

## Children, Young People and Families Manager Residential Pathway Level 5 Sequencing

Knowledge and skills							
Sequence Order <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
<b>Sequence 1 – Child Development</b>	<b>Not linked to a Standard</b>	<p>Learner should be able to understand the pattern of development that would usually be expected of children and young people from birth to 19 years</p> <p>Learner should be able to understand the factors that impact children and young people's development</p> <p>Learner should be able to understand how to support children and young people's development during transitions</p> <p>Learner should be able to understand how assessing, monitoring and recording the development of children and young people informs the use of interventions</p> <p>Learner should be able to understand the use of interventions to support the development of children and young people</p>	<p>From your Sequence 1 Workbook: you will complete 12 written questions, complete 3 case studies 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>• Sequence</li> <li>• Rate</li> <li>• Adolescent</li> <li>• Development</li> <li>• Transitions</li> <li>• Assessing</li> <li>• Recording</li> <li>• Monitoring</li> <li>• Interventions</li> <li>• Multi-Agency Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency working</li> </ul> <p style="color: green;">PSD</p> <p style="color: green;">Unit 6- Application of skills and expertise</p> <p style="color: green;">Unit 11- Corporate responsibility and promotion of shared social values (commitment to company ethos)</p> <p style="color: green;">Unit 12- Communication and interpersonal skills</p> <p style="color: green;">Unit 13- Safeguarding, Prevent and British values</p>	<p>Why is Child Development important to your job role?</p> <p>Why are early interventions important to improved outcomes?</p>	<p>This should be evident within the learner's risk management work products.</p> <p><b>KSB Linked:</b> <b>K1.1, K4.1, S4.5, K6.1, S6.1, K8.3, S8.3, B1.1, B1.3, B2.2</b></p>
Functional skills/ transferable/ crossover aspect							
<p><b>Unit 2 - English Level 2 Functional Skills Reading</b> 16 - Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p><b>Unit 3 - English Level 2 Functional Skills Writing:</b> 22 - Spell words used in work, study and daily life, including a range of specialist words</p> <p><b>Unit 1 - Maths Level 2 Functional skills Number:</b> 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</p> <p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b> 5- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p>							

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<b>Sequence 2 - Safeguarding</b>	<p><b>You helped us work through the challenges that faced us and ensured we were safe</b></p> <p>K3.1 - The principles and practice of supervision with their staff</p> <p>K3.2 - The theories and up-to-date research and best practice that underpin practice decision making</p> <p>K3.3 - The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families</p> <p>K3.4 - A healthy, safe and stimulating environment that fulfils health &amp; safety legislation and requirements</p> <p>K3.5 - The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p> <p>S3.1 - Develops and delivers good quality supervision practice and decision making</p> <p>S3.2 - Demonstrates evidence-based practice and models the effective use of up-to-date research and theories</p> <p>S3.3 - Identifies and manages risk</p> <p>S3.4 - Monitors, evaluates and improves the working environment to ensure it is safe</p>	<p>Learner should be able to reflect on their professional development both internally and externally to demonstrate an understanding of the duties, responsibilities, boundaries and ethical nature of their job role and show an understanding of the sound practice and what this means.</p> <p>Learner should have a clear understanding of their role in promoting children’s welfare and health and safety, security, the 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>Learner should be complete supervisions and demonstrate strong decision-making abilities</p> <p>Learner should be able to manage a variety of risks and ensure the working environment is safe</p>	<p>From your Sequence 2 – Standard 3 Workbook: you will complete 13 written questions, complete one research project, complete a review of 4 policies and upload 3 work products and prepare for 7 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>• Legislations</li> <li>• Designated officer</li> <li>• Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development Health and safety</li> <li>• Safeguarding</li> <li>• Confidentiality</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 12- Communication and interpersonal skills</p> <p>Unit 13- Safeguarding, Prevent and British values</p>	<p>What is the importance of safeguarding and what are the legal requirements for your role?</p> <p>Why is the supervision process relevant to your job role?</p> <p>Why should you continuously reflect on your practice?</p> <p>Why is a balanced approach to risk management important?</p>	<p>This should be evident within the learner’s risk management work products.</p> <p><b>KSB Linked:</b> <b>K1.1, K4.1, S4.5, K6.1, S6.1, K8.3, S8.3, B1.1, B1.3, B2.2</b></p>
<b>Functional skills/ transferable/ crossover aspect</b>							
<p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b> 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p><b>Unit 3 - English Level 2 Functional Skills Writing</b> 23 - Communicate information, ideas and opinions clearly, coherently and effectively</p> <p><b>Unit 1 - Maths Level 2 Functional skills Number:</b> 4 - Identify and know the equivalence between fractions, decimals and percentages</p>							

