

## Children, Young People & Families Practitioner Level 4 Sequencing

| Knowledge and skills   |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>   | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>  | Activity<br><i>Planned work tasks required to meet the standard</i>  | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>   | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>   | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>   | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>  |
| <b>Sequence 1 – Safeguarding and Risk Management</b>             | <p><b>You helped me to identify risk, you made me aware when things were unsafe</b></p> <p>K2.1 – The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding</p> <p>K2.2 - The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p> <p>S2.1 - Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves</p> <p>S2.2 - Works with and supports other professionals to respond to safeguarding concerns</p> | <p>Learner should have a clear understanding of their role in promoting children’s welfare and health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children</p> <p>Learner should understand the relevance of safeguarding and who to contact in their local authority and external body</p> <p><b>Learner should understand the importance of legislations in relevance to safeguarding and who to contact in their local authority and external body (multi agency)</b></p> <p><b>Learner should understand and implement policies and procedures in relation to allegations being made on a staff member when engaging in poor practice using up to date legislations</b></p> <p><b>Learners should understand the types of abuse and how the behaviours can be used to identify to support the child following the policies and procedures and procedures of the setting</b></p> <p><b>Learners should understand the role of multi agencies and how they work in partnership to bring about positive outcomes for children in their care</b></p> <p>Learner should be able to demonstrate how they encourage positive risk-taking.</p> <p>Learner should be able to understand their own responsibilities in regard to risk assessments, food safety, health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Learner should be able to show how they work with other professionals in response to safeguarding concerns</p> | <p>From your Sequence 1 Workbook – Standard 2: you will complete 15 written questions, research and complete 1 case study, upload 2 work products, write up 2 reflective accounts and prepare for 4 professional discussion questions.</p> <p>We will also look for opportunities to develop your professional skills’.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session- to be on track</p> | <ul style="list-style-type: none"> <li>• Legislations</li> <li>• Medication</li> <li>• Illness</li> <li>• First Aid</li> <li>• Risk and Hazards</li> <li>• Record keeping</li> <li>• Accident</li> <li>• Infection</li> <li>• Hygiene</li> <li>• Risk</li> <li>• Spillages</li> <li>• Ratio</li> <li>• Designated officer</li> <li>• Abuse</li> <li>• Procedures</li> <li>• Danger</li> <li>• Risk</li> <li>• Hazards</li> </ul> | <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Safeguarding</li> <li>• Confidentiality</li> </ul> <p><b>PSD</b></p> <p><b>Unit 13 – Safeguarding, Prevent and British Values</b></p> <p><b>Unit 12 – Communication and Interpersonal Skills</b></p> | <p>What are the legal requirements that apply to your role?</p> <p>What are the procedures in your setting to respond to illness and infection?</p> <p>What is your settings policy and procedure concerning food and drink?</p> <p>Learner should discuss safeguarding and their policy</p> | <p><b>This will be revisited throughout the course due to the ongoing changes to safeguarding and child protection legislation</b></p> <p><b>KSB Linked: K1.3, S1.2, S1.3, K4.1, K5.1, K5.2, S5.2, K6.1, K6.2, S9.1, S10.2, B1.1, B1.2, B1.3, B2.1, B2.2, B2.3</b></p> |

**Functional skills/ transferable/ crossover aspect**

**Unit 2 - English Level 2 Functional Skills Reading**  
 16 - Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

**Unit 3 - English Level 2 Functional Skills Writing:**  
 22 - Spell words used in work, study and daily life, including a range of specialist words

**Unit 1 - Maths Level 2 Functional skills Number:**  
 1 - Read, write, order and compare positive and negative numbers of any size  
 2 - Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation  
 3 - Evaluate expressions and make substitutions in given formulae in words and symbols

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 5- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

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| <p><b>Sequence 2 - Assessment and Planning</b></p>               | <p><b>You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'</b></p> <p>K3.1 - Child, adolescent and adult development</p> <p>K3.2 - The spectrum of needs and how they may be met</p> <p>K3.3 - The principles of effective assessment and the importance of analysis and professional judgement</p> <p>S3.1 - Identifies the influences on the individual and the family and supports them to make informed choices</p> <p>S3.2 - Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness</p> <p>S3.3 - Identifies and addresses barriers to accessing resources</p> | <p>Learner should have a broad understanding of the development of children from birth to 18 years old including holistic development in speech, language and communication - personal, social and emotional development - physical development.</p> <p>Learner should research child development and how theories impact practice</p> <p>Learner should understand how development can be impacted by transitions</p> <p>Learner should understand how to identify and support a child with additional needs</p> <p>Learner should be able to show how they use variety of work products to assess accurately to plan next steps for children and young people</p> | <p>From your Sequence 2 Workbook – Standard 3: you will complete 12 written questions, upload 1 work product, and prepare for 2 professional discussion questions.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session- to be on track</p> | <ul style="list-style-type: none"> <li>• Fine /manipulative movements</li> <li>• Muscular control</li> <li>• gross/large movements</li> <li>• Locomotion</li> <li>• Cognitive</li> <li>• Social</li> <li>• Emotional</li> <li>• Holistic Approach</li> </ul> | <ul style="list-style-type: none"> <li>• Child development</li> </ul> <p><b>PSD</b></p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 8- Respectfulness and tolerance</p> <p>Unit 12- Communication and interpersonal skills</p> | <p>How would you support children to meet their development needs?</p> <p>How do you monitor and record changes in all children’s progress?</p> <p>Consider the importance of monitoring and recording changes in all children’s progress?</p> | <p>This will be revisited throughout but specifically for unit 1 and during standard progress review, questions and answer sessions.</p> <p>What would be the expected normative patterns of children’s development from 0 –18 years old</p> <p><b>KSB Linked:</b><br/> <b>S2.1, K4.1, K8.1, S8.1, S9.2, B1.1, B2.1, B2.2</b></p> |

