

# **Qualifications Handbook**

## **Early Interventions**



# Qualifications Handbook

## SFJ Awards Level 2 Certificate in Understanding Early Interventions Work

Qualification Number: 603/1055/8

## SFJ Awards Level 3 Professional Certificate in Early Interventions Work

Qualification Number: 603/1057/1

## SFJ Awards Level 4 Professional Certificate in Early Interventions Work

Qualification Number: 603/1058/3

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group, formerly Skills for Health and Skills for Justice. For the last 10 years we have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation and understands the specific challenges facing the health and justice sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors. We offer a wide range of qualifications, details of which are available on our website [www.sfjawards.com](http://www.sfjawards.com).

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published in the Policies' section of the SFJ Awards website and gives the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualifications

## 2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 2 Certificate in Understanding Early Interventions Work
- SFJ Awards Level 3 Professional Certificate in Early Interventions Work
- SFJ Awards Level 4 Professional Certificate in Early Interventions Work

Early intervention is a public policy approach which encourages preventative intervention in the lives of children or their parents, to prevent problems developing later in life. Early intervention policy areas include health, educational development, social development, benefits and financial assistance.

‘Early intervention involves identifying children and families that may be at risk of running into difficulties and providing timely and effective support. It is a collaborative approach to providing effective support.’

*Early Intervention Foundation* [www.eif.org.uk](http://www.eif.org.uk)

These qualifications have been developed to support the professionalization of the early interventions workforce and to provide a flexible progression route for those who work, or aspire to work, in the sector.

### ***Level 2 Certificate in Understanding Early Interventions Work***

The objective of the Level 2 Certificate in Understanding Early Interventions Work is to provide learners with the underpinning knowledge required for working in early interventions. Early interventions work covers a range of sectors and professions, including early years, education, policing and health. This qualification does not require any work experience. It is therefore suitable for learners who may be considering working in early interventions but do not have any experience in the role/sector. This could include:

- Students in school (14 - 16)
- Students in college (post 16)
- Existing staff transfer (e.g. administration staff transferring to family support work)
- General adult pre-entry e.g. those considering a career change

### ***Level 3 Professional Certificate in Early Interventions Work***

The Level 3 Professional Certificate in Early Interventions Work aims to provide the underpinning knowledge and skills required by practitioners who manage an early interventions caseload or work directly with families.

The qualification is suitable for new entrants to the practitioner role, providing the knowledge and supporting the development of skills during their induction period. This could include learners undertaking a training course with a college or training provider, with a placement to allow access to relevant work experience. It is also appropriate for extending the knowledge and competence of existing case workers. The qualification reflects the importance of communication skills and the building and maintaining of relationships with individuals and families required in early interventions work.

### ***Level 4 Professional Certificate in Early Interventions Work***

The Level 4 Professional Certificate in Early Interventions Work aims to provide the underpinning knowledge and skills required by practitioners who manage a complex early interventions caseload.

The qualification is suitable for experienced case workers, who wish to further develop and have recognition for their knowledge, understanding and competence. These learners will be responsible for complex and higher risk cases, which involves a significant level of multiagency working. As well as building and maintaining relationships with individuals and families, learners working at this level will therefore need to be able to work effectively with professionals in partner agencies and disciplines.

## **2.2 Pre-entry Requirements**

### ***Level 2 Certificate in Understanding Early Interventions Work***

There are no pre-entry requirements for enrolling to complete Level 2 Certificate in Understanding Early Interventions Work.

### ***Level 3 Professional Certificate in Early Interventions Work***

Learners wishing to undertake the Level 3 Professional Certificate in Early Interventions Work should understand the stages of child development or have completed the unit *Understand child development* from the Level 2 Certificate in Understanding Early Interventions Work prior to undertaking the qualification.

### ***Level 4 Professional Certificate in Early Interventions Work***

Learners wishing to undertake the Level 4 Professional Certificate in Early Interventions Work should understand the stages of child development or have completed the unit *Understand child development* from the Level 2 Certificate in Understanding Early Interventions Work prior to undertaking the qualification.

As this qualification builds on the knowledge and skills gained from the Level 3 Professional Certificate in Early Interventions Work, learners will be expected to have either already achieved this qualification or be able to demonstrate understanding and competence at this level through experience and/or previous study.

## 2.3 Units and Rules of Combination

### 2.3.1 Level 2 Certificate in Understanding Early Interventions Work

This qualification consists of four mandatory units as shown in the table below.

Unit No	Unit ID	Unit Title	Level	Total Hours	GLH <sup>1</sup>
1	1224	Understand early interventions	2	40	30
2	1225	Understand child development	2	30	20
3	1226	Understand health and safety in early interventions work	2	30	20
4	1227	Understand communications for early interventions work	2	40	30

### 2.3.2 Level 3 Professional Certificate in Early Interventions Work

This qualification consists of five mandatory units as shown in the table below.

Unit No	Unit ID	Unit Title	Level	Total Hours	GLH
1	1228	Understand early interventions theory and practice	3	45	22
2	1229	Understand communication skills for early interventions work	3	55	32
3	1230	Working in early interventions	3	70	32
4	1231	Develop and maintain relationships with families in early interventions work	3	45	18
5	1232	Professional practice in early interventions	3	45	18

### 2.3.3 Level 4 Professional Certificate in Early Interventions Work

This qualification consists of four mandatory units as shown in the table below.

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<sup>1</sup> Guided Learning Hours

Unit No	Unit ID	Unit Title	Level	Total Hours	GLH
1	1233	Understand social justice, legislation and policy in early interventions	4	45	22
2	1234	Understand early interventions theory and practice	4	70	36
3	1235	Working in early interventions	4	80	36
4	1236	Partnership working in early interventions	4	40	18

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>2</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time and Guided Learning for these qualifications is shown below:

Qualification Number	Title	TQT	GLH
603/1055/8	Level 2 Certificate in Understanding Early Interventions Work	140	100
603/1057/1	Level 3 Professional Certificate in Early Interventions Work	260	122
603/1058/3	Level 4 Professional Certificate in Early Interventions Work	235	112

## 2.5 Age Restriction

The Level 2 Certificate in Understanding Early Interventions Work is available to learners aged 14 years and over.

<sup>2</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>



The Level 3 Professional Certificate in Early Interventions Work is available to learners aged 16 years and over.

The Level 4 Professional Certificate in Early Interventions Work is available to learners aged 18 years and over.