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<b>Sequence 3 – Health and Safety</b>	<p>K3.1 - The principles and practice of supervision with their staff</p> <p>K3.2 - The theories and up-to-date research and best practice that underpin practice decision making</p> <p>K3.3 - The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families</p> <p>K3.4 - A healthy, safe and stimulating environment that fulfils health &amp; safety legislation and requirements</p> <p>K3.5 - The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p> <p>S3.1 - Develops and delivers good quality supervision practice and decision making</p> <p>S3.2 - Demonstrates evidence-based practice and models the effective use of up-to-date research and theories</p> <p>S3.3 - Identifies and manages risk</p> <p>S3.4 - Monitors, evaluates and improves the working environment to ensure it is safe</p>	<p>Learner should be able to reflect on their professional development both internally and externally to demonstrate an understanding of the duties, responsibilities, boundaries and ethical nature of their job role and show an understanding of the sound practice and what this means.</p> <p>Learner should have a clear understanding of their role in promoting children’s welfare and health and safety, security, the confidentiality of information, safeguarding and promoting the welfare of children</p> <p>Learner should be complete supervisions and demonstrate strong decision-making abilities</p> <p>Learner should be able to manage a variety of risks and ensure the working environment is safe</p>	<p>From your Sequence 3 – Standard 3 Workbook: you will complete 8 written questions, write up 1 reflective account, upload 4 work products with evaluation 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. 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>Procedures</li> <li>Danger</li> <li>Risk</li> <li>Hazards</li> <li>CPD</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> </ul>	<ul style="list-style-type: none"> <li>Professional development Health and safety</li> <li>Safeguarding</li> <li>Confidentiality</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 12- Communication and interpersonal skills</p> <p>Unit 13- Safeguarding, Prevent and British values</p>	<p>Why should you continuously reflect on your practice?</p> <p>Why is a balanced approach to risk management important?</p>	<p>This should be evident within the learner’s risk management work products.</p> <p><b>KSB Linked:</b> K1.1, K4.1, S4.5, K6.1, S6.1, K8.3, S8.3, B1.1, B1.3, B2.2</p>

<p><b>Functional skills/ transferable/ crossover aspect</b></p> <p><b>Unit 2 - English Level 2 Functional Skills Reading</b> 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> 5 - Work out percentages of amounts and express one amount as a percentage of another 6 - Calculate percentage change (any size increase and decrease), and original value after percentage change 7- Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers 8- Express one number as a fraction of another</p>
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<b>Sequence 4 – Long term care and support</b>	<p><b>Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care</b></p> <p>K8.1 - The principles of long-term care and support for children and young people</p> <p>K8.2 - The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people</p> <p>K8.3 - The theory and best practice in the use of restraint</p> <p>S8.1 - Ensures each child receives the care and that the continuity of care for each child is in place</p> <p>S8.2 - Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children</p> <p>S8.3 - Manages and monitors safe systems of physical restraint</p> <p>K9.1 - Theoretical and practical approaches to meeting the holistic needs of children and young people in care</p> <p>K9.2 - Principles and practice of distributive leadership within the home</p> <p>S9.1 - Manages staff performance and ensures each child receives the care and support to meet their needs</p> <p>S9.2 - Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes</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 develop a positive ethos within the home and support continuity of care for every child or young person in their care</p> <p>Learner should be able to understand theoretical and practical approaches to meeting the holistic needs of children and young people in care and how it is relevant to their setting</p> <p>Learner should be able to identify staff performance areas of development and address this</p>	<p>From your Sequence 4 – Standard 8 and 9 Workbook: you will complete 12 written questions, write up 1 reflective account, upload 1 work product with evaluation, review 1 policy, deliver Model of Disability training and upload training feedback and prepare for 6 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>• Long-term care</li> <li>• Permanency Planning</li> <li>• Ethos</li> <li>• Purpose</li> <li>• Holistic needs</li> <li>• Empowerment</li> <li>• Participation</li> <li>• Family life</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Planning</li> </ul> <p><b>PSD</b></p> <p>Unit 6- Application of skills and expertise</p> <p>Unit 7- Confidence and Positivity</p> <p>Unit 8- Respectfulness and tolerance</p> <p>Unit 9- Professionalism and integrity</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> <p>Unit 13- Safeguarding, Prevent and British values</p>	<p>Why is permanency planning important for children and young people in care?</p> <p>Why is a holistic approach important for supporting children, young people and their families?</p> <p>How do you identify areas of development within your staff team?</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><b>KSB Linked:</b> <b>K1.3, S1.2, K2.1, S2.1, K4.4, S4.4, K9.1, K9.2, S9.1, S9.2, B2.1, B2.2, B2.3</b></p>

