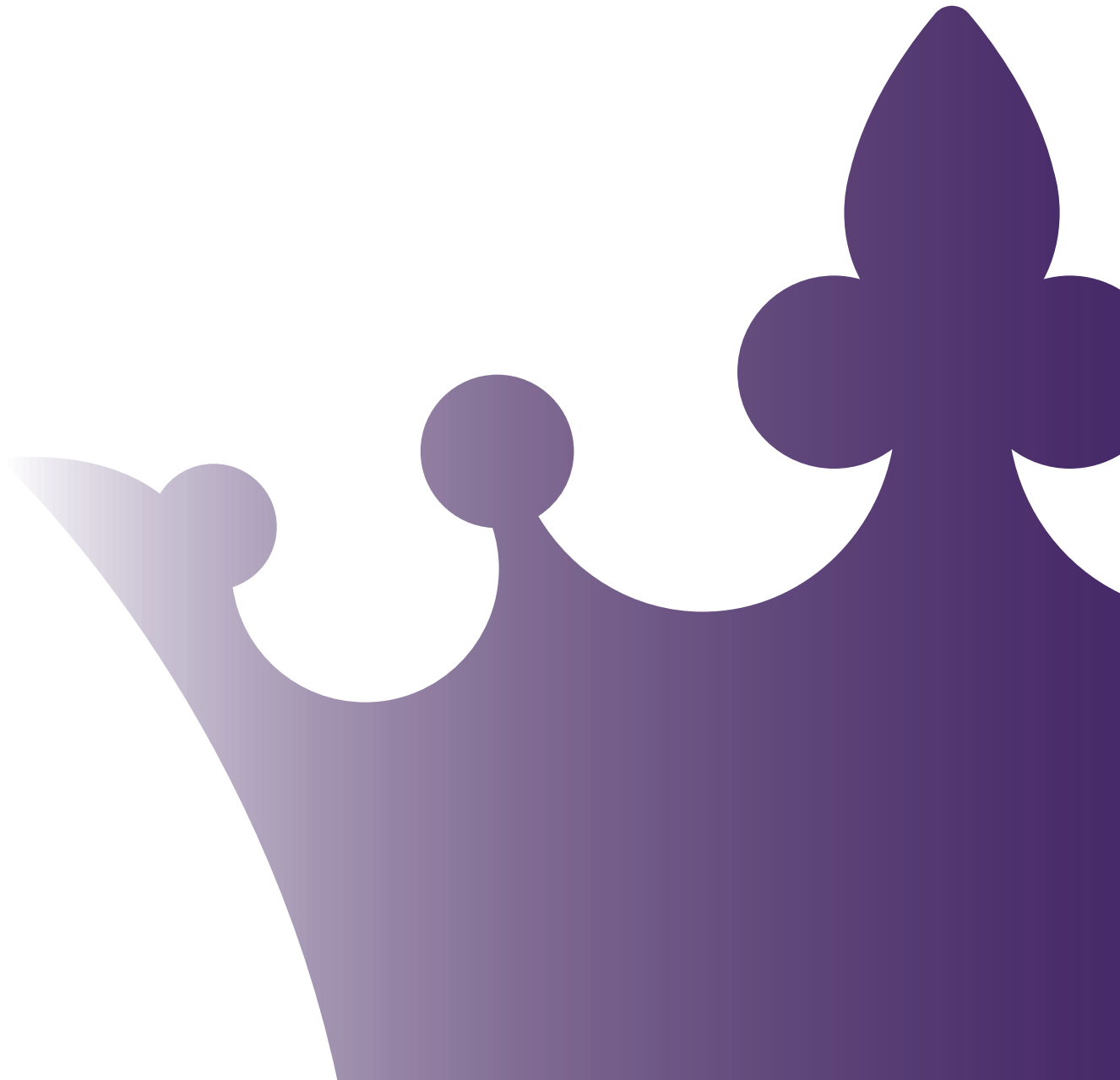




Qualification Handbook

Early Intervention and Family Support Supervision



Qualifications Handbook

SFJ Awards Level 5 Diploma in Early Intervention and Family Support

Qualification Number: 601/4491/9

SFJ Awards Level 6 Diploma in Early Intervention and Family Support Supervision

Qualification Number: 601/4504/3

Version	Date of issue	Amendment(s)	Page
V3	18.08.17	Add Section 2.5 Total Qualification Time (TQT)	8
		Update Section 2.12 Use of Languages	10
		Update Section 3 Centre Requirements	11
		Update Section 4 Assessment (no change to requirements)	12-21
V2	30.10.15	Update SFJ Awards contact details	4
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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice 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 both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the 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 Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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 on SFJ Awards website giving 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

Website: www.sfjawards.com

2 The Qualifications

2.1 Background to Qualifications in Early Intervention and Family Support

The SFJ Awards qualifications in Early Intervention and Family Support aim to equip practitioners with the knowledge and skills to apply social justice principles to their own practice and to be able to work with practitioners across different agencies and disciplines in the field of Early Intervention and Family Support.

‘Social Justice is about making society function better – providing the support and tools to help turn lives around.’

Social Justice: transforming lives, DWP March 2012

Early intervention, also known as ‘Early Help’, is about ‘addressing the root causes of social disadvantage, ensuring that everyone is able to realise their full potential by developing the range of skills we all need to thrive. It is about getting extra, effective and timely interventions to all babies, children and young people and adults who need them, allowing them to flourish and preventing harmful and costly long-term consequences.’