## **2.6 Opportunities for Progression**

These qualifications create a progression route in the early interventions sector. Learners can progress from the Level 2 Certificate in Understanding Early Interventions Work to the Level 3 Professional Certificate in Early Interventions Work and then to the Level 4 Professional Certificate in Early Interventions Work.

Learners who successfully complete the Level 4 Professional Certificate in Early Interventions Work are able to progress to the Level 5 Diploma in Early Intervention and Family Support and the Level 6 Diploma in Early Intervention and Family Support Supervision offered by SFJ Awards.

## **2.7 Use of Languages**

SFJ Awards conducts its business activities in English and the qualifications handbook for these qualifications is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

For vocational qualifications SFJ Awards will support the assessment of learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language.

The qualifications handbook for these qualifications is currently available in English.

# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualifications handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com).

# 4 Assessment

## 4.1 Qualification Assessment Methods

### 4.1.1 Level 2 Certificate in Understanding Early Interventions Work

Assessment methods that can be used for this qualification are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence
- Written Examination

### 4.1.2 Level 3 Professional Certificate in Early Interventions Work Level 4 Professional Certificate in Early Interventions Work

Assessment methods that can be used for these qualifications are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence
- Practical Demonstration / Assignment
- Written Examination

Further information on assessment methods is provided in later sections.

## 4.2 Assessors

### 4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

## **4.2.2 Occupational Knowledge**

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

## **4.2.3 Qualification Knowledge**

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

## **4.2.4 Assessor Competence**

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>3</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

## **4.2.5 Continuing Professional Development**

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

## **4.3 Internal Quality Assurers**

### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

### **4.3.2 Qualification Knowledge**

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

### **4.3.3 Internal Quality Assurer Competence**

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>4</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

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<sup>4</sup> National Occupational Standards for Learning and Development, LLUK 2010

#### **4.3.4 Continuing Professional Development**

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

#### **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

##### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

##### **4.4.2 Continuing Professional Development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

#### **4.5 Expert Witnesses**

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

##### **4.5.1 Occupational Competence**

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

#### **4.5.2 Qualification Knowledge**

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

#### **4.6 Assessing Competence**

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

#### **4.7 Methods for Assessing Competence**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

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<sup>5</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

#### **4.7.1 Observation**

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

#### **4.7.2 Testimony of witnesses and expert witnesses**

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

#### **4.7.3 Work outputs (product evidence)**

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

#### **4.7.4 Professional discussion**

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

#### **4.7.5 Questioning the learner**

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.



#### 4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

#### 4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>6</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous

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<sup>6</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

#### **4.9 Methods for Assessing Knowledge**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

#### **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and

consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

#### **4.11 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.11.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

##### **4.11.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

#### **4.12 Recognition of Prior Learning (RPL)**

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)<sup>7</sup>.

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

#### **4.13 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment

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<sup>7</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

#### **4.14 Health and Safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

# 5 Qualification Units

## Level 2 Certificate in Understanding Early Interventions Work

<b>Unit No</b>	1	
<b>Title</b>	Understand Early Interventions Work	
<b>Level</b>	2	
<b>GLH</b>	40	
<b>Total Hours</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i> <b>Guidance</b>	<b>Guidance</b>
1. Understand early interventions strategies	1.1 Define the term 'early interventions' 1.2 Outline national and local strategies for early interventions 1.3 Describe how national strategies are implemented at local level in own area 1.4 Describe what is meant by the term 'evidence-based practice' in early interventions	In AC1.1 learners should recognise that early interventions is a consenting (i.e. non-statutory) service so individuals and/or families should be open to working with services.  In AC1.4 learners should be aware of the work of organisations such as the Early Intervention Foundation <a href="http://www.eif.org.uk">www.eif.org.uk</a> .
2. Understand indicators in early intervention	2.1 Describe the indicators used in early intervention 2.2 Assess how indicators link with safeguarding of children and adults at risk	

<p>3. Understand statutory responsibilities in early interventions</p>	<p>3.1 Describe statutory responsibilities that apply when working in early interventions</p> <p>3.2 Define the term 'safeguarding'</p> <p>3.3 Define the term 'child protection'</p> <p>3.4 Describe how national safeguarding and child protection requirements are implemented at local level</p>	<p>In LO3 learners should be able to differentiate between safeguarding, overarching term referring to the setting, and child protection, which relates to the individual.</p> <p>AC3.1 will include areas such as:</p> <ul style="list-style-type: none"> <li>• Radicalisation (Prevent)</li> <li>• Female Genital Mutilation (FGM)</li> <li>• Statutory guidance 'Working together to safeguard children 2015'</li> <li>• Child sexual exploitation (CSE)</li> </ul>
<p>4. Understand whole family working</p>	<p>4.1 Compare different types of families</p> <p>4.2 Describe what is meant by the term 'family dynamics'</p> <p>4.3 Describe factors to take into account in whole family working</p>	<p>In AC4.1 families can include extended and non-blood related members and step relatives.</p> <p>In AC4.2 family dynamics refer to the way that families communicate and exist together.</p>
<p>5. Understand multiagency and multidisciplinary working in early interventions</p>	<p>5.1 Compare multiagency and multidisciplinary working</p> <p>5.2 Identify agencies which support:</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul> <p>5.3 Describe the work of different agencies which support:</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul>	<p>In LO5, learners should know agencies / disciplines regulated by the Care Quality Commission (CQC) and the values known as the 6Cs (care, communication, compassion, courage, commitment and competence), underpinned by the Care Certificate.</p>

	<p>5.4 Describe how referrals are made to different:</p> <ul style="list-style-type: none"> <li>• agencies</li> <li>• disciplines</li> </ul> <p>5.5 Give examples of situations where referrals to different:</p> <ul style="list-style-type: none"> <li>• agencies</li> <li>• disciplines</li> </ul> <p>would be made</p> <p>5.6 Outline ways to communicate with professionals in other agencies and disciplines</p>	
6. Understand equality, diversity and inclusion when working in early interventions	<p>6.1 Describe how to adapt own behaviour to ensure equality, diversity and inclusion when working with different families</p> <p>6.2 Identify behaviours that do not promote equality, diversity and inclusion</p> <p>6.3 Outline the requirements of equalities legislation</p>	<p>AC6.1 should include showing respect for different cultures, with reference to those in own local area / community.</p> <p>AC6.3 should include the Equalities Act 2010 and the protected characteristics.</p>
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge required when working with families, agencies and disciplines in the area of early interventions.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