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 1 - Identify relevant information from extended explanations or presentations  
 6 - Express opinions and arguments and support them with relevant and persuasive evidence  
 8 - Make relevant and constructive contributions to move discussion forward

**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 1 - Maths Level 2 Functional skills Number:**  
 9 - Order, approximate and compare decimals  
 10 - Add, subtract, multiply and divide decimals up to three decimal places  
 11 - Understand and calculate using ratios, direct proportion and inverse proportion  
 12 - Follow the order of precedence of operators, including indices

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<p><b>Sequence 5 – Leadership and Management</b></p>	<p><b>You provided direction and ensured we worked as a cohesive team</b></p> <p>K1.1 - Current research and development in the health and social care sector</p> <p>K1.2 - Theories underpinning the learning, development and motivation of individuals and teams</p> <p>K1.3 - The role of the team and the internal and external environment in which it operates</p> <p>S1.1 - Maintains and develops a leadership style that sets the ethos, aims and approach to the work</p> <p>S1.2 - Manages the application of professional judgement, standards and codes of practice</p> <p>S1.3 - Creates a strong sense of team purpose</p>	<p>Learner should understand key theories linked to Leadership and Management and how they apply to their job role.</p> <p>Learner should understand conflict resolution and theories of change</p> <p>Learner should be able to demonstrate a leadership style that creates a strong sense of team purpose</p>	<p>From your Sequence 5 – Standard 1 Workbook: you will complete 12 written questions, upload 1 work product with evaluation, complete evaluation, monitor and feedback on actions from survey responses gained from the children and young people team 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>• Leadership</li> <li>• Management</li> <li>• Change theory</li> <li>• Conflict resolution</li> <li>• Barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Multi-agency working</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 9- Professionalism and integrity</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> <p>Unit 14- Leadership</p>	<p>How do you support your team to be successful?</p> <p>What team barriers do you face as a manager/leader?</p> <p>What kind of manager/leader are you?</p>	<p>This should be evident within the learner’s assessment and planning of work products</p> <p><b>KSB Linked:</b>  <b>K3.1, S3.1, K4.3, S4.2, S4.4, K7.1, K7.2, S7.1, S7.2, S7.3, S7.4, B1.1, B2.1, B2.3</b></p>

**Functional skills/ transferable/ crossover aspect**

**Unit 1 - English Level 2 Functional Skills Speaking and Listening**  
 2 - Follow narratives and lines of argument

**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**  
 13 - Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting



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<b>Sequence 6 – Diversity, Equality, Rights and Inclusion</b>	<p><b>You implemented a working environment that supported dignity and human rights</b></p> <p>K2.1 - Values and ethics and the principles and practices of diversity, equality, rights and inclusion</p> <p>K2.2 - Approaches to dignity and respect</p> <p>S2.1 - Values and ethics and the principles and practices of diversity, equality, rights and inclusion</p> <p>S2.2 - Approaches to dignity and respect</p>	<p>Learner should have a clear understanding of their role in promoting children’s rights</p> <p>Learners will need to reflect on cultural differences, beliefs, faith and provide an inclusive environment that meets children’s individual needs.</p> <p>Learner should understand the importance of diversity, equality and inclusion</p> <p>Learner should be able to demonstrate promoting diversity, equality, rights and inclusion within their practice</p>	<p>From your Sequence 6 – Standard 2 Workbook: you will complete 10 written questions, review 1 policy, work with staff to monitor how the children’s rights are upheld in your setting 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>• 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> <li>• Adapting</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting</li> </ul> <p>Unit 7- Confidence and Positivity</p> <p>Unit 8- Respectfulness and tolerance</p> <p>Unit 9- Professionalism and integrity</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>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>What values do you bring to your team?</p> <p>Why are dignity and respect important within your job role?</p>	<p>This should be present across all work products and demonstrate the importance of promoting EDI.</p> <p><b>KSB Linked:</b> <b>S1.1, S1.2, K4.1, K4.2, K4.4, S4.4, S6.2, B1.2, B1.3, B2.1</b></p>