Early Intervention Foundation www.eif.org.uk

2.2 Overall Objectives for the Qualifications

This handbook relates to the following qualifications:

- ❖ SFJ Awards Level 5 Diploma in Early Intervention and Family Support
- ❖ SFJ Awards Level 6 Diploma in Early Intervention and Family Support Supervision

The purpose of the Diplomas in Early Intervention and Family Support is to develop the knowledge, understanding and skills of those whose role involves them coming into contact with individuals and families who may benefit from Early Intervention and Family Support. Practitioners who may benefit from these qualifications could include, but is not limited to: health visitor, family support worker, early years’ teacher, youth worker, probation and police officers and social workers.

The qualifications aim to provide a common standard in Early Intervention across different sectors, which will facilitate multiagency and multidisciplinary working. They are relevant to a wide range of settings/sectors, for example:

- Health and social care
- Police
- Fire and Rescue
- Early years such as playgroups, schools and children’s centres

- Criminal justice
- Older people's services
- Charities/organisations which deal with vulnerable children, young people and adults

2.3 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.4 Units and Rules of Combination

2.4.1 Level 5 Diploma in Early Intervention and Family Support

This qualification will equip learners with the knowledge, skills and competence necessary to work as an Early Intervention practitioner and aims to provide learners with an understanding of:

- other professionals'/practitioners' roles in the context of Early Intervention and Family Support
- how professionals/practitioners can complement each other's roles in Early Intervention and Family Support
- the differences between multiagency and multidisciplinary working
- Early Intervention indicators used in different professions
- the boundaries of their own role

Structure: 7 mandatory units
 Number of credits: 53

To achieve the Level 5 Diploma in Early Intervention and Family Support learners must complete the seven mandatory units listed below. The unit content is available in Section 5.

Unit Reference	Unit Title	Level	Credit Value	GLH
T/506/6810	Applying Social Justice values, attitudes and behaviours to Early Intervention and Family Support	5	11	61
F/506/6695	Assessing and managing risk in Early Intervention and Family Support	5	6	27
K/506/6819	Family-centred and person-centred approaches in Early Intervention and Family Support	5	7	34
Y/506/6816	Legislation, policy and indicators in Early Intervention and Family Support	5	7	34

Unit Reference	Unit Title	Level	Credit Value	GLH
A/506/6694	Multiagency working in Early Intervention and Family Support	5	8	41
T/506/6693	Multidisciplinary working in Early Intervention and Family Support	5	7	34
M/506/6692	Professional development in Early Intervention and Family Support	5	7	34

2.4.2 Level 6 Diploma in Early Intervention and Family Support Supervision

The Level 6 Diploma in Early Intervention and Family Support Supervision is aimed at practitioners who lead services involved in Early Intervention and Family Support, are responsible for the supervision of staff and casework and develop and implement strategy for this area.

Structure: 8 mandatory units
Number of credits: 51

To achieve the Level 6 Diploma in Early Intervention and Family Support Supervision learners must complete the eight mandatory units listed below. The unit content is available in Section 5.

Unit Number	Unit Title	Level	Credit Value	GLH
T/506/6838	Applying Social Justice values, attitudes and behaviours to Early Intervention and Family Support supervision	6	9	38
D/506/6851	Applying supervision practices in Early Intervention and Family Support	6	8	32
K/506/6691	Developing and implementing an Early Intervention and Family Support strategy	6	6	25
H/506/6852	Developing and promoting the vision in Early Intervention and Family Support	6	3	13
Y/506/6850	Leading Early Intervention and Family Support services	6	8	32

Unit Number	Unit Title	Level	Credit Value	GLH
H/506/6690	Professional practice in Early Intervention and Family Support supervision	6	8	32
Y/506/6685	Service improvement in Early Intervention and Family Support	6	3	13
H/506/6687	Working with others in Early Intervention and Family Support	6	6	25

2.5 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (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.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge.

It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 5 Diploma in Early Intervention and Family Support	530	265
SFJ Awards Level 6 Diploma in Early Intervention and Family Support Supervision	510	210

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

2.6 Age Restriction

The SFJ Awards Level 5 Diploma in Early Intervention and Family Support is available to learners aged **18+ years**.

The SFJ Awards Level 6 Diploma in Early Intervention and Family Support Supervision is available to learners aged **19+ years**.

2.7 Opportunities for Progression

These qualifications create a number of opportunities for progression to postgraduate qualifications in social care and roles which involve working with children and families.

2.8 Exemption

No exemptions have been identified.

2.9 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.10 Recognition of Prior Learning (RPL)

Learners who achieve the SFJ Awards Level 5 Award in Applying Social Justice Values, Attitudes and Behaviours to Professional Practice are able to claim Recognition of Prior Learning (RPL) against unit Applying Social Justice Values, Attitudes and Behaviours to Early Intervention and Family Support in the Level 5 Diploma in Early Intervention and Family Support and would therefore not have to repeat the learning.

Learners who achieve the Level 5 Diploma in Early Intervention and Family Support would be able to use this as RPL towards the SFJ Awards Level 5 Award in Applying Social Justice Values, Attitudes and Behaviours to Professional Practice, but would need to evidence the additional learning outcome and assessment criteria.

2.11 Unit Components

The units included in the qualifications are made up of the following main components:

- Unit title – providing a clear indication of the content of the unit
- Unit level – indicating the level of the unit in relation to level descriptors
- Learning outcomes - setting out what a learner is expected to know, understand or be able to do as the result of a process of learning
- Assessment criteria - specifying the standard a learner is expected to meet to demonstrate that the learning outcomes have been achieved

- Credit value - specifying the number of credits that will be awarded to a learner who has achieved the learning outcomes
- Guided Learning Hours (GLH) - define the number of hours where the learner is given specific input, usually by a tutor, in order to achieve the learning outcomes

2.12 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

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 qualification 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 or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

SFJ Awards Level 5 Diploma in Early Intervention and Family Support SFJ Awards Level 6 Diploma in Early Intervention and Family Support Supervision

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

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

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 achievement² 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 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.