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts

**Unit 3 - English Level 2 Functional Skills Writing**  
 23 - Communicate information, ideas and opinions clearly, coherently and effectively

**Unit 1 - Maths Level 2 Functional skills Number:**  
 4 - Identify and know the equivalence between fractions, decimals and percentages

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| <b>Sequence 3 – The Voice of the Child</b>                       | <p><b>You listened to me, understood what has happened to me and how I feel about my life and I am confident my voice is heard</b></p> <p>K1.1 Communication that enables the voice of the child, young person or family members to be heard</p> <p>K1.2 Multiple factors that contribute to uncertainty in the lives of children, young people and families</p> <p>K1.3 Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working</p> <p>S1.1 - Communicates in a way that enables the voice of the child, young person or family members to be heard</p> <p>S1.2 - Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered</p> <p>S1.3 - Actively promotes respect, equality, diversity and inclusion</p> | <p>Learner should understand how to communicate effectively with the children and young people they support and their families</p> <p>Learner should understand the multiple factors which can have an impact on the lives of children, young people and their families</p> <p>Learner should be able to gain understanding of legislations and the implementation of policies and procedures to ensure they fully reflect EDI in the setting</p> <p>Learner should understand the need to reflect on cultural differences, belief, faith and provide an inclusive environment that meets children’s individual needs?</p> <p>Learner should be able to demonstrate how to create an environment that promotes open communication, respect, equality, diversity and inclusion</p> | <p>From your Sequence 3 Workbook – Standard 1: you will complete 16 written questions, undertake 1 policy review, write up 2 reflective accounts and prepare for 6 professional discussion questions. You will also ask your line manager to complete an Expert Witness Testimony and upload it to Smart Assessor.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session- to be on track</p> | <ul style="list-style-type: none"> <li>• Policies</li> <li>• Equality</li> <li>• Dignity Respect</li> <li>• Language rich environment</li> <li>• Access</li> <li>• Anti-discriminatory practice</li> <li>• Challenge</li> <li>• Empowering</li> </ul> <p>Adapting</p> | <ul style="list-style-type: none"> <li>• Equality, Diversity and Inclusion</li> </ul> <p><b>PSD</b></p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 8- Respectfulness and tolerance</p> <p>Unit 12- Communication and interpersonal skills</p> <p>Unit 13- Safeguarding, Prevent and British values</p> | <p>Why do we have policies in place in regard to EDI?</p> <p>Do you make sure your values and opinions do not affect how you interact with children and adults?</p> | <p>This knowledge should inform the importance of promoting EDI.</p> <p><b>KSB Linked:</b><br/><b>K5.1, K5.2, K7.2, K10.1, S5.2, B1.1, B1.3, B2.1</b></p> |

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| <b>Functional skills/ transferable/ crossover aspect</b>  |
| <p><b>Unit 2 - English Level 2 Functional Skills Reading</b><br/>16 - Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p><b>Unit 1 - Maths Level 2 Functional skills Number:</b><br/>5 - Work out percentages of amounts and express one amount as a percentage of another<br/>6 - Calculate percentage change (any size increase and decrease), and original value after percentage change<br/>7- Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers<br/>8- Express one number as a fraction of another</p> |