Functional skills/ transferable/ crossover aspect
<p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b></p> <p>5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p><b>Unit 3 - English Level 2 Functional Skills Writing</b></p> <p>20 - Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>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)</p> <p>22 - Spell words used in work, study and daily life, including a range of specialist words</p> <p>23 - Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>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</p> <p>25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</p> <p>26 - Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p> <p>28 - Construct complex sentences consistently and accurately, using paragraphs where appropriate</p> <p><b>Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space</b></p> <p>14a - Convert between metric and imperial units of length, weight and capacity using: a conversion factor/ a conversion graph</p> <p>15 - Calculate using compound measures including speed, density and rates of pay (new)</p> <p>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)</p> <p>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)</p>

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<b>Sequence 7 – Group Living</b>	<p><b>You enabled us to focus on and achieve improved outcomes for children and young people</b></p> <p>K4.1 - The principles and practice of statutory frameworks, standards, guidance and Codes of Practice</p> <p>K4.2 - The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies</p> <p>K4.3 - Approaches to developing and implementing improvement, including the use of data</p> <p>K4.4 - The theories of intervention that meet the needs of children, young people and adults within the family</p> <p>S4.1 - Sets clear, measurable objectives</p> <p>S4.2 - Uses data to evaluate the effectiveness of outcomes</p> <p>S4.3 - Develops, facilitates and leads changes in working practices that deliver improved outcomes</p> <p>S4.4 - Actively encourages the participation of children, young people and families in service improvement</p> <p>S4.5 - Manages the quality assurance of the service provided and proposes improvements</p>	<p>Learner should understand the impact of the care system and key theories regarding grouping living and how children learn</p> <p>They should understand the key regulatory bodies and the importance of assessment and planning.</p> <p>Learner should be able to set clear and measurable objectives for young people and be able to evaluate outcomes</p> <p>Learner should be able to encourage active participation of children, young people and families in service improvement</p>	<p>From your Sequence 7 – Standard 4 Workbook: you will complete 9 written questions, write up 3 reflective accounts and conduct a research project on poverty and disadvantage 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>• Framework</li> <li>• Ofsted</li> <li>• CQC</li> <li>• Local Authority</li> <li>• Interventions</li> <li>• Positive Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency working</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 3- Creative thinking, inquisitiveness and problem solving</p> <p>Unit 4- Commitment to meeting goals and targets</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>Why is it important to support positive outcomes for children, young people and their families?</p> <p>What interventions does your setting use to support positive outcomes?</p> <p>Why is active participation important for children, young and their families?</p>	<p>This should be evident within the learner’s assessment and planning of work products</p> <p><b>KSB Linked:</b> <b>K1.1, S1.2, K3.2, K3.3, K3.4, S3.4, K6.1, S6.1, K7.1, S7.1, B2.1, B2.2, B2.3</b></p>