<b>Unit No</b>	2	
<b>Title</b>	Understand child development	
<b>Level</b>	2	
<b>GLH</b>	20	
<b>Total Hours</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand areas of child development	1.1 Define 'child development' 1.2 Describe the main areas of child development 1.3 Assess the internal and external factors that impact on child development 1.4 Describe how external factors affect transitions in children and young people 1.5 Assess the impact of cultural factors on child development	AC1.1 refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. AC1.2 includes: <ul style="list-style-type: none"> <li>• Cognitive Development (ability to learn and problem solve)</li> <li>• Social and emotional development (interacting with others and self-control)</li> <li>• Speech and Language development (understanding and using language, reading and communicating)</li> <li>• Physical development (fine and gross motor skills)</li> </ul> In AC1.3 external factors should include transitions. In AC1.4 transitions could include: <ul style="list-style-type: none"> <li>• Changes within the family e.g. breakdown / new partner</li> </ul>



		<ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Changing schools / year in school</li> <li>• Moving house</li> <li>• Going into care / foster home</li> </ul> <p>AC1.5 could include the make-up of the family, local community or the arrival of refugees into the area and how this affects the development of children in these groups.</p>
2. Understand developmental milestones	<p>2.1 Define the term 'developmental milestone'</p> <p>2.2 Outline the key milestones from birth to 25 years</p> <p>2.3 Describe the stages of brain development in children and teenagers</p>	<p>AC2.2 includes:</p> <ul style="list-style-type: none"> <li>• the rate of development</li> <li>• young people with special educational needs and disability (SEND)</li> <li>• any cultural factors which may impact on developmental milestones</li> </ul>
3. Understand attachment types	<p>3.1 Identify the different attachment types</p> <p>3.2 Describe the characteristics of the different attachment types</p> <p>3.3 Describe the impact of attachment on children's development</p>	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the level of understanding of child development required for working with families in early interventions.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

<b>Unit No</b>	3		
<b>Title</b>	Understand Health and Safety in Early Interventions Work		
<b>Level</b>	2		
<b>GLH</b>	20		
<b>Total Hours</b>	30		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>	
1. Understand health and safety legislation in relation to early interventions work	1.1 Describe the health and safety legislation that relates to early interventions work	AC1.1 includes the Health and Safety at Work etc Act 1974.	
2. Understand risk assessments in early interventions work	2.1 Compare the types of risk assessment used in early intervention 2.2 Describe when a risk assessment needs to be carried out		
3. Understand how to maintain own safety when working in early interventions	3.1 Identify the risks to own safety 3.2 Describe how to maintain own <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> </ul> wellbeing when working with families	AC3.2 includes consideration of: <ul style="list-style-type: none"> <li>• the learner's resilience</li> <li>• situations involving lone working</li> <li>• the need for appropriate supervision and peer support</li> </ul>	
4. Understand professional boundaries	4.1 Define the term 'professional boundaries' 4.2 Describe why professional boundaries are necessary 4.3 Describe when to refer issues to a senior colleague or manager	AC4.2 and AC4.3 should include issues relating to own safety and that of individuals the learner is working with.	

5. Understand duty of care in the early interventions context	5.1 Define the term 'duty of care' 5.2 Describe how duty of care applies in the early interventions context 5.3 Describe how duty of care contributes to safe practice	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the knowledge of health and safety requirements when working with families in the area of early interventions, including their own safety.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

<b>Unit No</b>	4	
<b>Title</b>	Understand Communication for Early Interventions Work	
<b>Level</b>	2	
<b>GLH</b>	30	
<b>Total Hours</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand communication	<p>1.1 Describe the different categories of communication</p> <p>1.2 Describe the communication process</p>	<p>AC1.1 includes: Verbal - face-to-face, telephone, radio or television Non-verbal - body language, gestures, tone of voice; written letters, e-mails, books, magazines, the Internet; visualisation - graphs, charts, maps; via mobile phone apps.</p> <p>AC1.2 refers to: Sender – channel – recipient, how the message is encoded by each party in the process.</p>
2. Understand how to communicate effectively with families, children and young people	<p>2.1 Define active listening</p> <p>2.2 Describe the features of active listening</p> <p>2.3 Describe the use of:</p> <ul style="list-style-type: none"> <li>• reflecting</li> <li>• clarifying</li> <li>• questioning</li> </ul> <p>when communicating</p> <p>2.4 Assess the impact of using different modes of communication with:</p>	<p>In LO2 it is important that learners understand:</p> <ul style="list-style-type: none"> <li>• the need to communicate effectively with children and young people, as well as adults</li> <li>• the importance of communication in encouraging individuals who are reluctant to engage</li> </ul> <p>AC2.2 could include the difference between 'hearing' and 'listening'.</p>

	<ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul>	
3. Understand barriers to communication when working with families, children and young people	<p>3.1 Describe barriers to communication</p> <p>3.2 Assess the impact of barriers to communication when working with:</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul> <p>3.3 Describe ways of communicating with</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul> <p>that that can help to overcome barriers</p>	<p>LO3 could include:</p> <ul style="list-style-type: none"> <li>• pre-linguistic children</li> <li>• those who do not have English as their first language</li> <li>• those with learning disabilities</li> </ul>
4. Understand the role of assertiveness in communicating effectively	<p>4.1 Define assertiveness</p> <p>4.2 Describe the features of assertive behaviour</p> <p>4.3 Describe how assertive behaviour can help when having difficult conversations</p>	<p>In AC4.3 learners will need to be aware that the nature of early interventions work requires the communication skills to have difficult and challenging conversations.</p>
5. Understand communications within teams	<p>5.1 Describe why it is important to communicate within teams when working in early interventions</p> <p>5.2 Outline communication methods for use within teams</p> <p>5.3 Identify barriers to communication within teams</p> <p>5.4 Describe the implications of team members not communicating</p>	

6. Understand confidentiality and information sharing in early interventions work	6.1 Explain the need for confidentiality in early interventions work 6.2 Outline how legislation relating to information applies to early interventions work 6.3 Distinguish when information cannot be kept confidential 6.4 Describe actions to take when information has to be shared	AC6.2 includes the Data Protection Act 1998 and the Freedom of Information Act 2000.
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge of the communication skills required when working with families in the area of early interventions. As a consenting (i.e. non-statutory) service, communication skills are essential in engaging with families and building and developing relationships with them.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