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| <b>Sequence 4 – Systems and Policy Framework</b>                        | <p><b>You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better</b></p> <p>K6.1 - Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding</p> <p>S6.1 - Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families</p> | <p>Learner should be able to identify relevant legislation to their job role and ensure they are compliant by following the setting's policies and procedures.</p> <p>Learner should be able to apply relevant legislation to their job role and ensure they are compliant by following the setting's policies and procedures.</p> | <p>From your Sequence 4 Workbook – Standard 6: you will complete 14 written questions, upload one work product and prepare for 9 professional discussion questions.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session to be on track</p> | <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Policy</li> <li>• Compliance</li> <li>• Education</li> <li>• Health</li> <li>• SEN</li> <li>• First Aid</li> <li>• Safeguarding</li> </ul> | <ul style="list-style-type: none"> <li>• Safeguarding</li> </ul> <p><b>PSD</b></p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 11- Corporate responsibility and promotion of shared social values (commitment to company ethos)</p> <p>Unit 13- Safeguarding, Prevent and British values</p> <p>Unit 15- Continuous Professional Development</p> | <p>What legislation do you follow within your job role?</p>   | <p>This should be evident within direct observation and the learner's work products</p> <p><b>KSB Linked:</b><br/> <b>K2.2, S2.2, K5.2, S5.2, K7.1, K9.1, K9.2, K9.3, K9.4, B2.1, B2.2, B2.3</b></p> |

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| <b>Functional skills/ transferable/ crossover aspect</b>  |
| <p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b></p> <p>1 - Identify relevant information from extended explanations or presentations</p> <p>6 - Express opinions and arguments and support them with relevant and persuasive evidence</p> <p>8 - Make relevant and constructive contributions to move discussion forward</p> <p><b>Unit 2 - English Level 2 Functional Skills Reading</b></p> <p>11 - Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p><b>Unit 1 - Maths Level 2 Functional skills Number:</b></p> <p>9 - Order, approximate and compare decimals</p> <p>10 - Add, subtract, multiply and divide decimals up to three decimal places</p> <p>11 - Understand and calculate using ratios, direct proportion and inverse proportion</p> <p>12 - Follow the order of precedence of operators, including indices</p> |

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| <b>Sequence 5 – Duties and Responsibilities of your Role</b>     | <p><b>You weren't afraid to make difficult decisions when you thought it was the right thing to do</b></p> <p>K5.1 - The duties, responsibilities, boundaries and ethical nature of the role</p> <p>K5.2 - Theories and guidelines underpinning sound practice</p> <p>S5.1 - Models clarity of purpose, clear expectations and a professional approach to decision making</p> <p>S5.2 - Appropriately challenges and/or offers alternative perspectives to the children, young person or family</p> <p>S5.3 - Contributes to own professional development</p> | <p>Learner should be able to reflect on their professional development both internally and externally</p> <p>Learner should be able to demonstrate an understanding of the duties, responsibilities, boundaries and ethical nature of their job role</p> <p>Learner should show an understanding of the sound practice and what this means</p> <p>Learner should recall how CPD has developed their skill and practice</p> | <p>From your Sequence 5 Workbook – Standard 5: you will complete 13 written questions, write up 1 reflective practice, upload 3 work products and prepare for 3 professional discussion questions.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session to be on track</p> | <ul style="list-style-type: none"> <li>• Skills</li> <li>• Improvement</li> <li>• Competence</li> <li>• Development</li> <li>• Dialogue</li> <li>• Career</li> <li>• Progression</li> <li>• Reflective practice</li> <li>• CPD</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development</li> </ul> <p><b>PSD</b></p> <p>Unit 14- Leadership</p> <p>Unit 15- Continuous Professional Development</p> <p>Unit 10- Mental and physical health (work/ life balance)</p> <p>Unit 1- Attendance and timekeeping</p> <p>Unit 2- Teamwork, helpfulness, and ability to develop relationships</p> <p>Unit 14- Leadership</p> | <p>Consider the purpose of CPD?</p> <p>Reflect on how you participate in the supervision process relevant to your job role?</p> <p>What is your understanding of continuously reflecting on the practice?</p> <p>Why is the supervision process relevant to your job role?</p> |   |

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| <b>Functional skills/ transferable/ crossover aspect</b>  |
| <p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b><br/>2 - Follow narratives and lines of argument</p> <p><b>Unit 2 - English Level 2 Functional Skills Reading</b><br/>12 - Compare information, ideas and opinions in different texts, including how they are conveyed<br/>17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias<br/>18 - Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p><b>Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space</b><br/>13 - Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting</p> |