² National Occupational Standards for Learning and Development, LLUK 2010

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 assessment³ 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.

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:

³ National Occupational Standards for Learning and Development, LLUK 2010

- 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.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

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 Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

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 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

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.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- 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.

⁵ 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

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 and Understanding

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.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) 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, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

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)'.⁶

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, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

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
- Marriage and civil partnerships
- Pregnancy and maternity

⁶ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

- 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, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

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

5.1 Level 5 Diploma in Early Intervention and Family Support

Unit 01: Applying social justice values, attitudes and behaviours to Early Intervention and Family Support

The aim of this unit is to assess the learner's knowledge and understanding of, and ability to, embed the values, attitudes, behaviours required for a whole systems approach to social justice in Early Intervention and Family Support.

URN	T/506/6810	
Title	Applying social justice values, attitudes and behaviours to Early Intervention and Family Support	
Level	5	
Credit Value	11	
GLH	61	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand social justice theory and practice in Early Intervention and Family Support	1.1 Explain social justice theories relevant to Early Intervention and Family Support	1.2 Analyse: <ul style="list-style-type: none"> • barriers • challenges to social justice in Early Intervention and Family Support
	1.3 Explain the duty of candour on: <ul style="list-style-type: none"> • organisations • individuals 	1.4 Summarise models of practice that support social justice
2. Understand own responsibilities relating to equalities	2.1 Summarise equalities requirements relating to area of own professional practice	2.2 Evaluate impact of own values on practice
	2.3 Explain ethical dilemmas relating to equalities that may arise in own area of practice	2.4 Diagnose solutions to equalities challenges in own area of practice

<p>3. Understand respect and dignity in the context of social justice in Early Intervention and Family Support</p>	<p>3.1 Explain the reasons for respecting each person as an individual</p> <p>3.2 Explain the principles of:</p> <ul style="list-style-type: none"> • informed choice • voice and influence • dignity <p>3.3 Explain how informed choice may be affected by:</p> <ul style="list-style-type: none"> • individual capacity • safeguarding <p>3.4 Justify the value of independence and quality of life, balanced with the need for safety, for:</p> <ul style="list-style-type: none"> • individuals • families <p>3.5 Justify the need for privacy, where not in conflict with safeguarding requirements, for:</p> <ul style="list-style-type: none"> • individuals • families • groups • communities
<p>4. Understand decision-making with individuals, families, groups and communities in the context of Early Intervention and Family Support</p>	<p>4.1 Explain the advantages of supporting:</p> <ul style="list-style-type: none"> • individuals • families • groups • communities <p>to contribute to decision-making affecting their lives, where safety permits</p> <p>4.2 Explain why it is necessary to draw on the expertise and experience of:</p> <ul style="list-style-type: none"> • individuals • families • groups • communities <p>in the decision-making process</p>

<p>5. Understand how to challenge attitudes and behaviours which do not reflect social justice</p>	<p>5.1 Explain how to challenge discrimination in:</p> <ul style="list-style-type: none"> • policy • practice <p>5.2 Explain how to challenge exclusion in:</p> <ul style="list-style-type: none"> • policy • practice <p>5.3 Explain, with reference to own practice, how to support others to challenge:</p> <ul style="list-style-type: none"> • discrimination • exclusion • inequalities
<p>6. Understand whistle-blowing in the context of own professional practice</p>	<p>6.1 Summarise own organisation's policies and procedures on whistle-blowing</p> <p>6.2 Explain circumstances in which whistle-blowing may occur</p>
<p>7. Be able to integrate social justice values, attitudes and behaviours in Early Intervention and Family Support</p>	<p>7.1 Apply social justice theory through policy development</p> <p>7.2 Apply models of practice that are underpinned by social justice in own area of responsibility</p> <p>7.3 Diagnose conflicts between principles of social justice values, attitudes and behaviour and their integration into practice</p> <p>7.4 Implement a strategy to deal with deal with conflicts between principles of social justice values, attitudes and behaviour and their integration into practice</p> <p>7.5 Explain sources of help and advice when experiencing challenges in integrating social justice values, attitudes and behaviour into own practice</p>
<p>8. Be able to promote social justice in Early Intervention and Family Support</p>	<p>8.1 Promote social justice through:</p> <ul style="list-style-type: none"> • multidisciplinary working • multiagency working <p>8.2 Communicate to multiagency working groups:</p> <ul style="list-style-type: none"> • the benefits of implementing models of practice incorporating social justice • the implications of social justice not being integral to policies, procedures and service delivery

<p>9. Be able to contribute to the development of systems, policies and processes that support social justice</p>	<p>9.1 Evaluate the effectiveness of:</p> <ul style="list-style-type: none"> • systems • policies • processes <p>in supporting social justice in own area of responsibility</p> <p>9.2 Make recommendations to improve the effectiveness of:</p> <ul style="list-style-type: none"> • systems • policies • processes <p>in embedding social justice in own area of responsibility</p>
<p>10. Be able to resolve disagreements in Early Intervention and Family Support situations in own area of practice</p>	<p>10.1 Summarise:</p> <ul style="list-style-type: none"> • policies • procedures • practices <p>for resolution of disagreements</p> <p>10.2 Resolve disagreements in Early Intervention and Family Support</p>

Unit 02: Assessing and managing risk in Early Intervention and Family Support

The aim of this unit is to develop the learner's understanding, knowledge, and practice relating to risk assessment and risk management, including the risks posed to service users, themselves and own organisation.