### Level 3 Professional Certificate in Early Interventions Work

<b>Unit No</b>	1	
<b>Title</b>	Understand Early Interventions Theory and Practice	
<b>Level</b>	3	
<b>GLH</b>	22	
<b>Total Hours</b>	45	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand legislation and policy relating to early interventions	1.1 Summarise legislation relating to early interventions 1.2 Explain the national policy context relating to early interventions	LO1 should include an understanding of how the health policy of the 6Cs (care, communication, compassion, courage, commitment and competence) and the Care Certificate relate to early interventions.
2. Understand early interventions strategies	2.1 Summarise national and local strategies for early interventions 2.2 Explain how national strategies for early interventions are implemented in own area 2.3 Explain own role in the context of local early interventions strategies	
3. Understand indicators in early interventions	3.1 Explain the different levels of need in early interventions 3.2 Analyse the indicators used in early interventions	

	3.3 Evaluate how indicators link with safeguarding of children and adults at risk in the context of early interventions	
4. Understand safeguarding and child protection in early interventions	<p>4.1 Explain statutory responsibilities relating to:</p> <ul style="list-style-type: none"> <li>• safeguarding</li> <li>• child protection</li> </ul> <p>that apply when working in early interventions</p> <p>4.2 Evaluate the impact of statutory responsibilities relating to:</p> <ul style="list-style-type: none"> <li>• safeguarding</li> <li>• child protection</li> </ul> <p>on own area of practice</p> <p>4.3 Explain potential safeguarding and child protection issues in own area of practice</p> <p>4.4 Summarise reporting procedures relating to safeguarding and child protection</p>	<p>AC4.1 and AC4.2 will relate to areas such as:</p> <ul style="list-style-type: none"> <li>• Radicalisation (the Prevent strategy)</li> <li>• Female Genital Mutilation (FGM)</li> <li>• Child Sexual Exploitation (CSE)</li> <li>• Community cohesion</li> </ul>
5. Understand attachment theories	<p>5.1 Explain the stages of brain development in children and teenagers</p> <p>5.2 Explain attachment theories</p> <p>5.3 Evaluate how attachment theories relate to own practice in early interventions</p>	
6. Understand confidentiality and information sharing in early interventions work	<p>6.1 Explain the need for confidentiality when working in early interventions</p> <p>6.2 Explain how legislation relating to information applies to work with:</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> </ul>	<p>AC6.2 includes the Data Protection Act 1998 and the Freedom of Information Act 2000.</p>



	<ul style="list-style-type: none"> <li>• children and young people</li> </ul> <p>6.3 Distinguish when information cannot be kept confidential</p> <p>6.4 Summarise the procedures to follow when information has to be shared</p>	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge required when managing an early interventions caseload.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

<b>Unit No</b>	2	
<b>Title</b>	Understand Communication Skills for Early Interventions Work	
<b>Level</b>	3	
<b>GLH</b>	32	
<b>Total Hours</b>	55	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand the communication process	1.1 Define interpersonal communication skills 1.2 Explain the communication process 1.3 Explain how to make the individual's voice heard during the communication process 1.4 Summarise adaptations which may be required to facilitate the communication process	<p>AC1.1 relates to face-to-face communication. This includes the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. It also includes the language used, how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.</p> <p>AC1.2 includes communicators, the message, noise, feedback, context and channel.</p> <p>In AC1.3 'individuals' include children, young people and adults.</p> <p>AC1.4 could include adaptations required for those with special educational needs and disabilities (SEND), English as a second language or cultural differences.</p> <p>LO1 should include an understanding of:</p> <ul style="list-style-type: none"> <li>• strength-based communications</li> <li>• communication in the context of the 6Cs (care, communication, compassion, courage, commitment and competence)</li> </ul>

<p>2. Understand verbal communication</p>	<p>2.1 Summarise the features of effective verbal communication</p> <p>2.2 Explain the use and benefits of:</p> <ul style="list-style-type: none"> <li>• clarification</li> <li>• reflection</li> <li>• questioning</li> </ul> <p>during the communication process</p> <p>2.3 Explain techniques for dealing with difficult conversations</p> <p>2.4 Explain how assertiveness benefits the communication process</p>	<p>In LO2 it is important that learners understand:</p> <ul style="list-style-type: none"> <li>• the need to communicate effectively with children and young people, as well as adults</li> <li>• the importance of communication in encouraging individuals who are reluctant to engage</li> </ul>
<p>3. Understand non-verbal communication</p>	<p>3.1 Explain the types of non-verbal communication</p> <p>3.2 Explain the purpose of different non-verbal communications</p> <p>3.3 Analyse the impact of culture on non-verbal communication</p>	<p>In LO3 non-verbal communication can include: facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics), posture and the physical distance between the communicators (proxemics), eye contact.</p>
<p>4. Understand listening skills</p>	<p>4.1 Explain the difference between 'hearing' and 'listening'</p> <p>4.2 Explain the principles of active listening</p> <p>4.3 Summarise barriers to effective listening</p>	<p>In AC4.2 principles include: stop talking; prepare yourself to listen; using an appropriate environment; put the speaker at ease; remove distractions; empathise; be patient; avoid personal prejudice; listen to the tone; listen for ideas not just words; watch for non-verbal communication.</p>
<p>5. Understand the benefits of emotional intelligence in early interventions work</p>	<p>5.1 Explain the aspects of 'emotional intelligence'</p> <p>5.2 Summarise the domains of emotional intelligence</p> <p>5.3 Analyse the benefits of emotional intelligence in early interventions work</p>	<p>In AC5.1 emotional intelligence covers the following:</p> <ul style="list-style-type: none"> <li>• Understanding yourself, including your goals, intentions, responses and behaviours, own culture, value and beliefs</li> <li>• Understanding others and their feelings</li> </ul> <p>In AC5.2 the domains of emotional intelligence relate</p>

		<p>to:</p> <ul style="list-style-type: none"> <li>• self-awareness</li> <li>• self-regulation</li> <li>• motivation</li> <li>• empathy</li> <li>• social skills</li> </ul> <p>Emotional Intelligence, Daniel Goleman (1995)</p>
6. Understand assertiveness	<p>6.1 Explain the features of assertive behaviour</p> <p>6.2 Compare assertiveness with:</p> <ul style="list-style-type: none"> <li>• passive</li> <li>• aggressive</li> </ul> <p>behaviour</p> <p>6.3 Analyse how assertiveness can promote effective communication</p>	
7. Understand barriers to communication	<p>7.1 Explain barriers to communication</p> <p>7.2 Analyse the impact of barriers to communication when working with</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul> <p>7.3 Evaluate techniques for overcoming barriers to communication</p>	<p>In LO7 barriers to communication could occur when working with:</p> <ul style="list-style-type: none"> <li>• pre-linguistic children</li> <li>• those who do not have English as their first language</li> <li>• those with learning disabilities</li> <li>• individuals who are reluctant to engage</li> </ul>