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| <b>Sequence 6 – Children and Young People’s Wellbeing and Resilience</b> | <p><b>You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me</b></p> <p>K4.1 - Models for monitoring changes in a child, young person or family member’s wellbeing</p> <p>K4.2 - A range of evidence-based interventions and their strengths and weaknesses</p> <p>S4.1 - Identifies and manages evidence-based approaches and evaluates their effectiveness</p> <p>S4.2 - Contributes to the development of a resilient, consistent and persistent approach to practice</p> | <p>Learner should understand the different types of transitions and how you support children in your setting undergoing changes</p> <p>Learner should be able to show how they model positive behaviour and how they encourage the children to manage their own behaviour including socialising with others.</p> <p>Learner should be able to stages of the support and plans being reviewed and updated</p> | <p>From your Sequence 6 Workbook – Standard 4: you will complete 12 written questions, write up 1 reflective practice, upload 2 work products and prepare for 6 professional discussion questions.</p> <p>You will also ask your line manager to complete an Expert Witness Testimony and upload it to Smart Assessor.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session to be on track</p> | <ul style="list-style-type: none"> <li>Sequence</li> <li>Milestones</li> <li>Change and social and economic circumstances</li> </ul> | <ul style="list-style-type: none"> <li>Transitioning</li> </ul> <p><b>PSD</b></p> <p>Unit 2 – Teamwork, helpfulness, and ability to develop relationships</p> <p>Unit 3 – Creative thinking, inquisitiveness and problem solving</p> <p>Unit 4 – Commitment to goals and targets</p> | <p>Why is it important to monitor the well-being of children, young people and their families?</p> <p>What impact do periods of transition have on children, young people and their families?</p> | <p>This knowledge should be evident within the learner’s assessment and planning of work products</p> <p><b>KSB Linked:</b><br/>K1.1, K1.2, S1.1, S1.2, K2.1, S2.1, K3.2, K3.3, S3.1, S3.2, S3.3, K8.1, S8.1, B1.1, B1.2, B2.1</p> |

**Functional skills/ transferable/ crossover aspect**

- Unit 1 - English Level 2 Functional Skills Speaking and Listening**
- 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- Unit 3 - English Level 2 Functional Skills Writing**
- 20 - Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- 21 - Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
- 22 - Spell words used in work, study and daily life, including a range of specialist words
- 23 - Communicate information, ideas and opinions clearly, coherently and effectively
- 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- 25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
- 26 - Convey clear meaning and establish cohesion using organisational markers effectively
- 27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
- 28 - Construct complex sentences consistently and accurately, using paragraphs where appropriate
- Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space**
- 14a - Convert between metric and imperial units of length, weight and capacity using: a conversion factor/ a conversion graph
- 15 - Calculate using compound measures including speed, density and rates of pay (new)
- 16 - Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)
- 17 - Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)

| <b>Sequence Order</b><br><i>Work required to do in a calendar month</i> | <b>Standard -</b><br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>  | <b>What will they be able to know, understand, do, or make?</b><br><i>(including personal and character development aspects)</i>   | <b>Activity</b><br><i>Planned work tasks required to meet the standard</i>  | <b>Key words</b><br><i>Specific terminology that you must know and be able to use throughout your course duration</i>                         | <b>Learning outcome theme crossover</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i>   | <b>Learner schema – building on prior knowledge</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | <b>Learning consolidation check</b><br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>                                |
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| <b>Sequence 7 – The Role of Professional Judgement</b>                  | <b>You thought about things</b><br>K7.1 - The role of professional judgement and analysis in complex situations<br>K7.2 - The importance of considering ethics and values, challenging self and the systems in use<br>S7.1 - Demonstrates critical evaluation of practise and insight into own emotions, behaviour, and feelings, and uses these insights to challenge own practice<br>S7.2 - Takes an active part in continuous professional development | Learner should be able to make key decisions when needed, they should be able to apply professional judgment and analysis in complex situations while taking into consideration their own ethics and values.<br>Learner should be able to make key decisions when needed, they should be able to apply professional judgment and analysis in complex situations while taking into consideration their own ethics and values. | From your Sequence 7 Workbook – Standard 7: you will complete 16 written questions, write up 2 reflective practices, upload 1 work product and prepare for 2 professional discussion questions.<br>We will also look for opportunities to develop your professional skills.<br>The workbook will provide you with resources, material and prompts to help you complete all of the above.<br>Feel free to send/upload the workbooks at different stages of completion.<br>You will receive feedback and support to complete the next steps.<br>You should aim to complete this workbook within a month – Usually by your next planned session to be on track | <ul style="list-style-type: none"> <li>Professional development</li> <li>Personal development</li> <li>Practice</li> <li>Knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Professional development</li> </ul> <b>PSD</b><br>Unit 1- Attendance and timekeeping<br>Unit 2- Teamwork, helpfulness, and ability to develop relationships<br>Unit 5- Ability to self-reflect and work independently<br>Unit 6- Application of skills and expertise<br>Unit 7- Confidence and Positivity<br>Unit 9- Professionalism and integrity<br>Unit 15- Continuous Professional Development | How do you make informed decisions within your job role?  | This should be evident within direct observation and the learner's work products<br><br><b>KSB Linked:</b><br><b>K1.3, S1.3, K3.3, S3.2, K4.2, S4.1, K5.1, S5.3, B1.1, B2.2, B2.3</b> |

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 1 - Identify relevant information from extended explanations or presentations  
 8 - Make relevant and constructive contributions to move discussion forward  
 9 - Adapt contributions to discussions to suit audience, purpose and medium  
 10 - Interject and redirect discussion using appropriate language and register

**Unit 2 - English Level 2 Functional Skills Reading**  
 12 - Compare information, ideas and opinions in different texts, including how they are conveyed  
 17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias  
 18 - Follow an argument, identifying different points of view and distinguishing fact from opinion

**Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space**  
 18 - Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements  
 19 - Use coordinates in 2-D, positive and negative, to specify the positions of points

| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>   | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>   | Activity<br><i>Planned work tasks required to meet the standard</i>   | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>   | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>   | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>   |
|--|---|---|---|--|--|--|---|
| <b>Sequence 8 – Multi-agency working</b>                         | <p><b>You included people who were important to me or could help me</b></p> <p>K8.1 - Techniques for establishing shared goals and outcomes when building relationships</p> <p>S8.1 Sharing and agreeing on goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support</p> | <p>Learner should be able to know how to contribute to multi-agency working</p> <p>Learner needs to be able to show how they interact with parents and professionals.</p> | <p>From your Sequence 8 Workbook – Standard 8: you will complete 10 written questions, write up 2 reflective practices and prepare for 4 professional discussion questions.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within a month – Usually by your next planned session to be on track</p> | <ul style="list-style-type: none"> <li>• Multi-agency</li> <li>• Team around the child</li> <li>• Teamwork</li> <li>• Negotiation</li> <li>• Conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Safeguarding</li> </ul> <p><b>PSD</b></p> <p>Unit 2- Teamwork, helpfulness, and ability to develop relationships</p> <p>Unit 4- Commitment to meeting goals and targets</p> <p>Unit 12- Communication and interpersonal skills</p> <p>Unit 14- Leadership</p> | <p>What role do you play towards multi-agency working within your setting?</p>   | <p>This should be evident within the learner’s work product evidence of multi-agency team meetings</p> <p><b>KSB Linked:</b><br/>K1.1, S1.1, S1.2, K3.3, S3.1, S3.2, K10.2, S10.2, B2.1, B2.2, B2.3</p> |

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|--|
| <b>Functional skills/ transferable/ crossover aspect</b>   |
| <p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b></p> <p>2 - Follow narratives and lines of argument</p> <p>3 - Respond effectively to detailed or extended questions and feedback</p> <p>4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>6 - Express opinions and arguments and support them with relevant and persuasive evidence</p> <p>7 - Use language that is effective, accurate and appropriate to context and situation</p> <p><b>Unit 3 - Maths Level 2 Functional skills Handling information and data</b></p> <p>23 - Calculate the median and mode of a set of quantities</p> <p>24 - Estimate the mean of a grouped frequency distribution from discrete data</p> <p>25 - Use the mean, median, mode and range to compare two sets of data</p> <p><b>Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space</b></p> <p>20 - Understand and use common 2-D representations of 3-D objects</p> <p>21 - Draw 3-D shapes to include plans and elevations</p> <p>22 - Calculate values of angles and/or coordinates with 2-D and 3-D shapes</p> |



| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>   | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>   | Activity<br><i>Planned work tasks required to meet the standard</i>   | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>  | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>   | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>                                    | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>   |
|--|---|---|---|---|--|---|---|
| <b>Sequence 9 – The Care System</b>                              | <b>Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care</b><br><br>K9.1 - The legislation and compliance requirements for residential care<br><br>K9.2 - The aspirations for a child in residential care<br><br>K9.3 - Group living and group dynamics<br><br>K9.4 - Legislation and the Code of Practice for Special Educational Needs and Disability<br><br>S9.1 - Assumes the role of a professional parent<br><br>S9.2 - Contributes to creating and reviewing placement plans based on individual need<br><br>S9.3 Is able to support traumatised children and young people to live together and make progress | Learner should know the legislation and compliance requirements for residential care<br><br>Learner should understand positive outcomes for children and young people and how to support children and young people achieving them<br><br>Learner should understand group theory and how to apply this knowledge to everyday practice<br><br>Learner should be able to assume the role of professional parents and be able to support children and young people to live together and make progress<br><br>Learner should be able to contribute to creating and reviewing placement plans based on individual needs | From your Sequence 9 Workbook – Standard 9: you will complete 11 written questions, write up 1 reflective practice and prepare for 4 professional discussion questions.<br><br>We will also look for opportunities to develop your professional skills.<br><br>The workbook will provide you with resources, material and prompts to help you complete all of the above.<br><br>Feel free to send/upload the workbooks at different stages of completion.<br><br>You will receive feedback and support to complete the next steps.<br><br>You should aim to complete this workbook within a month – Usually by your next planned session to be on track | <ul style="list-style-type: none"> <li>• Reg 44</li> <li>• Ofsted</li> <li>• Group living</li> <li>• Ethos</li> <li>• Positivity</li> <li>• Homeliness</li> <li>• Fun</li> <li>• Friendly</li> <li>• Approachable</li> <li>• Parental</li> <li>• Planning</li> <li>• Assessment</li> <li>• Positive outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Positive outcomes</li> <li>• Assessment and Planning</li> </ul> <p>PSD</p> <p>Unit 4- Commitment to meeting goals and targets</p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 14- Leadership</p> | What are the roles of Reg 44 and Ofsted?<br><br>How do you promote group living in your setting?<br><br>How do you contribute to the creating and reviewing of placement plans? | This knowledge should be evident within the learner's assessment and planning of work products<br><br><b>KSB Linked:</b><br><b>K3.1, K3.2, K3.3, S3.1, S3.2, S3.3, K4.1, K4.2, S4.1, S4.2, K6.1, S6.1, K8.1, S8.1, B1.1, B1.2, B2.1, B2.3</b> |

