Resources: includes staff

Learning outcome:

7   Lead and manage practice that supports the holistic view of children's well-being including respect for *LGBTQ+* preferences

Assessment criteria
You understand:

7.1 The range of terminology that is used in relation to LGBTQ+

7.2 Your responsibilities in regard to a child's LGBTQ+ preferences

7.3 The adaptations that may be required to support a child's LGBTQ+ preferences

- Forms of address
- Positive patient identification
- Record keeping

7.4 How to address any familial challenges that may arise from a child's LGBTQ+ preferences

You are able to work in ways that:

7.5 Lead and manage an open, non-stigmatising LGBTQ+ friendly environment that supports children to express their LGBTQ+ preferences

7.6 Support others to understand how to support a child, and their families/carers with their LGBTQ+ preferences

7.7 The local services that can be accessed to support children and their families/carers and others in relation to LGBTQ+

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8   Lead and manage practice that supports the holistic view of children's health including those with mental health conditions

Assessment criteria

You understand:

8.1 The prevalence and demographics of children's mental ill-health and implications the for child health service

8.2 How to support workers understanding of:

* different mental health problems that children may experience
* the importance of taking a holistic view of a child's health including their mental health, that focuses on the child and not just their symptoms
* what is meant by the terms mental distress and mental ill-health
* the different ways that children may experience and express mental distress and mental ill-health

8.3 The local services that can be accessed to support children and their families/carers living with mental ill-health

8.4 The potential impact of family/carer mental ill-health on children

8.5 The assessment pathway for a child in mental health crisis

You are able to work in ways that:

8.6 Support others to understand the potential impact of mental ill-health

8.7 Support staff to recognise the impact on the child health service of prevalence rates and demographic factors of children's mental ill-health in Wales

8.8 Lead and manage a supportive environment for all children

8.9 Lead and manage collaboration with specialist professionals to support children

Learning outcome:

9   Lead and manage practice that supports the holistic view of children's health including those living with learning disability and autism

You understand:

9.1 What is meant by the term disability, both visual and hidden.

9.2 The **prevalence of learning disability and autism** and its implications for the clinical area

9.3 How to support workers understanding:

* of different learning disability and autism spectrums that children may experience and their potential causes
* of the importance of taking a holistic view of a child's health taking account of their learning disability and autism that focuses on the child and their family/carer and not just the child's symptoms in the delivery of care
* that learning disability/autism may mask underlying physical health issues
* that children living with learning disability/autism may not be able to easily communicate, particularly when in pain or distress

9.4 How to lead practice that supports the rights of children to take positive risks

9.5 The local services that can be accessed to support children and their families/carers living with learning disability and autism

9.6 Strategies to maintain a child's safety without the use of restrictive practices

9.7 The need to follow a child's individual plan of care

9.8 **Implement systems, procedures and practice** that promote the use of methods of support for children and their families/carers that take account of:

- the characteristics of the disability
- any barriers they are experiencing
- their individuality and personal preferences

9.9 Support staff to recognise the impact on the child health service of prevalence rates of learning disability and autism in Wales

9.10 Lead and manage a supportive environment for all children and their families/carers

9.11 Lead and manage collaboration with specialist professionals to support children and their families/carers

Range:

Prevalence of learning disability and autism: individuals with a learning disability who are autistic, autistic individuals who have a learning disability, autistic individuals who have no learning disability, individuals with a learning disability who are not autistic

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

Learning Outcome

10 Lead and manage practice that supports the holistic view of a child's health including those living with a disability

Assessment criteria
You understand:

10.1 The prevalence and demographics of **different types of disability** in the population and implications for the clinical area

10.2 How to support workers understanding of:

- how the UN Convention of Rights of Persons with Disabilities support a rights-based approach for disabled children and their families/carers
- What is meant by the terms 'impairment' and 'disabled' and the importance of seeing the child first and not the impairment
- the nature and characteristics of **different types of disability**
- key features of an accessible environment

10.3 The local services that can be accessed to support children and their families/carers living with different types of disability

You are able to work in ways that:

10.4 Support others to understand the potential impact of different types of disability

10.5 Support staff to recognise the impact on the child health service of prevalence rates and demographic factors of different types of disability in Wales