**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 <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
<b>Sequence 8 – The Care System</b>	<p><b>You enabled us to focus on and achieve improved outcomes for children and young people</b></p> <p>K4.1 - The principles and practice of statutory frameworks, standards, guidance and Codes of Practice</p> <p>K4.2 - The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies</p> <p>K4.3 - Approaches to developing and implementing improvement, including the use of data</p> <p>K4.4 - The theories of intervention that meet the needs of children, young people and adults within the family</p> <p>S4.1 - Sets clear, measurable objectives</p> <p>S4.2 - Uses data to evaluate the effectiveness of outcomes</p> <p>S4.3 - Develops, facilitates and leads changes in working practices that deliver improved outcomes</p> <p>S4.4 - Actively encourages the participation of children, young people and families in service improvement</p> <p>S4.5 - Manages the quality assurance of the service provided and proposes improvements</p>	<p>Learner should understand the impact of the care system and key theories regarding grouping living and how children learn</p> <p>They should understand the key regulatory bodies and the importance of assessment and planning.</p> <p>Learner should be able to set clear and measurable objectives for young people and be able to evaluate outcomes</p> <p>Learner should be able to encourage active participation of children, young people and families in service improvement</p>	<p>From your Sequence 8 – Standard 4 Workbook: you will complete 14 written questions, write up 2 reflective accounts, upload 3 work products with evaluation and prepare for 6 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. 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>• Framework</li> <li>• Ofsted</li> <li>• CQC</li> <li>• Local Authority</li> <li>• Interventions</li> <li>• Positive Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency working</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 3- Creative thinking, inquisitiveness and problem solving</p> <p>Unit 4- Commitment to meeting goals and targets</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>Why is it important to support positive outcomes for children, young people and their families?</p> <p>What interventions does your setting use to support positive outcomes?</p> <p>Why is active participation important for children, young and their families?</p>	<p>This should be evident within the learner’s assessment and planning of work products</p> <p><b>KSB Linked:</b> <b>K1.1, S1.2, K3.2, K3.3, K3.4, S3.4, K6.1, S6.1, K7.1, S7.1, B2.1, B2.2, B2.3</b></p>

Functional skills/ transferable/ crossover aspect
<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 <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
<b>Sequence 9 – Multi-Agency Working</b>	<p><b>You built relationships with others that ensured effective communication and partnership work</b></p> <p>K6.1 - Inter-agency and multi-agency work and its role in ensuring positive outcomes</p> <p>K6.2 - Techniques to influence, persuade and negotiate with others</p> <p>S6.1 - Collaborates with partner agencies and resolves complex issues to achieve the best outcomes</p> <p>S6.2 - Builds an ethos of learning and continuous improvement across partner organisations</p>	<p>Learner should be able to contribute to multi-agency working</p> <p>Learner should demonstrate collaboration with other professionals to build working relationships</p>	<p>From your Sequence 9 – Standard 6 Workbook: you will complete 13 written questions, write up 2 reflective accounts, upload 2 work products with evaluation 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>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 3- Creative thinking, inquisitiveness and problem solving</p> <p>Unit 4- Commitment to meeting goals and targets</p> <p>Unit 12- Communication and interpersonal skills</p>	<p>What role do you play towards multi-agency working within your setting?</p> <p>Which partner agencies do you work with?</p> <p>Why are professional working relationships important?</p>	<p>This should be evident within the learner’s work product evidence of multi-agency work products</p> <p><b>KSB Linked:</b> <b>K1.3, S2.2, S4.4, S4.5, K5.2, K6.2, S5.1, S5.2, B2.1, B2.2, B2.3</b></p>

**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 <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
<b>Sequence 10 - Resource Management</b>	<p><b>You managed and made the best use of the resources that we have</b></p> <p>K5.1 - The practice and principles of resource management</p> <p>K5.2 - How to create engagement and innovation in the development of practice</p> <p>K5.3 - The commissioning cycle and its application</p> <p>S5.1 - Manages and deploys total resources (e.g. people, finance, IT property) to maximise outcomes</p> <p>S5.2 - Mobilises collective action across service boundaries and within the community to manage resources</p> <p>S5.3 - Commissions and contract manages external providers</p>	<p>Learner should be able to understand the principles of resource management and how to engage others to be efficient.</p> <p>Learner should be able to manage and deploy resources effectively</p>	<p>From your Sequence 10 – Standard 5 Workbook: you will complete 8 written questions, write up 1 reflective account, upload 2 work products with evaluation 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>Resources</li> <li>HR</li> <li>IT</li> <li>Engagement</li> <li>Commissioning</li> </ul>	<ul style="list-style-type: none"> <li>Communication</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 6- Application of skills and expertise</p>	<p>Why is resource management relevant in your job role?</p> <p>How does the commissioning cycle impact your job role?</p> <p>What role do you play within the resource management of your setting?</p>	<p>This should be evident within the learner’s resource management work products</p> <p><b>KSB Linked:</b> <b>K1.3, S2.2, S4.4, S4.5, K6.1, K6.2, S6.1, S6.2, B2.1, B2.2, B2.3</b></p>