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**

- 1 - Identify relevant information from extended explanations or presentations
- 2 - Follow narratives and lines of argument
- 3 - Respond effectively to detailed or extended questions and feedback
- 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- 6 - Express opinions and arguments and support them with relevant and persuasive evidence
- 7 - Use language that is effective, accurate and appropriate to context and situation
- 8 - Make relevant and constructive contributions to move discussion forward
- 9 - Adapt contributions to discussions to suit audience, purpose and medium
- 10 - Interject and redirect discussion using appropriate language and register

**Unit 3 - English Level 2 Functional Skills Writing**

- 23 - Communicate information, ideas and opinions clearly, coherently and effectively
- 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- 25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
- 26 - Convey clear meaning and establish cohesion using organisational markers effectively
- 27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose

**Unit 3 - Maths Level 2 Functional skills Handling information and data**

- 23 - Calculate the median and mode of a set of quantities
- 24 - Estimate the mean of a grouped frequency distribution from discrete data
- 25 - Use the mean, median, mode and range to compare two sets of data

**Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space**

- 20 - Understand and use common 2-D representations of 3-D objects
- 21 - Draw 3-D shapes to include plans and elevations
- 22 - Calculate values of angles and/or coordinates with 2-D and 3-D shapes

| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>   | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>  | Activity<br><i>Planned work tasks required to meet the standard</i>  | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>  | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>  | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i>                                    | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>   |
|--|---|--|--|---|---|---|---|
| <b>Sequence 10 - Group Living</b>                                | <b>Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care</b><br><br>K9.1 - The legislation and compliance requirements for residential care<br><br>K9.2 - The aspirations for a child in residential care<br><br>K9.3 - Group living and group dynamics<br><br>K9.4 - Legislation and the Code of Practice for Special Educational Needs and Disability<br><br>S9.1 - Assumes the role of a professional parent<br><br>S9.2 - Contributes to creating and reviewing placement plans based on individual need<br><br>S9.3 Is able to support traumatised children and young people to live together and make progress | Learner should know the legislation and compliance requirements for residential care<br><br>Learner should understand positive outcomes for children and young people and how to support children and young people in achieving them<br><br>Learner should understand group theory and how to apply this knowledge to everyday practice<br><br>Learner should be able to assume the role of professional parents and be able to support children and young people to live together and make progress<br><br>Learner should be able to contribute to creating and reviewing placement plans based on individual needs | From your Sequence 10 Workbook – Standard 9: you will complete 14 written questions and prepare for 4 professional discussion questions.<br><br>We will also look for opportunities to develop your professional skills.<br><br>The workbook will provide you with resources, material and prompts to help you complete all of the above.<br><br>Feel free to send/upload the workbooks at different stages of completion.<br><br>You will receive feedback and support to complete the next steps.<br><br>You should aim to complete this workbook within a month – Usually by your next planned session to be on track | <ul style="list-style-type: none"> <li>• Reg 44</li> <li>• Ofsted</li> <li>• Group living</li> <li>• Ethos</li> <li>• Positivity</li> <li>• Homeliness</li> <li>• Fun</li> <li>• Friendly</li> <li>• Approachable</li> <li>• Parental</li> <li>• Planning</li> <li>• Assessment</li> <li>• Positive outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Positive outcomes</li> <li>• Assessment and Planning</li> </ul> <p><b>PSD</b></p> <p>Unit 4- Commitment to meeting goals and targets</p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 14- Leadership</p> | What are the roles of Reg 44 and Ofsted?<br><br>How do you promote group living in your setting?<br><br>How do you contribute to the creating and reviewing of placement plans? | This knowledge should be evident within the learner's assessment and planning of work products<br><br><b>KSB Linked:</b><br><b>K3.1, K3.2, K3.3, S3.1, S3.2, S3.3, K4.1, K4.2, S4.1, S4.2, K6.1, S6.1, K8.1, S8.1, B1.1, B1.2, B2.1, B2.3</b> |