URN	F/506/6695
Title	Assessing and managing risk in Early Intervention and Family Support
Level	5
Credit Value	6
GLH	27
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand risk assessment in Early Intervention and Family Support	<p>1.1 Define the criteria for multi-agency risk assessment responses in:</p> <ul style="list-style-type: none"> • Early Intervention • Family Support • child protection • adult protection • community protection <p>1.2 Summarise risk assessment tools used by partner disciplines and agencies</p> <p>1.3 Critically compare risk assessment tools used by partner disciplines and agencies with those in own area of responsibility</p> <p>1.4 Critically compare risk assessments, in terms of:</p> <ul style="list-style-type: none"> • compliance with requirements • effectiveness in managing risk <p>1.5 Draw conclusions from a risk assessment relating to the situation of:</p> <ul style="list-style-type: none"> • an individual • a family

<p>2. Understand risk management in Early Intervention and Family Support</p>	<p>2.1 Explain use of a framework approach to managing risk</p> <p>2.2 Evaluate the effectiveness of a framework approach to managing risk in safeguarding and protection work in own area of responsibility</p> <p>2.3 Critically compare the effectiveness of a framework approach to managing risk in safeguarding and protection work in:</p> <ul style="list-style-type: none"> • multiagency working • multidisciplinary working <p>2.4 Analyse conflicting risk management positions in complex:</p> <ul style="list-style-type: none"> • child protection cases • adult protection cases
<p>3. Be able to manage risk in safeguarding and protection work in own area of responsibility</p>	<p>3.1 Demonstrate use of a framework approach to managing risk in safeguarding and protection work</p> <p>3.2 Implement risk assessment guidance and requirements of:</p> <ul style="list-style-type: none"> • own organisation • local Safeguarding Boards <p>3.3 Interpret evidence to inform risk management knowledge and practice, including the findings of Serious Case Reviews</p> <p>3.4 Produce risk management reports for different audiences</p>
<p>4. Be able to manage risk to self and own organisation</p>	<p>4.1 Summarise risk mitigation:</p> <ul style="list-style-type: none"> • policies • procedures • requirements <p>relating to self and own organisation</p> <p>4.2 Demonstrate the use of risk management procedures to:</p> <ul style="list-style-type: none"> • self • own organisation

Unit 03: Family-centred and person-centred approaches in Early Intervention and Family Support

The aim of this unit is to develop the learner’s knowledge, understanding and skills in working in family-centred and person-centred approaches in the field of Early Intervention and Family Support. The learner will be expected to explore how advice and support to families is deployed in order to identify and understand barriers to children and young people, adults, older people and families. They will establish service users’ requirements in their area of responsibility and explore participation/contribution methods to help them to achieve their full potential.

URN	K/506/6819	
Title	Family-centred and person-centred approaches in Early Intervention and Family Support	
Level	5	
Credit Value	7	
GLH	34	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand person-centred and family-centred approaches in Early Intervention and Family Support	1.1 Define the meaning of ‘family’ 1.2 Critically compare person-centred theories 1.3 Critically compare family-centred theories 1.4 Explain the: <ul style="list-style-type: none"> • legal • organisational • professional requirements in relation to person-centred practice 1.5 Explain the: <ul style="list-style-type: none"> • legal • organisational • professional requirements in relation to family-centred practice 1.6 Critically compare person-centred and family-centred practices 1.7 Summarise methods of continuous voice and influence improvement in Early Intervention and Family Support practice	

<p>2. Understand the values, behaviours and practices underpinning person-centred and family-centred practice</p>	<p>2.1 Interpret the values underpinning:</p> <ul style="list-style-type: none"> • person-centred practice • family-centred practice <p>2.2 Analyse factors in facilitating changes in families</p> <p>2.3 Explain the role of behaviour change in family-centred interventions</p> <p>2.4 Explain the impact of over-reliance on behaviour change</p> <p>2.5 Critically compare person-centred and family-centred practice across sectors relating to own area of work</p> <p>2.6 Critically compare person-centred and family-centred practice across disciplines relating to own area of work</p>
<p>3. Be able to review and revise person-centred and family-centred practice in Early Intervention and Family Support</p>	<p>3.1 Critically compare the person-centred and family-centred practices used in:</p> <ul style="list-style-type: none"> • Common Framework Assessments • Family Common Assessments • Other forms of assessment relevant to the job role <p>3.2 Evaluate instances of poor practice</p> <p>3.3 Follow professional, organisational and legal procedures to address poor practice</p> <p>3.4 Draw conclusions on own practice from feedback received</p> <p>3.5 Maintain records in own areas of responsibility in line with good practice</p>
<p>4. Be able to use a family-centred approach in Early Intervention and Family Support based on experience and outcomes of evidence-based research</p>	<p>4.1 Clarify issues to be addressed through the intervention</p> <p>4.2 Justify the proposed behaviour change methods and actions to address issues, with reference to own experience</p> <p>4.3 Explain methods used to gain support for the proposed actions from stakeholders</p> <p>4.4 Demonstrate the use of family-centred approaches in own practice</p> <p>4.5 Review and revise the approaches being used in the intervention and support, with reference to outcomes of evidence-based research</p> <p>4.6 Evaluate the use of different interventions to promote change</p>
<p>5. Be able to implement equality rights and diversity in person-centred and</p>	<p>5.1 Summarise equalities and diversity requirements relating to person-centred and</p>

family-centred practice	family-centred practice 5.2 Explain factors to be taken into account when working with diverse individuals and families, with reference to own practice 5.3 Analyse power relationships in: <ul style="list-style-type: none">• person-centred practice• family-centred practice 5.4 Diagnose equalities and diversity challenges 5.5 Implement solutions to equalities and diversity challenges
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Unit 04: Legislation, policy and indicators in Early Intervention and Family Support

The aim of this unit is to assess the learner's understanding of legislation, policy and indicators in early intervention and family support in his/her own area of practice and in related disciplines and/or agencies. The learner will be expected to critically and reflectively analyse policy and legal issues and be able to apply changes to own area of practice.