10.6 Lead and manage a supportive and accessible environment for all children and their families/carers

10.7   Lead and manage collaboration with specialist professionals to support children and their families/carers

Range:

Different types of disability: to include acquired brain injury, attention deficit hyperactivity disorder (ADHD), physical impairment, sensory loss

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

Planning process: would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans, transfers of care

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Learning outcome:

11 Lead and manage the planning of support for children with life limiting conditions

Assessment criteria

You understand:

11.1   The term life limiting condition
11.2   Palliative care in relation to a child's life limiting condition,
11.3   How to support workers understanding of:
- The importance of early planning for life limiting conditions and palliative care
- The support available for children and their familes/carers with life limiting conditions
- The importance and use of Advance Directives developed in collaboration with the child, family/carers
- How to manage sensitively any conflict that may arise with families/carers, individuals and/or professionals in the absence of advance planning
- The need to support physical (including environment), social, psychological and spiritual needs of children and their and families/carers

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Learning outcome
12   Lead and manage support for the medicine management agenda in the clinical area

Assessment criteria

You understand:

12.1   How to support others understanding of:
- The current national and local medicines management policy
- The legal implications and procedures/actions to take where staff:
8. make a medication error
9. are misusing drugs/ medicines
10. misappropriating drugs/medicines
- The legal implications and procedures/actions to take where an adverse drug reaction has occurred.

You work in ways that:

12.2 **Implement systems, procedures and practice** to ensure that all staff adhere to the current medicines management policy

12.3 Ensures that all staff are up to date with current medicines management training to include:

- Safe storage of medicines
- Covert administration of medicines

Range:

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

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Learning Outcome

13 Lead and manage support for the Welsh language in the child health service

Assessment criteria

You understand

13.1 How to support others understanding of:

- Legislative and regulatory requirements, national policy and guidance for the Welsh language and the 'Active Offer' in the child health service
- The characteristics of services that provide an Active Offer Welsh Language Standards
- How to provide information bilingually
- Practical ways of developing and promoting Welsh in the workplace

You work in ways that:

13.2 **Implement systems, processes and practice** that support the 'Active Offer', the Welsh Language Standards and the development of Welsh in the workplace

Range:

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

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Learning outcome:

14 Lead and manage meetings

Assessment criteria

You understand

14.1 The purpose, objectives and terms of reference of the meeting

14.2 The purpose and structure of an agenda

14.3 How to select and invite the right people to attend the meeting in a timely manner

14.4 How to appoint a chair

14.5 The roles and responsibilities of the chairperson, the secretary and individuals at the meeting

14.6 Meeting protocol and procedures, including using video conferencing facilities

14.7 The need to ensure that all members of the group have the opportunity to contribute

14.8 Strategies to manage challenging situations within a meeting

14.9 The purposes of minutes and action plans

14.10 Distribution of papers in a timely manner

You are able to work in ways that:

14.11 Ensure that all members have the opportunity to contribute

14.12 Ensure the timely distribution of **papers** before and after the meeting

Range:

Papers include agendas, minutes, action points, discussion documents and presentations

Unit 547 Lead and manage child health services
Supporting Information

Guidance for delivery

Advance Care Planning and Best Interest Decisions need to include:
The need to discuss (have difficult conversations) with the individual, families/ carers about the individual's choices should they deteriorate, Expected and unexpected death, Withdrawal of treatment and what this entails including a discussion of the ethical implications, Power of Attorney

Areas of physical care: management of infection, nutrition - diet and fluid, responsive feeding, mobility and safe transfer, continence promotion, skin care and tissue viability, oral health, visual and auditory health, sexual health, sleep assessment and management of pain

Behaviours (positive and negative) are a form of communication

Care of the deteriorating patient: recognising the deteriorating patent would include physiological observations, and in the context of Health Visiting and School Nursing this would cover children with life limiting conditions.

Contracts: contracts with local authorities/health boards/Third Sector organisations

Discharge Process includes all professionals working with children and their family/carers in a collaborative manner to facilitate a safe discharge. In addition to the child/family/carers this may include key workers, NHS staff and child health services, discharge liaison nurse, LA staff, Social Services, community teams, Health Visitors, School Nurses, agencies, education, third sector, volunteers and others.