**Functional skills/ transferable/ crossover aspect**

- Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
3 - Respond effectively to detailed or extended questions and feedback  
5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required  
6 - Express opinions and arguments and support them with relevant and persuasive evidence  
7 - Use language that is effective, accurate and appropriate to context and situation  
8 - Make relevant and constructive contributions to move discussion forward  
9 - Adapt contributions to discussions to suit audience, purpose and medium  
10 - Interject and redirect discussion using appropriate language and register
- Unit 3 - English Level 2 Functional Skills Writing**  
23 - Communicate information, ideas and opinions clearly, coherently and effectively  
24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience  
26 - Convey clear meaning and establish cohesion using organisational markers effectively  
27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose
- Unit 2 - English Level 2 Functional Skills Reading**  
11 - Identify the different situations when the main points are sufficient and when it is important to have specific details
- Unit 3 - Maths Level 2 Functional skills Handling information and data**  
26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables  
27 - Express probabilities as fractions, decimals and percentages  
28 - Draw and interpret scatter diagrams and recognise positive and negative correlation

| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i>   | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>  | Activity<br><i>Planned work tasks required to meet the standard</i>   | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>  | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>  |
|--|---|--|---|---|--|--|--|
| <b>Sequence 11 – Team Working</b>                                | <b>Work within a team to promote the ethos of the home</b><br><br>K10.1 - The ethos of the home and how to create and promote it<br><br>K10.2 - Team dynamics and collaborative approach in a residential environment<br><br>S10.1 - Develops and promotes the ethos of the home<br><br>S10.2 - Models collaborative team working and the ability to support and appropriately challenge each other | Learner should be able to create and promote a positive ethos within the home<br><br>Learner should understand working as a team and work collaboratively within their setting | From your Sequence 11 Workbook – Standard 10: you will complete 17 written questions, upload 2 work products and prepare for 4 professional discussion questions.<br><br>We will also look for opportunities to develop your professional skills.<br><br>The workbook will provide you with resources, material and prompts to help you complete all of the above.<br><br>Feel free to send/upload the workbooks at different stages of completion.<br><br>You will receive feedback and support to complete the next steps.<br><br>You should aim to complete this workbook within a month – Usually by your next planned session to be on track | <ul style="list-style-type: none"> <li>• Ethos</li> <li>• Collaborative</li> <li>• Team dynamics</li> <li>• Teamwork</li> <li>• Challenge</li> <li>• Respect</li> <li>• Role models</li> <li>• Homeliness</li> </ul> <p><b>PSD</b></p> <p>Unit 1- Attendance and timekeeping</p> <p>Unit 2- Teamwork, helpfulness, and ability to develop relationships</p> <p>Unit 11- Corporate responsibility and promotion of shared social values (commitment to company ethos)</p> <p>Unit 12- Communication and interpersonal skills</p> | <ul style="list-style-type: none"> <li>• Team working</li> </ul>   | How do you work collaboratively within your setting?<br><br>What is the ethos of your home and how do you promote it?                        | This knowledge should be evident within the learner's work products which demonstrate collaborative working<br><br><b>KSB Linked:</b><br><b>K1.1, S2.1, S2.2, K8.1, S8.2, K9.2, K9.3, S9.2, S9.3, B1.1, B2.1</b> |

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 3 - Respond effectively to detailed or extended questions and feedback  
 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts  
 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required  
 6 - Express opinions and arguments and support them with relevant and persuasive evidence  
 7 - Use language that is effective, accurate and appropriate to context and situation  
 8 - Make relevant and constructive contributions to move discussion forward  
 9 - Adapt contributions to discussions to suit audience, purpose and medium  
 10 - Interject and redirect discussion using appropriate language and register

**Unit 3 - English Level 2 Functional Skills Writing**  
 23 – Communicate information, ideas and opinions clearly, coherently and effectively  
 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

| <b>Sequence Order</b><br><i>Work required to do in a calendar month</i> | <b>Standard -</b><br><i>Specific knowledge, skills and behaviours as set out by the Standard</i> | <b>What will they be able to know, understand, do, or make?</b><br><i>(including personal and character development aspects)</i>   | <b>Activity</b><br><i>Planned work tasks required to meet the standard</i>   | <b>Key words</b><br><i>Specific terminology that you must know and be able to use throughout your course duration</i>      | <b>Learning outcome theme crossover</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | <b>Learner schema – building on prior knowledge</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | <b>Learning consolidation check</b><br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>  |
|---|--|--|--|--|---|---|---|
| <b>Sequence 12 – EPA Preparations</b>                                   | <b>Links to all Standards</b>  | <p>Learner should understand what EPA and your EPA assessment methods is</p> <p>Learner should understand the pass/distinction criteria for each Standard</p> <p>Learner should know how to build your EPA portfolio</p> | <p>From your Sequence 12 Workbook: you will write 5 reflections with supporting evidence and upload your DBS and Photo ID. You will complete and sign your TQUK Mapping Document and Gateway Recording Meeting Form.</p> <p>We will also look for opportunities to develop your professional skills.</p> <p>The workbook will provide you with resources, material and prompts to help you complete all of the above.</p> <p>Feel free to send/upload the workbooks at different stages of completion.</p> <p>You will receive feedback and support to complete the next steps.</p> <p>You should aim to complete this workbook within 2 weeks – Usually by your next planned session to be on track</p> | <ul style="list-style-type: none"> <li>• EPA</li> <li>• Professional Discussion</li> <li>• Competency Interview</li> </ul> | <ul style="list-style-type: none"> <li>• All Standards</li> </ul>   | <p>Learner should be able to use the knowledge, skills and behaviour developed during the course to prepare for EPA</p>                             | <p>This knowledge should be evident within the learner’s work products which demonstrate collaborative working</p> <p><b>KSB Linked:</b><br/> <b>K1.1, S2.1, S2.2, K8.1, S8.2, K9.2, K9.3, S9.2, S9.3, B1.1, B2.1</b></p> |