URN	Y/506/6816
Title	Legislation, policy and indicators in Early Intervention and Family Support
Level	5
Credit Value	7
GLH	34
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand legislation and the regulatory environment relating to Early Intervention and Family Support	1.1 Explain: <ul style="list-style-type: none"> • International • European • National legislation relating to Early Intervention and Family Support 1.2 Analyse how the identified legislation applies in own area of responsibility 1.3 Explain ways to keep own knowledge of legislation current 1.4 Summarise the role of regulatory and standard setting bodies in own area of responsibility 1.5 Analyse the implications of changes in legislation and the regulatory environment to own area of responsibility
2. Understand policy and strategies relating to Early Intervention and Family Support	2.1 Explain the national policy context relating to Early Intervention and Family Support 2.2 Evaluate the impact of local policy and strategies on own area of practice 2.3 Explain ways to keep own knowledge of policy current 2.4 Analyse the effectiveness of links between multiagency policies and strategies

<p>3. Understand indicators in Early Intervention and Family Support</p>	<p>3.1 Explain the:</p> <ul style="list-style-type: none"> • indicators • levels of interventions used in own area of practice <p>3.2 Explain links between indicators and safeguarding of:</p> <ul style="list-style-type: none"> • adults • children <p>in the context of Early Intervention and Family Support</p> <p>3.3 Analyse procedural frameworks for categorising Early Intervention and Family Support</p> <p>3.4 Explain ways to keep own knowledge of indicators current</p>
<p>4. Understand legislation, regulatory bodies, policy and indicators for other professionals involved in multiagency and multidisciplinary working in Early Intervention and Family Support</p>	<p>4.1 Summarise:</p> <ul style="list-style-type: none"> • International • European • National <p>legislation relating to other professionals involved in multiagency and multidisciplinary working</p> <p>4.2 Summarise the role of regulatory and standard setting bodies for other professionals involved in multiagency and multidisciplinary working</p> <p>4.3 Explain the national policy context relating to other professionals involved in multiagency and multidisciplinary working</p> <p>4.4 Explain the:</p> <ul style="list-style-type: none"> • indicators • levels of interventions used by other professionals involved in multiagency and multidisciplinary working
<p>5. Understand the values that underpin and inform legislation, policy and indicators in Early Intervention and Family Support</p>	<p>5.1 Interpret the values that underpin and inform:</p> <ul style="list-style-type: none"> • legislation • policy • indicators <p>in Early Intervention and Family Support</p> <p>5.2 Evaluate changes in values that impact on:</p> <ul style="list-style-type: none"> • legislation • policy • indicators <p>in Early Intervention and Family Support</p>

6. Be able to apply legislation, policies and indicators to own practice in Early Intervention and Family Support	6.1 Apply changes in legislation and regulations to own practice 6.2 Implement national and local policies as appropriate to own area of practice 6.3 Demonstrate use of indicators in own practice
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Unit 05: Multiagency working in Early Intervention and Family Support

The aim of this unit is to assess the learner's knowledge, understanding and skills required for multiagency working in Early Intervention and Family Support. The learner will explore the nature of multiagency working - different services, agencies, teams of professionals and other practitioners working together to provide services that fully meet the needs of service users. The learner will be expected to demonstrate that they understand the issues involved in partnership working between agencies and can take steps to improve their own work with partner agencies, including managing a case load.

URN	A/506/6694	
Title	Multiagency working in Early Intervention and Family Support	
Level	5	
Credit Value	8	
GLH	41	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles and values of multiagency working in Early Intervention and Family Support	1.1 Explain the principles of multiagency working 1.2 Interpret the values that underpin multiagency working 1.3 Explain how multiagency working in Early Intervention and Family Support working can promote positive outcomes for: <ul style="list-style-type: none"> • individuals • families • groups • communities 	
2. Understand own role and responsibilities in multiagency working in Early Intervention and Family Support	2.1 Evaluate own: <ul style="list-style-type: none"> • role • responsibilities in multiagency working 2.2 Explain ways own role can support multiagency working	

<p>3. Understand theories, practices and protocols of professionals in other agencies in relation to own role in Early Intervention and Family Support</p>	<p>3.1 Explain the:</p> <ul style="list-style-type: none"> • roles • responsibilities <p>of different agencies</p> <p>3.2 Critically compare the:</p> <ul style="list-style-type: none"> • theories • practices • protocols <p>of different agencies working in Early Intervention and Family Support</p> <p>3.3 Analyse how different agencies complement own role</p>
<p>4. Be able to review multiagency working in Early Intervention and Family Support</p>	<p>4.1 Analyse the challenges and complexities that result from multiagency working</p> <p>4.2 Explain tensions between different agencies</p> <p>4.3 Diagnose solutions to challenges that result from multiagency working</p> <p>4.4 Assess the role of communication in multiagency working</p> <p>4.5 Explain the benefits of multiagency working with reference to own area of responsibility</p>
<p>5. Be able to develop partnership working in Early Intervention and Family Support</p>	<p>5.1 Critically compare the effectiveness of:</p> <ul style="list-style-type: none"> • protocols • multiagency systems <p>in partnership working in Early Intervention and Family Support</p> <p>5.2 Develop a plan to improve multiagency systems for partnership working</p> <p>5.3 Implement the plan to improve multiagency systems for partnership working</p> <p>5.4 Evaluate the effectiveness of the plan</p>