<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge and to develop the communication skills required in early interventions work. As a consenting (i.e. non-statutory) service, communication skills are essential in engaging with families and building and developing relationships with them.
Mapping to National Occupational Standards	N/A
Assessment guidance	N/A

<b>Unit No</b>	3	
<b>Title</b>	Working in Early Interventions	
<b>Level</b>	3	
<b>GLH</b>	32	
<b>Total Hours</b>	70	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Be able to manage an early intervention caseload in line with policies and procedures	1.1 Explain how to plan the management of an early interventions caseload 1.2 Explain the information requirements of case summaries 1.3 Summarise policies and procedures relating to the management of case records 1.4 Apply indicators in own area of practice 1.5 Develop a plan to manage own caseload 1.6 Implement plan to manage cases 1.7 Demonstrate resilience in the management of cases 1.8 Prepare case summaries for supervision 1.9 Review and revise plans with line manager according to case priority 1.10 Maintain case records	LO1 will include: <ul style="list-style-type: none"> <li>identifying the early intervention strategy being implemented</li> <li>managing own time</li> <li>organisational skills</li> </ul> AC1.2 and AC1.8 should include: <ul style="list-style-type: none"> <li>any areas of concern</li> <li>progress</li> <li>what needs to happen next</li> </ul> In AC1.5, AC1.6 and AC1.9 plans should include specific, measurable, attainable, realistic and timely (SMART) outcomes.

<p>2. Be able to use assessments in early interventions in line with policies and procedures</p>	<p>2.1 Summarise the types of assessments used in own role with families and individuals at risk</p> <p>2.2 Analyse how assessments link to early interventions</p> <p>2.3 Explain the components of assessments</p> <p>2.4 Adapt the assessment process to accommodate family dynamics</p> <p>2.5 Carry out assessments in early interventions which reflect the views and experience of all members of the family</p> <p>2.6 Draw conclusions from assessments to determine appropriate interventions</p>	<p>AC2.1 relates to assessment such as:</p> <ul style="list-style-type: none"> <li>• Parenting</li> <li>• Families e.g. the use of genograms</li> <li>• Children</li> <li>• Neglect</li> <li>• Drugs</li> <li>• Alcohol</li> </ul> <p>Assessments should include those appropriate to the learner's own role used for individuals and families, as well as those for protecting the learner and the organisation.</p> <p>In AC2.3 the components of assessment are:</p> <ul style="list-style-type: none"> <li>• Information gathering</li> <li>• Analyse information</li> <li>• Action planning</li> <li>• Implementation</li> <li>• Review</li> </ul> <p>In AC2.4 family dynamics refer to the way that families communicate and exist together, and include:</p> <ul style="list-style-type: none"> <li>• The level of family coherence</li> <li>• Parenting</li> <li>• Relationships within the family</li> <li>• Relationships with extended family and non-related members</li> <li>• Family well being</li> <li>• Interaction between family members</li> </ul>
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<p>3. Be able to carry out risk assessments in line with policies and procedures</p>	<p>3.1 Critically compare the types of risk assessments used in early interventions</p> <p>3.2 Explain when a risk assessment should be carried out</p> <p>3.3 Carry out risk assessments</p> <p>3.4 Draw conclusions from risk assessments</p> <p>3.5 Implement actions resulting from risk assessments</p> <p>3.6 Record and report the risk assessment findings and actions</p>	
<p>4. Be able to work with different agencies and disciplines in early interventions</p>	<p>4.1 Explain the difference between multiagency and multidisciplinary working</p> <p>4.2 Explain the work of different agencies which support:</p> <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul> <p>4.3 Explain the benefits of working holistically with agencies and disciplines</p> <p>4.4 Analyse own role and responsibilities when working with different:</p> <ul style="list-style-type: none"> <li>• agencies</li> <li>• disciplines</li> </ul> <p>4.5 Explain the barriers to effective multiagency and multidisciplinary working</p> <p>4.6 Analyse the impact of ineffective multiagency or multidisciplinary working</p>	<p>In LO4, learners should know agencies / disciplines regulated by the Care Quality Commission (CQC) and the values known as the 6Cs (care, communication, compassion, courage, commitment and competence), underpinned by the Care Certificate.</p> <p>As part of this learning outcome, learners may wish to consider findings from serious case reviews.</p>



	4.7 Implement multiagency and multidisciplinary working	
5. Be able to make referrals in line with policies and procedures	5.1 Summarise the policies and procedures for making referrals to other agencies and disciplines 5.2 Implement referral procedures 5.3 Record and report referrals	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the skills required when managing an early interventions caseload.	
Mapping to National Occupational Standards	The learner's practice should reflect the underpinning values and principles from the Work with Parents National Occupational Standards, LLUK 2011	
Assessment guidance	This unit requires the workplace assessment of occupational competence.	

<b>Unit No</b>	4	
<b>Title</b>	Develop and Maintain Relationships with Families in Early Interventions Work	
<b>Level</b>	3	
<b>GLH</b>	20	
<b>Total Hours</b>	45	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to develop and maintain relationships with families	1.1 Define the meaning of ‘family’ 1.2 Evaluate the impact of whole family working 1.3 Analyse the role of effective interpersonal skills in developing relationships with families 1.4 Explain the benefits of developing and maintaining positive relationships with families 1.5 Explain the role of ground rules when working with families 1.6 Summarise ways the aims and outcomes of the relationship can be agreed 1.7 Summarise ways of maintaining contact with families 1.8 Explain when it is appropriate to signpost families to other services/agencies 1.9 Explain the role of the community in supporting families	LO1 should include a knowledge of strengths-based practice and solution-focused approaches. Early interventions is a consenting (i.e. non-statutory) service so individuals and/or families should be open to working with services.

