

H5VY 04 (SCDCCLD 0403) — Lead Programmes for the Promotion of Children and Young People’s Development

Overview

This standard identifies the requirements when leading programmes for the promotion of children and young people’s holistic development. This includes co-ordinating procedures for the regular monitoring and assessment of children and young people’s development, ensuring provision meets the developmental needs of children and young people and ensuring provision supports positive behaviour of children and young people. You will also be expected to monitor records and recording procedures for the assessment of the development of children and young people.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Abilities. This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Developmental needs. What a child or young person requires to further develop.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

Scope/range related to Performance Criteria

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 26 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Lead procedures for the regular monitoring, assessment and review of children and young people's development

	Performance Criteria	Evidence Number where this criteria has been met
1	Lead procedures for the regular observation, assessment and review of the children or young people's development.	
2	Clearly define the roles and responsibilities of those involved in procedures for the regular observation, assessment and review of the children or young people's development.	
3	Allocate sufficient time and resources to those involved in carrying out regular observations, assessments and reviews of children or young people's development.	
4	Ensure active participation of the children or young people and where appropriate their parents and carers in the observation, assessment and review of the children or young people's development.	
5	Ensure assessments of the children or young people are child and young person centred , valid and reliable, drawing on a range of different information sources.	
6	Work with others to develop the use of different methods for observing and assessing the children or young people.	
7	Ensure that observations, assessments and reviews are recorded accurately, coherently and in line with work setting requirements.	

Ensure provision meets the developmental needs of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
8	Use monitoring information to inform provision to meet the developmental needs of children and young people.	
9	Work with others to plan balanced and flexible child or young person centred provision to meet the individual preferences, needs and abilities of the child or young person.	
10	Identify types of additional support for children and young people who require it and ensure this support is available, according to your role and responsibility, involving the child or young person and their parents and carers where appropriate.	
11	Ensure active participation of the child and young person in planning provision to meet their developmental needs, according to their preferences, needs and abilities.	
12	Lead on the regular monitoring and recording of the progress of individual children and young people.	

Ensure provision supports positive behaviour of children and young people

13	Co-ordinate systems, procedures and practices that support positive behaviour of the child and young person.	
14	Ensure the child or young person is actively involved in identifying the behaviours expected of themselves and others in the work setting, taking into account their preferences, needs and abilities.	
15	Ensure the expectations for the child or young person's positive behaviour are communicated to others and parents and carers where appropriate.	

Ensure provision supports positive behaviour of children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
16	Identify methods and techniques for supporting positive behaviour in partnership with the child or young person, others and parents and carers where appropriate.	
17	Lead the implementation of methods and techniques for supporting positive behaviour in partnership with the child or young person, others and parents and carers where appropriate.	
18	Work with the child or young person, and their parents or carers where appropriate, to establish and maintain positive relationships.	
19	Regularly evaluate the effectiveness of the support for positive behaviour offered by the provision.	
20	Co-ordinate the implementation of improvements to the support for positive behaviour offered by the provision.	

Monitor records and recording procedures for the assessment of the development of children and young people

21	Monitor records and recording procedures to ensure that records of the developmental needs of the child or young person are regularly and accurately updated.	
22	Evaluate records and recording procedures for the assessment of the development of children and young people.	
23	Ensure the active participation of the child or young person and their parents or carers where appropriate in the recording of information in the child or young person's personal learning and development plan.	

Monitor records and recording procedures for the assessment of the development of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
24	Regularly monitor the understanding of those involved in keeping records of the child or young person's developmental progress.	
25	Support the maintenance of confidential and secure records about the child or young person, according to legal and work setting policies and procedures .	
26	Take responsibility for the work setting referral systems where concerns are expressed about a child or young person's developmental progress.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 67 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual.	
13	The prime importance of the interests and wellbeing of children and young people.	
14	The child and young person's cultural and language context.	
15	How to build trust and rapport in relationships with others, key people and children and young people.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with children and young people, key people and others.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	
21	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

22	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
23	Factors that promote positive health and wellbeing of children and young people.	
24	Theories underpinning our understanding of child development and learning, and factors that affect it.	
25	Theories about attachment and its impact on children and young people.	

Communication

26	Factors that can affect communication and language skills and their development in children and young people.	
27	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	Responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

Leading practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

56	Transitions that children and young people may go through.	
57	Pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
58	Detailed knowledge and understanding of children and young people's development from conception to 21 years, including physical development, linguistic, communication, cognitive, social and emotional development.	
59	How to manage and organise environments for children or young people that facilitate emotionally secure attachments and encourage emotional wellbeing, emotional intelligence.	
60	How to provide programmes and activities to support cognitive development and learning.	
61	How to provide programmes and activities to support communication, language and literacy.	
62	How to provide programmes and activities to support physical development.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
63	How to provide programmes and activities to support emotional and social development.	
64	Your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country.	
65	How to encourage realistic, positive, consistent and supportive responses to the behaviour of the children or young people within your work setting.	
66	How to promote healthy lifestyles for children or young people in your service; such as healthy eating and exercise, in accordance with national guidelines.	
67	How to provide information and support for children or young people's health and wellbeing.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	