**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 <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
<b>Sequence 11 – Continuing Professional Development</b>	<p><b>You ensured there was a culture of continuing professional development</b></p> <p>K7.1 - Principles of reflective practice; how people learn; effective continuing professional development</p> <p>K7.2 - Academic research, evidence-based data, policy developments, practice developments</p> <p>S7.1 - Evaluates the practice of team members</p> <p>S7.2 - Assesses learning styles of self and team members and identifies development opportunities</p> <p>S7.3 - Listens to, challenges and supports practitioners</p> <p>S7.4 - Engages in reflective practice and develops a learning culture across the team</p>	<p>Learner should be able to reflect on their professional development both internally and externally to demonstrate an understanding of the duties, responsibilities, boundaries and ethical nature of their job role and show an understanding of the sound practice and what this means.</p> <p>Learner should be able to evaluate strengths and weaknesses within their team and engage in reflective practice to develop a learning culture across the team</p>	<p>From your Sequence 11 – Standard 7 Workbook: you will complete 6 written questions, write up 1 reflective account, upload 2 work products with evaluation 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 1- Attendance and timekeeping</p> <p>Unit 4- Commitment to meeting goals and targets</p> <p>Unit 5- Ability to self-reflect and work independently</p> <p>Unit 10- Mental and physical health (work/ life balance)</p> <p>Unit 12- Communication and interpersonal skills</p> <p>Unit 15- Continuous Professional Development</p>	<p>Why is reflective practise relevant in your job role?</p> <p>Why should you ensure your knowledge is up to date?</p> <p>What team roles are present within your setting?</p> <p>How do you maximise the success of your team through professional development?</p>	<p>This should be evident within the learner and their team member’s professional development work products</p> <p><b>KSB Linked:</b> K1.2, K1.3, K2.1, S2.1, S2.2, S8.2, S8.3, S9.1, S9.2, B1.1, B1.3, B2.1</p>

**Functional skills/ transferable/ crossover aspect**

<p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b></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>8 - Make relevant and constructive contributions to move discussion forward</p> <p>9 - Adapt contributions to discussions to suit audience, purpose and medium</p> <p>10 - Interject and redirect discussion using appropriate language and register</p> <p><b>Unit 3 - English Level 2 Functional Skills Writing</b></p> <p>23 – Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>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</p>
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Sequence Order <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <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 4 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>	Learner should be able to use the knowledge, skills and behaviour developed during the course to prepare for EPA	<p>This knowledge should be evident within the learner's work products which demonstrate collaborative working</p> <p><b>KSB Linked:</b> K1.1, S2.1, S2.2, K8.1, S8.2, K9.2, K9.3, S9.2, S9.3, B1.1, B2.1</p>

### Behaviour

Sequence Order <i>Work required to do in a calendar month</i>	Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i>	What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i>	Activity <i>Planned work tasks required to meet the standard</i>	Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i>	Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
	B1.3 Courage	Having honest conversations and encouraging practitioners to offer their own solutions to improving practice.	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>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>
	B2.1 Communication	Building relationships with practitioners, peers and partner organisations.	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>GDPR</li> <li>Data protection</li> <li>Confidentiality</li> <li>Anti-discriminatory</li> <li>Empathy</li> <li>Rapport</li> </ul>	<ul style="list-style-type: none"> <li>Multi-agency working</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>

<b>Sequence Order</b> <i>Work required to do in a calendar month</i>	<b>Standard -</b> <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> <i>(including personal and character development aspects)</i>	<b>Activity</b> <i>Planned work tasks required to meet the standard</i>	<b>Key words</b> <i>Specific terminology that you must know and be able to use throughout your course duration</i>	<b>Learning outcome theme crossover</b> <i>This identifies where themes will be consolidated or revisited throughout your course</i>	<b>Learner schema – building on prior knowledge</b> <i>This identifies where themes will be consolidated or revisited throughout your course</i>	<b>Learning consolidation check</b> <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i>
	B2.3 Commitment	Demonstrating a strong moral purpose, modelling the ethos and building the skills of others and retaining and maintaining and own practice skills through effective CPD	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>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>
	B1.1 Care	Respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice	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>	<ul style="list-style-type: none"> <li>• Dignity and Respect</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>
	B1.2 Compassion	Consideration and concern, combined with robust challenge and support.	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>	<ul style="list-style-type: none"> <li>• Equality and Diversity</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>
	B2.2 Competence	Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes.	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>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	Carry out tasks under observation. Provide reflective accounts and witness testimonies.	<p>Observation Witness testimony</p> <p>Behaviours should be continual assessment and monitored for consistency and continuous development.</p>