2. Understand barriers to participation when working with families	<p>2.1 Explain barriers which may prevent families participating</p> <p>2.2 Evaluate strategies to support families in overcoming barriers to participation</p>	In LO2 barriers could include those that come from the learner, who should be aware of the characteristics protected by the Equality Act 2010, their own reaction to them and unconscious bias.
3. Understand how to manage conflict in early interventions work	<p>3.1 Summarise models of conflict management</p> <p>3.2 Analyse how models of conflict management could be applied in own practice</p> <p>3.3 Explain the skills required to manage conflict</p>	AC3.1 should include Thomas-Kilmann's conflict model.
4. Be able to develop and maintain positive relationships with families in early interventions work	<p>4.1 Explain how individuals' wishes are listened to, reviewed and implemented</p> <p>4.2 Apply effective communication skills when working with families</p> <p>4.3 Manage family dynamics to allow all members of the family to be heard</p> <p>4.4 Agree with families ground rules and boundaries of the relationship</p> <p>4.5 Agree aims and outcomes of the relationship with families</p> <p>4.6 Develop a plan recording individuals' wishes and views and actions to achieve the agreed aims and outcomes</p> <p>4.7 Maintain positive relationships with families</p> <p>4.8 Review progress with families</p> <p>4.9 Review and revise own practice in developing and maintaining relationships with families</p>	<p>In LO4 it is important that learners understand the needs of and are able to communicate effectively with children and young people, as well as adults.</p> <p>Learners will need to be able to engage and work with families to ensure successful relationships can be built and changes facilitated. This may require persistence with those who are reluctant to engage.</p> <p>AC4.1 could be evidenced through professional discussion and/or a reflective account.</p> <p>In AC4.2 learners should be able to demonstrate the use of strength-based communications and skills such as assertiveness, questioning, clarification, active listening and interview techniques.</p> <p>AC4.2, AC4.3, AC4.4 and AC4.5 may require the learner to have conversations with individual members of the family separately.</p>

<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge and to develop the skills required to build and maintain relationships with families in early interventions work.
Mapping to National Occupational Standards	The learner's practice should reflect the underpinning values and principles from the Work with Parents National Occupational Standards, LLUK 2011
Assessment guidance	This unit requires the workplace assessment of occupational competence.

<b>Unit No</b>	5	
<b>Title</b>	Professional Practice in Early Interventions	
<b>Level</b>	3	
<b>GLH</b>	18	
<b>Total Hours</b>	45	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand personal and professional development in early interventions work	<p>1.1 Summarise the types of activity that can be used to improve practice in early interventions work</p> <p>1.2 Explain what is meant by reflective practice</p> <p>1.3 Analyse the impact of reflective practice in early interventions work</p> <p>1.4 Explain the difference between supervision and appraisal</p> <p>1.5 Explain the benefits of</p> <ul style="list-style-type: none"> <li>• supervision</li> <li>• appraisal</li> </ul> <p>to own role</p> <p>1.6 Summarise evidence-based practice models used in early interventions</p>	<p>In AC1.1 examples of activities could include coaching, mentoring or work shadowing others and continuing professional development (CPD).</p> <p>In AC1.6 learners should be aware of the work of organisations such as the Early Intervention Foundation <a href="http://www.eif.org.uk">www.eif.org.uk</a>.</p>

<p>2. Understand professional boundaries</p>	<p>2.1 Interpret the values underpinning early interventions work</p> <p>2.2 Explain own duty of care when working with families</p> <p>2.3 Explain why professional boundaries are necessary</p> <p>2.4 Explain when to escalate issues to a senior colleague or manager</p> <p>2.5 Explain the role of professional boundaries in maintaining own:</p> <ul style="list-style-type: none"> <li>• personal safety</li> <li>• resilience and well-being</li> </ul> <p>2.6 Evaluate the consequences of not implementing professional boundaries</p>	<p>In LO2 learners should understand the importance of personal accountability.</p> <p>AC6.5 should include reference to mechanisms within the workplace for supporting resilience.</p>
<p>3. Understand equality, diversity and inclusion when working in early interventions</p>	<p>3.1 Explain how to adapt own behaviour to promote equality, diversity and inclusion when working with different families</p> <p>3.2 Evaluate factors to be taken into account when working with diverse individuals and families, with reference to own practice</p> <p>3.3 Analyse behaviours that do not promote equality, diversity and inclusion</p> <p>3.4 Summarise the requirements of equalities legislation</p>	<p>AC3.1 should include showing respect for different cultures, with reference to those in own local community.</p> <p>AC3.4 should include the Equalities Act 2010 and the protected characteristics.</p>
<p>4. Be able to promote equality, diversity and inclusion</p>	<p>4.1 Promote communication and behaviours that reinforce equality, diversity and inclusion through work with:</p> <ul style="list-style-type: none"> <li>• individuals and families</li> <li>• own organisation</li> </ul>	<p>LO4 will be achieved alongside all other work activities.</p>

	<ul style="list-style-type: none"> <li>• partner organisations</li> </ul>	
5. Be able to reflect on own practice in early interventions	<p>5.1 Apply reflective practice in an early interventions context</p> <p>5.2 Implement changes to improve own practice based on reflective practice</p>	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is provide learners with the knowledge of and the skills to implement professional practice in early interventions work. This will include understanding professional boundaries, personal and professional development and equality, diversity and inclusion.	
Mapping to National Occupational Standards	The learner's practice should reflect the underpinning values and principles from the Work with Parents National Occupational Standards, LLUK 2011	
Assessment guidance	LO4 and LO5 require evidence generated in the workplace.	

## Level 4 Professional Certificate in Early Interventions Work

<b>Unit No</b>	1	
<b>Title</b>	Understand Social Justice, Legislation and Policy in Early Interventions	
<b>Level</b>	4	
<b>GLH</b>	22	
<b>Total Hours</b>	45	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand social justice theory relating to early interventions	1.1 Explain social justice theories relevant to early interventions 1.2 Analyse how social justice theories relate to own area of practice 1.3 Evaluate the values which underpin social justice theories 1.4 Explain challenges to social justice in early interventions 1.5 Explain the duty of candour on: <ul style="list-style-type: none"> <li>• organisations</li> <li>• individuals</li> </ul>	In LO1 learners should understand the importance of personal accountability. AC1.5 The duty of candour is a legal duty on hospital, community and mental health trusts to inform and apologise to patients, family members and carers if there have been mistakes in their care that have led to significant harm. More information is available on the Care Quality Commission (CQC) website: <a href="http://www.cqc.org.uk/content/regulation-20-duty-candour">www.cqc.org.uk/content/regulation-20-duty-candour</a>
2. Understand equalities, respect and dignity in early interventions	2.1 Explain equalities requirements relating to area of own professional practice 2.2 Explain ethical dilemmas relating to equalities that may arise in own area of practice 2.3 Explain the reasons for respecting each person as an individual	In AC2.1 learners should reference the Equalities Act 2010. In AC2.5 there may be instances where families are unable to be involved in decision-making due to safety issues.