Funding considerations: local systems including brokerage, Continuing Health Care, assessment and eligibility,

Networks and Communities supporting children's health and well-being: may include schools, friends, Health Visitors, Community Children's Nurses, outreach workers.

Mental health ill-health and mental distress: may include, depression, anxiety disorders, bi-polar disorder, personality disorders, eating disorders, post-traumatic stress disorder, attention deficit hyperactivity disorder, substance abuse, self-harming

Supportive Environment is one that recognises and actively challenges prejudice, stereotypical assumptions, discrimination and negative attitudes towards children and their families/carers

Related NOS

SCDHSC0415 Lead the service delivery planning process to achieve outcomes for individuals
SFHGEN28 Discharge and transfer individuals from a service or your care
SFHCHS163 Manage Emergency Situations

SFHCHS98 Arrange services and support with other health care providers

SFHCHS122 Prepare a discharge plan with individuals

CFASAA411 Plan and organise your own meetings

SCDLDSS408 Develop a culture and systems that promote equality and value diversity

SFHGEN42 Provide psychological support for team members

SCDHSC0385 Support individuals at the end of life

SFHMH90 Support others to promote understanding and help to improve people's mental health

Related legislation and guidance

A Healthier Wales: our plan for Health and Social Care. 2018 WG doc

All Wales Guidelines for Delegation (2010) NLIAH **http://www.nwssp.wales.nhs.uk/sitesplus/documents/1178/All%20Wales%20Guidelines%20for%20Delegation.pdf**

All Wales Medicines Administration Recording Review Storage and Disposal Policy (2014) **http://www.awmsg.org/awmsgonline/docs/awmsg/medman/All%20Wales%20Policy%20for%20Medicines%20Administration,%20Recording,%20Review,%20Storage%20and%20Disposal.pdf**

Health and Social Care (Quality and Engagement) (Wales) Bill (June 2019),
https://gov.wales/health-and-social-care-quality-and-engagement-wales-bill-summary

Equality Act (2010)

General Data Protection Regulations https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation,

Health and Care Standards (2015) **http://www.wales.nhs.uk/governance-emanual/health-and-care-standards**

Healthy Child Wales

Mental Capacity Act (2005) - Deprivation of Liberty Safeguards:
https://www.wales.nhs.uk/sites3/page.cfm?orgid=744&pid=34352

National Institute for Health and Care Excellence: **www.nice.org.uk/guidance**

NHS Wales Values and Standards of Behaviour: **http://www.wales.nhs.uk/governance-emanual/values-and-standards-of-behaviour-framew**

Nurse Staffing Levels (*Wales*) *Act* 2016,

Social Services and Well Being (Wales) Act 2014

Well-being of Future Generations (Wales) Act 2015: **https://futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf**

Welsh accord on the sharing of public information (WASPI 2018) http://www.waspi.org/home

Welsh Language Standards 2018 http://www.legislation.gov.uk/wsi/2018/441/made

Resources: Learning@Wales e-learning packages:

- **000 NHS Wales - Absence Management**
- **000 NHS Wales - Advance Care Planning Foundation**
- **000 NHS Wales - Food Record Chart**
- **000 NHS Wales - Medicines Administration, Recording, Review, Storage & Disposal**
- **000 NHS Wales - Sensory Loss**
- **000 NHS Wales - Welsh Language**
- **000 NHS Wales - Pain, Agitation and Delirium**

- **000 NHS Wales - Change Management**
- **Violence and Aggression**
- **Safeguarding**

This is not an exhaustive list of all available modules

Unit 415   Study skills

Level:	4
GLH:	30
Credit:	8
Unit Summary:	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.

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

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

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

Unit 415   Study skills
Supporting Information

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 or worker. Before any references to, or pictures of individuals are taken, explicit informed consent **must** be obtained.

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:

- <u>Primary research</u> 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.
- <u>Secondary research</u> 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**

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 4 Professional Practice in Children's Care, Play, Learning and Development