

H5W9 04 (SCDCCLD 0416) — Lead the Assessment of Quality Assurance Schemes

Overview

This standard identifies the requirements for leading the assessment of quality assurance schemes against agreed criteria that includes visiting a childcare provider. You must be able to identify the quality assurance requirements of childcare provision as well as leading the assessment of provision and providing feedback to the provider.

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.

Quality assurance Based on best practice (in addition to minimum standards).

Scope/range related to Knowledge and Understanding

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.

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.

Quality assurance schemes. Recognition schemes that are offered by a national or local organisation to recognise quality.

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 19 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.

Identify quality assurance requirements

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 1 | Identify specific criteria to measure the provision of quality assurance . | |
| 2 | Make arrangements to visit a childcare provider at a mutually convenient time. | |
| 3 | Agree a plan for the visit with the childcare provider. | |
| 4 | Communicate requirements for evidence to the provider. | |
| 5 | Demonstrate a non-judgmental attitude towards the provider. | |

Examine initial evidence against requirements

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|---|---|--|
| 6 | Ensure that all the evidence of quality assurance requested from the childcare provider has been made available. | |
| 7 | Ensure that the quality assurance criteria are available to the provider. | |
| 8 | Assess the childcare setting's documents for compliance with agreed criteria. | |
| 9 | Discuss with the provider where any gaps are identified in the evidence and seek alternative sources of evidence. | |

Examine initial evidence against requirements (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 10 | Ensure that policies and procedures employed in the setting are in line with regulatory requirements and current best practice. | |
| 11 | Produce a report giving details of your assessment. | |

Lead the assessment of provision

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| 12 | Lead the assessment of different aspects of quality assurance against relevant criteria. | |
| 13 | Lead the assessment and evaluation of all aspects of provision. | |
| 14 | Ensure that the views of staff, children and other service users are obtained as part of the assessment and evaluation. | |
| 15 | Identify action points and areas for improvement. | |
| 16 | Identify areas of good practice in quality assurance. | |

Provide feedback

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| 17 | Provide feedback to relevant individuals in a supportive and constructive manner. | |
| 18 | Make recommendations for improvements to service provision following QA assessment. | |
| 19 | Agree a timescale with the provider for implementing any improvements that have been identified as action points. | |

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 64 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. | |

Your practice (cont)

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
|----|---|--|
| 18 | How to work in partnership with children and young people, key people and others. | |
| 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

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| 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

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| 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

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
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| 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

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| 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

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| 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

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| 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

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| 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 |
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| 52 | How to contribute to the development of systems, practices, policies and procedures. | |
| 53 | Techniques for problem solving and innovative thinking. | |

Risk management

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

Knowledge that is Specific to this NOS

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| 56 | Ways in which the criteria identified in the quality assurance documents can be supported by evidence. | |
| 57 | The range and type of evidence that can be produced by providers to demonstrate the quality assurance procedures. | |
| 58 | The value of different types of evidence in demonstrating compliance to quality assurance criteria. | |
| 59 | Methods of evaluating and assessing evidence for quality assurance schemes . | |
| 60 | Why it is important to consult staff and service users and seek their views on the quality of provision. | |
| 61 | How to make objective judgments about quality assurance schemes based entirely on the evidence presented at the visit. | |
| 62 | How to prioritise action points for improvement within the quality assurance scheme. | |

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 |
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| 63 | How to provide feedback to providers that is constructive and supportive, whilst recognising the areas that could be improved. | |
| 64 | How to manage disagreements in relation to your quality assurance scheme evaluation. | |

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

Unit assessed as being complete

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

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| 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 |
|---|--------------------------------------|---------------------------------|
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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 |
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Unit completion confirmed

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