| Behaviour  |   |  |   |   |  |  |   |
|--|---|--|---|---|--|--|---|
| Sequence Order<br><i>Work required to do in a calendar month</i> | Standard -<br><i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make?<br><i>(including personal and character development aspects)</i>  | Activity<br><i>Planned work tasks required to meet the standard</i> | Key words<br><i>Specific terminology that you must know and be able to use throughout your course duration</i>  | Learning outcome theme crossover<br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge<br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check<br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>     |
|  | B1.3 Courage  | Honesty and positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential. | The learner will demonstrate their practical skills.                | <ul style="list-style-type: none"> <li>• Best practice</li> <li>• Honesty</li> <li>• Advocate</li> <li>• Voice</li> <li>• Professionalism</li> <li>• Whistle blowing</li> <li>• Attitudes</li> <li>• Beliefs</li> <li>• Values</li> </ul>   |  | Carry out tasks under observation. Provide reflective accounts and witness testimonies.  | <p>Observation<br/>Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p> |
|  | B2.1 Communication  | Learner's work should be based on building effective relationships, being perceptive and empathic and building good rapport.   | The learner will demonstrate their practical skills.                | <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Information sharing</li> <li>• Best practice</li> <li>• GDPR</li> <li>• Data protection</li> <li>• Confidentiality</li> <li>• Anti-discriminatory</li> <li>• Empathy</li> <li>• Rapport</li> </ul> |  | Carry out tasks under observation. Provide reflective accounts and witness testimonies.  | <p>Observation<br/>Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p> |
|  | B2.3 Commitment   | Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.   | The learner will demonstrate their practical skills.                | <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Dedication</li> <li>• Understanding</li> <li>• Sustainable change</li> <li>• Authentic</li> <li>• Consistent</li> <li>• Patient</li> <li>• Persistent</li> <li>• Resilient</li> </ul>                                  |  | Carry out tasks under observation. Provide reflective accounts and witness testimonies.  | <p>Observation<br/>Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p> |
|  | B1.1 Care   | Respecting and valuing individuals to keep them safe, being affirming and working them to help make a positive difference  | The learner will demonstrate their practical skills.                | <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Goal</li> <li>• Next steps</li> <li>• Respect</li> <li>• Value</li> <li>• Positive Outcomes</li> </ul>   |  | Carry out tasks under observation. Provide reflective accounts and witness testimonies.  | <p>Observation<br/>Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p> |

| <b>Sequence Order</b><br><i>Work required to do in a calendar month</i> | <b>Standard -</b><br><i>Specific knowledge, skills and behaviours as set out by the Standard</i> | <b>What will they be able to know, understand, do, or make?</b><br><i>(including personal and character development aspects)</i>  | <b>Activity</b><br><i>Planned work tasks required to meet the standard</i> | <b>Key words</b><br><i>Specific terminology that you must know and be able to use throughout your course duration</i>  | <b>Learning outcome theme crossover</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | <b>Learner schema – building on prior knowledge</b><br><i>This identifies where themes will be consolidated or revisited throughout your course</i> | <b>Learning consolidation check</b><br><i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|---|--|---|--|--|---|---|--|
|   | B1.2 Compassion  | Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with.  | The learner will demonstrate their practical skills.                       | <ul style="list-style-type: none"> <li>• Differences</li> <li>• Access</li> <li>• Opportunities</li> <li>• Consideration</li> <li>• Concern</li> <li>• Understanding</li> <li>• Empathy</li> </ul> |   | Carry out tasks under observation. Provide reflective accounts and witness testimonies.   | Observation<br>Witness testimony<br><br>Behaviours should be continual assessment and monitored for consistency and continuous development.            |
|   | B2.2 Competence  | The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice. | The learner will demonstrate their practical skills.                       | <ul style="list-style-type: none"> <li>• Principles</li> <li>• Doctrine</li> <li>• Ethics</li> <li>• Values</li> <li>• Reflective Practice</li> </ul>  |   | Carry out tasks under observation. Provide reflective accounts and witness testimonies.   | Observation<br>Witness testimony<br><br>Behaviours should be continual assessment and monitored for consistency and continuous development.            |