<p>6. Be able to manage an Early Intervention and Family Support caseload</p>	<p>6.1 Work with multiagency partners to manage an Early Intervention and Family Support caseload</p> <p>6.2 Facilitate exchange of information in multiagency teams</p> <p>6.3 Explain own contribution to the development of Early Intervention plans to manage cases in accordance with multiagency service teams' systems</p> <p>6.4 Implement plans to manage casework</p> <p>6.5 Review and revise plans to manage casework</p> <p>6.6 Produce case reports according to policies and procedures</p> <p>6.7 Maintain case records according to policies and procedures</p>
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Unit 06: Multidisciplinary working in Early Intervention and Family Support

The aim of this unit is to assess the learner's knowledge, understanding and skills required for multidisciplinary working in Early Intervention and Family Support. It also covers issues around information sharing and management. The learner will be able to define the roles and boundaries of members of a multi-disciplinary team. This will include how evolving roles and boundaries can cause confusion and consequently affect how professionals work together, highlighting the need for clarity on the learner's own role and those of other team members.

URN	T/506/6693	
Title	Multidisciplinary working in Early Intervention and Family Support	
Level	5	
Credit Value	7	
GLH	34	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles and values of multidisciplinary working in Early Intervention and Family Support	1.1	Explain the principles of multidisciplinary working
	1.2	Interpret the values that underpin multidisciplinary working
	1.3	Explain how multidisciplinary working in Early Intervention and Family Support can promote positive outcomes for: <ul style="list-style-type: none"> • individuals • families • groups • communities
2. Understand own role and responsibilities in multidisciplinary working in Early Intervention and Family Support	2.1	Evaluate own: <ul style="list-style-type: none"> • role • responsibilities in multidisciplinary working
	2.2	Explain ways own role can support multidisciplinary working

<p>3. Understand theories, practices and protocols of other disciplines in relation to own role in Early Intervention and Family Support</p>	<p>3.1 Explain the roles and responsibilities of:</p> <ul style="list-style-type: none"> • disciplinary groups • individual disciplines <p>3.2 Critically compare the:</p> <ul style="list-style-type: none"> • theories • practices • protocols <p>of different disciplines working in Early Intervention and Family Support</p> <p>3.3 Analyse how different disciplines complement own role</p>
<p>4. Be able to review multidisciplinary working in Early Intervention and Family Support</p>	<p>4.1 Analyse the challenges and complexities that result from multidisciplinary working</p> <p>4.2 Explain tensions between different disciplines</p> <p>4.3 Diagnose solutions to challenges that result from multidisciplinary working</p> <p>4.4 Assess the role of communication in multidisciplinary working</p> <p>4.5 Explain the benefits of multidisciplinary working with reference to own area of responsibility</p>
<p>5. Be able to use information sharing systems for multidisciplinary working in Early Intervention and Family Support</p>	<p>5.1 Explain confidentiality in own area of responsibility</p> <p>5.2 Evaluate the implications for information sharing for own area of responsibility in multidisciplinary working</p> <p>5.3 Critically compare the information sharing requirements for:</p> <ul style="list-style-type: none"> • different disciplines • multidisciplinary teams <p>5.4 Analyse information sharing agreements within individual disciplines</p> <p>5.5 Analyse information sharing agreements between different disciplines</p> <p>5.6 Summarise Data Protection requirements relating to own role and service area</p> <p>5.7 Demonstrate the use of information management systems in Early Intervention and Family Support</p>

Unit 07: Professional Development in Early Intervention and Family Support

The aim of this unit is to develop the learner's knowledge, understanding and skills required to carry out their role as a professional in the sector. It also aims to ensure that the learner is able to maintain the currency of their own knowledge and skills and understand the need to continually reflect on and improve practice. Central to this unit is the aim to widen learner's perspectives so they do not become entrenched in system ways of working. The learner will be expected to assess and recognise own strengths and areas for further improvement, and pursue self-development.

URN	M/506/6692
Title	Professional development in Early Intervention and Family Support
Level	5
Credit Value	7
GLH	34
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand principles of professional development in Early Intervention and Family Support	1.1 Define: <ul style="list-style-type: none"> • Early Intervention • Family Support 1.2 Explain the need to continually improve knowledge and practice 1.3 Explain own professional duty of care 1.4 Analyse potential opportunities for professional development 1.5 Analyse potential barriers to professional development 1.6 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date 1.7 Critically compare the use of different: <ul style="list-style-type: none"> • sources • systems of support for professional development 1.8 Evaluate how reflective practice can enhance and extend professional development