	<p>2.4 Summarise the principles of:</p> <ul style="list-style-type: none"> <li>• informed choice</li> <li>• voice and influence</li> <li>• dignity</li> </ul> <p>2.5 Explain the advantages of supporting families to contribute to decision-making affecting their lives</p>	
3. Understand whistle-blowing in the context of early interventions	<p>3.1 Summarise own organisation's policies and procedures on whistle-blowing</p> <p>3.2 Explain circumstances in which whistle-blowing may occur</p>	
4. Understand legislation and the regulatory environment relating to early interventions	<p>4.1 Summarise:</p> <ul style="list-style-type: none"> <li>• International</li> <li>• European</li> <li>• National</li> </ul> <p>legislation relating to early interventions practice</p> <p>4.2 Explain how the legislation relating to early interventions practice applies in own area of responsibility</p> <p>4.3 Explain ways to keep own knowledge of legislation current</p> <p>4.4 Analyse the role of regulatory and standard setting bodies in own area of responsibility</p>	

5. Understand policy and strategies relating to early intervention	<p>5.1 Explain the national policy context relating to early intervention</p> <p>5.2 Analyse the impact of local policy and strategies on own area of practice</p> <p>5.3 Explain ways to keep own knowledge of policy current</p>	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the knowledge and understanding of how social justice relates to early interventions work, the wider legal and regulatory context which impacts on their area of responsibility and how national policy translates into local strategies.	
Mapping to National Occupational Standards	N/A	
Assessment guidance	N/A	

<b>Unit No</b>	2	
<b>Title</b>	Understand Early Interventions Theory and Practice	
<b>Level</b>	4	
<b>GLH</b>	36	
<b>Total Hours</b>	70	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand person-centred and family-centred approaches in early intervention	<p>1.1 Define the meaning of 'family'</p> <p>1.2 Summarise family-centred theories</p> <p>1.3 Explain the:</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• organisational</li> <li>• professional</li> </ul> <p>requirements in relation to family-centred practice</p> <p>1.4 Summarise person-centred theories</p> <p>1.5 Explain the:</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• organisational</li> <li>• professional</li> </ul> <p>requirements in relation to person-centred practice</p> <p>1.6 Summarise factors in facilitating changes in families</p> <p>1.7 Explain the role of behaviour change in family-centred interventions</p> <p>1.8 Explain the role of the community in supporting:</p>	<p>In LO1 learners should know how the values known as the 6Cs (care, communication, compassion, courage, commitment and competence) link with person-centred and family-centred theories.</p> <p>Early interventions is a consenting service so families should be open to working with services.</p> <p>Approaches used should be solution-focused.</p> <p>In AC1.2 family-centred practice focuses on children's safety and needs within the context of their families and communities and builds on families' strengths to achieve optimal outcomes.</p> <p>In AC1.4 person-centred care is a way of thinking and doing things that sees the people using health and social services as equal partners in planning, developing and monitoring care to make sure it meets their needs. This means putting people and their families at the centre of decisions and seeing them as experts, working alongside professionals to get the best outcome.</p> <p>In AC1.6 learners should have an understanding of</p>

	<ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul>	change models.
2. Understand the use of coaching and mentoring with families	<p>2.1 Summarise the differences between coaching and mentoring</p> <p>2.2 Explain the benefits of using coaching and mentoring with families to facilitate change</p> <p>2.3 Explain the stages at which</p> <ul style="list-style-type: none"> <li>• coaching</li> <li>• mentoring</li> </ul> <p>would be used in relationships with families to facilitate change</p>	In LO2 it is important that learners understand the needs of and are able to work effectively with children and young people, as well as adults.
3. Understand the use of thresholds in early interventions	<p>3.1 Explain the thresholds used in early interventions</p> <p>3.2 Evaluate the impact of an early interventions case being placed on the incorrect threshold</p> <p>3.3 Explain actions to take if an early interventions case is found to be on the incorrect threshold</p>	
4. Understand how to manage conflict in early interventions work	<p>4.1 Critically compare models of conflict management</p> <p>4.2 Analyse the impact of different models of conflict management when applied in own practice</p> <p>4.3 Explain the skills required to manage conflict</p>	AC4.1 should include Thomas-Kilmann's conflict model.

<p>5. Understand risk assessment and management in complex early interventions cases</p>	<p>5.1 Summarise the criteria for multi-agency risk assessment responses in early interventions</p> <p>5.2 Critically compare the risk assessment tools used by partner agencies with those in own area of responsibility</p> <p>5.3 Explain use of a framework approach to managing risk</p> <p>5.4 Analyse the effectiveness of a framework approach to managing risk in safeguarding and protection work in own area of responsibility</p> <p>5.5 Explain measures to maintain own personal safety and resilience</p>	<p>In LO5 learners should recognise that the cases they are managing may be on the verge of social care and they therefore require an understanding of the social work processes within their area.</p>
<p>6. Understand how to manage an early interventions caseload</p>	<p>6.1 Explain how to prioritise a complex early interventions caseload</p> <p>6.2 Explain the recording and reporting requirements of early interventions cases</p> <p>6.3 Analyse techniques for reviewing the impact of interventions</p>	<p>In LO6 learners should have sound organisation skills and to be able to work to deadlines.</p>
<p>7. Understand professional development in early interventions</p>	<p>7.1 Explain the need to continually review knowledge and practice</p> <p>7.2 Critically compare evidence-based practice models used in early interventions</p> <p>7.3 Evaluate activities that can improve practice in early interventions work</p> <p>7.4 Explain how reflective practice can enhance professional development</p>	

<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to provide learners with the knowledge of the theory underpinning early interventions work and an understanding of issues in practice, including thresholds, managing conflict and the use of coaching and mentoring with families.
Mapping to National Occupational Standards	N/A
Assessment guidance	N/A

<b>Unit No</b>	3	
<b>Title</b>	Working in Early Interventions	
<b>Level</b>	4	
<b>GLH</b>	40	
<b>Total Hours</b>	80	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Be able to manage risk in own area of responsibility	1.1 Carry out risk assessments 1.2 Analyse results of risk assessments 1.3 Determine actions to be taken as a result of risk assessments 1.4 Demonstrate use of a framework approach to managing risk in safeguarding and protection work 1.5 Implement risk assessment guidance and requirements of: <ul style="list-style-type: none"> <li>• own organisation</li> <li>• local Safeguarding Boards</li> </ul> 1.6 Demonstrate the use of risk management procedures to self, individuals and own organisation 1.7 Produce risk management reports	AC1.6 includes maintaining own resilience.