<p>2. Be able to prioritise goals and targets for own professional development</p>	<p>2.1 Explain areas of accountability in Early Intervention and Family Support</p> <p>2.2 Identify own learning needs in relation to areas of accountability</p> <p>2.3 Evaluate own:</p> <ul style="list-style-type: none"> • knowledge • performance <p>against standards and benchmarks</p> <p>2.4 Prioritise development of:</p> <ul style="list-style-type: none"> • goals • targets <p>to meet expected standards</p>
<p>3. Be able to prepare, implement and evaluate a professional development plan</p>	<p>3.1 Select learning opportunities which:</p> <ul style="list-style-type: none"> • meet development objectives • reflect own personal learning style <p>3.2 Produce a plan for own professional development</p> <p>3.3 Implement own professional development plan</p> <p>3.4 Evaluate the effectiveness of own professional development plan</p>
<p>4. Understand the use of reflective practice for improving performance</p>	<p>4.1 Critically compare models of reflective practice in Early Intervention and Family Support</p> <p>4.2 Explain the use of reflective practice as a means to improve performance</p> <p>4.3 Evaluate how own practice has been improved through reflection on:</p> <ul style="list-style-type: none"> • established models of reflective practice • best practice • challenges encountered
<p>5. Be able to improve own performance through action research</p>	<p>5.1 Summarise the action research process</p> <p>5.2 Develop an action research plan for an area of own practice</p> <p>5.3 Implement the action research plan</p> <p>5.4 Evaluate how own practice has been improved as a result of the action research undertaken</p>

5.2 Level 6 Diploma in Early Intervention and Family Support Supervision

Unit 01: Applying social justice values, attitudes and behaviours to Early Intervention and Family Support supervision

The aim of this unit is to assess the learner's knowledge and understanding of, and ability to, embed the values, attitudes, behaviours required for a whole systems approach to social justice in their supervision practice in Early Intervention and Family Support.

URN	T/506/6838	
Title	Applying social justice values, attitudes and behaviours to Early Intervention and Family Support supervision	
Level	6	
Credit Value	9	
GLH	38	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand social justice theory and practice in Early Intervention and Family Support	1.1	Explain social justice theories relevant to Early Intervention and Family Support
	1.2	Analyse: <ul style="list-style-type: none"> • barriers • challenges to social justice in Early Intervention and Family Support
	1.3	Explain the duty of candour in relation to own supervision practice
	1.4	Summarise models of practice in Early Intervention and Family Support that support social justice
2. Understand own responsibilities relating to equalities in the context of Early Intervention and Family support supervision	2.1	Summarise equalities requirements relating to own professional supervision practice
	2.2	Evaluate impact of own values on supervision practice
	2.3	Explain ethical dilemmas relating to equalities that may arise in supervision of: <ul style="list-style-type: none"> • staff • service • casework
	2.4	Diagnose solutions to equalities challenges in own area of supervision practice

<p>3. Understand how to support staff in challenging attitudes and behaviours of others which do not reflect social justice</p>	<p>3.1 Explain how to support staff in challenging:</p> <ul style="list-style-type: none"> • discrimination • exclusion • inequalities
<p>4. Understand how to support staff in whistle-blowing situations in Early Intervention and Family Support</p>	<p>4.1 Summarise circumstances in which whistle-blowing may occur</p> <p>4.2 Explain own:</p> <ul style="list-style-type: none"> • role • responsibilities <p>when supporting staff who are involved in whistle-blowing situations</p> <p>4.3 Explain how to support staff who are involved in whistle-blowing situations</p>
<p>5. Be able to integrate social justice values, attitudes and behaviours in Early Intervention and Family Support supervision</p>	<p>5.1 Apply social justice:</p> <ul style="list-style-type: none"> • theory • legislation • guidelines <p>in supervision practice</p> <p>5.2 Diagnose conflicts between principles of social justice values, attitudes and behaviour and their integration into supervision practice</p> <p>5.3 Implement a strategy to deal with conflicts between principles of social justice values, attitudes and behaviour and their integration into supervision practice</p> <p>5.4 Explain how to manage staff who are experiencing challenges in integrating social justice values, attitudes and behaviour into their own practice</p>

<p>6. Be able to implement systems, policies and processes that support social justice in own area of supervision</p>	<p>6.1 Evaluate the effectiveness of:</p> <ul style="list-style-type: none"> • systems • policies • processes <p>in supporting social justice in own area of supervision</p> <p>6.2 Support staff to make recommendations to improve the effectiveness of:</p> <ul style="list-style-type: none"> • systems • policies • processes <p>in embedding social justice in their own area of responsibility</p> <p>6.3 Contribute to the development of</p> <ul style="list-style-type: none"> • systems • policies • processes <p>which support social justice</p> <p>6.4 Implement:</p> <ul style="list-style-type: none"> • systems • policies • processes <p>to embed social justice in own area of supervision</p>
<p>7. Be able to support staff in the resolution of disagreements in Early Intervention and Family Support</p>	<p>7.1 Explain own:</p> <ul style="list-style-type: none"> • role • responsibilities <p>when supporting staff who are involved in resolving disagreements</p> <p>7.2 Support staff in the resolution of disagreements in Early Intervention and Family Support</p>

Unit 02: Applying supervision practices in Early Intervention and Family Support

The aim of this unit is to develop the learner's competence in supervision practice, specifically around the areas of confidentiality and disclosure and skills in problem-solving and decision-making, with reference to professional standards.

URN	D/506/6851	
Title	Applying supervision practices in Early Intervention and Family Support	
Level	6	
Credit Value	8	
GLH	32	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand supervision principles and practices in the context of Early Intervention and Family Support	1.1 Explain supervision principles 1.2 Explain supervision practices 1.3 Analyse the relationship between supervision practice and: <ul style="list-style-type: none"> • professional standards • values 1.4 Explain solution-based interventions and family support approaches	
2. Understand principles and practices relating to confidentiality and disclosure in the context of Early Intervention and Family Support supervision	2.1 Explain the meaning of the terms: <ul style="list-style-type: none"> • confidentiality • disclosure 2.2 Evaluate the tensions in a supervision role between maintaining confidentiality and supporting disclosure 2.3 Explain how to support own staff in: <ul style="list-style-type: none"> • facilitating disclosure • dealing with the consequences of disclosure 2.4 Explain how to support staff in meeting confidentiality requirements	
3. Be able to apply supervision practices in Early Intervention and Family Support	3.1 Apply supervision practices to: <ul style="list-style-type: none"> • staff • teams • casework with reference to professional standards	