<p>2. Be able to manage an early interventions caseload in line with policies and procedures</p>	<p>2.1 Develop a plan to prioritise and manage own caseload</p> <p>2.2 Implement plan to manage own caseload</p> <p>2.3 Apply early interventions strategies when working with families</p> <p>2.4 Apply indicators in own area of practice</p> <p>2.5 Demonstrate the use of family-centred and person-centred approaches in own practice</p> <p>2.6 Demonstrate the use of coaching and mentoring to facilitate change when working with families</p> <p>2.7 Facilitate links between individuals, families and the local community</p> <p>2.8 Maintain records of early intervention cases</p> <p>2.9 Produce reports for different audiences</p> <p>2.10 Evaluate the impact of interventions</p> <p>2.11 Review and revise own practice in early interventions</p>	<p>To evidence LO2 cases should be of a complex nature and allow learners to demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>• encourage those who are reluctant to engage</li> <li>• manage challenging conversations</li> </ul> <p>In AC2.3 the most appropriate strategy should be identified for each family.</p> <p>In AC2.5 and AC2.6 learners will need to be able to engage and work with families to ensure successful relationships can be built and changes facilitated.</p> <p>In AC2.7 connecting individuals and families with the local offer aims to help them to participate positively in their communities.</p> <p>In AC2.8 records should be maintained with the appropriate levels of confidentiality.</p> <p>AC2.9 could include the use of existing tools, such as decision trees, signs of safety, or the organisation's agreed reporting systems. Learners must be able to use appropriate report writing skills to meet the needs of the audience, for example, families, courts and managers.</p>
<p>3. Be able to promote equality rights, diversity and inclusion in own practice in early interventions</p>	<p>3.1 Summarise equalities and inclusion requirements relating to person-centred and family-centred practice</p> <p>3.2 Explain factors to be taken into account when working with diverse individuals and families, with reference to own practice</p> <p>3.3 Explain approaches to dealing with equality and diversity issues</p>	<p>LO3 will be achieved alongside all other work activities.</p>



	3.4 Promote equality rights and diversity in own practice in early interventions 3.5 Demonstrate inclusive communication and behaviour	
4. Be able to plan, implement and review own professional development	4.1 Assess potential opportunities for professional development 4.2 Assess potential barriers to professional development 4.3 Identify own learning needs in relation to areas of accountability 4.4 Produce a plan for own professional development 4.5 Implement own professional development plan 4.6 Apply reflective practice in an early interventions context 4.7 Implement changes to improve own practice based on reflective practice 4.8 Review the effectiveness of own professional development	AC4.3 could include managing self and own resilience.
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the knowledge and skills to manage complex early interventions cases. Learners will require significant experience of early interventions work and need access to complex cases to be able to evidence achievement of the learning outcomes.	
Mapping to National Occupational Standards	The learner's practice should reflect the underpinning values and principles from the Work with Parents National Occupational Standards, LLUK 2011	
Assessment guidance	This unit requires the workplace assessment of occupational competence.	

<b>Unit No</b>	4	
<b>Title</b>	Partnership Working in Early Interventions	
<b>Level</b>	4	
<b>GLH</b>	18	
<b>Total Hours</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand the principles and benefits of partnership working	1.1 Explain the principles of partnership working 1.2 Explain the benefits of partnership working for: <ul style="list-style-type: none"> <li>• adults</li> <li>• families</li> <li>• children and young people</li> </ul>	In this context, 'partners' include agencies, disciplines and relevant stakeholders.
2. Understand working with partners in early interventions	2.1 Summarise the role of partners involved in early interventions work 2.2 Critically compare different partners' ways of working 2.3 Analyse the impact of stakeholder influences 2.4 Explain the interactions between own and partner organisations in own area of responsibility 2.5 Analyse the tensions which may arise between partners	In AC2.1 'partners' will include agencies, disciplines and relevant stakeholders. AC2.5 may include learning from publicised past issues in authorities or the sector.

3. Understand communication in partnership working	<p>3.1 Explain the role of communication between partners</p> <p>3.2 Explain barriers to communication in partnership working</p> <p>3.3 Analyse ways to overcome barriers to communication in partnership working</p>	
4. Understand own role and responsibilities in partnership working	<p>4.1 Analyse own role and responsibilities within partnership teams</p> <p>4.2 Evaluate how different partners complement own role</p> <p>4.3 Explain ways own role can support partnership working</p> <p>4.4 Explain methods used to gain support for proposed actions from partners</p>	<p>In AC4.1 partnership teams will include multiagency teams.</p> <p>AC4.4 will also include stakeholder support.</p>
5. Be able to work in partnership in early interventions	<p>5.1 Explain own contribution to multiagency plans to manage early interventions cases</p> <p>5.2 Work with partners when managing early interventions cases</p> <p>5.3 Facilitate exchange of information between partners</p>	
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to provide learners with the underpinning knowledge and to develop the skills required to work with the required partners in early interventions work. In this context, 'partners' includes agencies, disciplines and relevant stakeholders.	
Mapping to National Occupational Standards	The learner's practice should reflect the underpinning values and principles from the Work with Parents National Occupational Standards, LLUK 2011	
Assessment guidance	LO5 requires evidence generated in the workplace.	

## 6 Qualification Credit Values

Since the withdrawal of the QCF in September 2015 and the introduction of the Regulated Qualifications Framework (RQF) the use of credit values is optional.

Qualification size now has to be determined in terms of Total Qualification Time (TQT), expressed in hours, and Guided Learning hours (GL). This information is provided in Section 2.4 of the handbook.

However, the qualifications have also been allocated total credit values and these are provided below:

Qualification Number	Title	Total Hours	Credit Value
603/1055/8	Level 2 Certificate in Understanding Early Interventions Work	140	14
603/1057/1	Level 3 Professional Certificate in Early Interventions Work	260	26
603/1058/3	Level 4 Professional Certificate in Early Interventions Work	235	23

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