<p>4. Be able to apply problem-solving techniques in Early Intervention and Family Support supervision</p>	<p>4.1 Distinguish facts of cases from assumptions and contradictory information</p> <p>4.2 Apply problem-solving techniques in complex situations</p> <p>4.3 Support staff in developing solutions to problems</p> <p>4.4 Intervene in situations where staff require support in problem-solving</p>
<p>5. Be able to apply decision-making in supervision</p>	<p>5.1 Analyse the need for:</p> <ul style="list-style-type: none"> • integrity • fairness • consistency • impartiality <p>when making decisions</p> <p>5.2 Justify the need to suspend decision-making in uncertain situations or when incomplete information is available</p> <p>5.3 Evaluate evidence, arguments and assumptions to reach sound judgments</p>

Unit 03: Developing and implementing an Early Intervention and Family Support strategy

The aim of this unit is to equip the learner with the skills to develop and implement an Early Intervention and Family Support strategy, ensuring that all stakeholders have opportunity to inform its development and evaluation.

URN	K/506/6691	
Title	Developing and implementing an Early Intervention and Family Support strategy	
Level	6	
Credit Value	6	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to develop an Early Intervention and Family Support strategy	1.1 Consult with: <ul style="list-style-type: none"> • staff • teams • service users • other stakeholders to inform development of the Early Intervention and Family Support strategy 1.2 Support team members working in multiagency contexts to identify strategic elements of their roles 1.3 Develop an Early Intervention and Family Support strategy to deliver the organisation's vision 1.4 Apply: <ul style="list-style-type: none"> • organisational theory • multiagency based theory • multidisciplinary based theory to the development of the strategy	

<p>2. Be able to plan the implementation of an Early Intervention and Family Support strategy</p>	<p>2.1 Establish accountabilities for delivery of the strategy within own team</p> <p>2.2 Develop operational plans for own team</p> <p>2.3 Evaluate risk factors associated with the operational plans</p> <p>2.4 Develop evaluation measures for the operational plans</p> <p>2.5 Allocate responsibility for operational plans to:</p> <ul style="list-style-type: none"> • staff members • teams • services
<p>3. Be able to implement an Early Intervention and Family Support strategy</p>	<p>3.1 Implement the Early Intervention and Family Support strategy through supervision of:</p> <ul style="list-style-type: none"> • staff • services • programmes • projects
<p>4. Be able to evaluate an Early Intervention and Family Support Strategy</p>	<p>4.1 Facilitate voice and influence in the review and evaluation of Early Intervention and Family Support activities by:</p> <ul style="list-style-type: none"> • service users • staff • teams • stakeholders <p>4.2 Evaluate the strategy according to evaluation measures developed for the operational plans</p> <p>4.3 Review and revise the strategy in line with outcomes of the evaluation</p>

Unit 04: Developing and promoting the vision in Early Intervention and Family Support

The aim of this unit is to enable learners to take a strategic approach to the Early Intervention and Family Support service by developing and promoting its vision. Central to the unit is ensuring that all stakeholders are able to contribute to the development of the vision and that the learner understands the underlying culture which will be required to reflect the vision.

URN	H/506/6852	
Title	Developing and promoting the vision in Early Intervention and Family Support	
Level	6	
Credit Value	3	
GLH	13	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to develop a vision which reflects the future direction of own Early Intervention and Family Support service	1.1 Engage: <ul style="list-style-type: none"> • staff • service users • other stakeholders in the development of a vision for the Early Intervention and Family Support service 1.2 Develop a vision for the Early Intervention and Family Support service, which is aligned to multiagency sector values	

<p>2. Be able to promote the vision for the Early Intervention and Family Support service</p>	<p>2.1 Communicate the vision to:</p> <ul style="list-style-type: none"> • staff they are responsible for • the wider team • service users • other stakeholders <p>2.2 Assess any possible impact the vision may have on team members</p> <p>2.3 Differentiate, in consultation with staff:</p> <ul style="list-style-type: none"> • symbols • rituals • routines <p>which are inconsistent with the vision</p> <p>2.4 Implement team working practices which reflect the vision</p> <p>2.5 Demonstrate own commitment to the vision through actions in supervision and support</p> <p>2.6 Promote the vision through reinforcement of key messages</p> <p>2.7 Explain the culture which will reflect the vision, including respect for:</p> <ul style="list-style-type: none"> • anti-discrimination • equality • human rights • dignity • quality • safety • organisational and staff performance • voice and influence
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Unit 05: Leading Early Intervention and Family Support services

The aim of this unit is to develop the learner's leadership skills to enable them to support and manage staff in the development and running of Early Intervention and Family Support services.

URN	Y/506/6850	
Title	Leading Early Intervention and Family Support services	
Level	6	
Credit Value	8	
GLH	32	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand leadership theories	1.1	Explain leadership theories
	1.2	Assess own leadership style
2. Be able to support staff to develop services based on the needs of individuals, families, groups and communities	2.1	Support staff to identify the needs of: <ul style="list-style-type: none"> • individuals • families • groups • communities
	2.2	Support staff to develop services based on the needs of: <ul style="list-style-type: none"> • individuals • families • groups • communities
3. Be able to lead Early Intervention and Family Support services	3.1	Maintain operational overview of Early Intervention and Family Support service provision
	3.2	Evaluate available provision to inform: <ul style="list-style-type: none"> • organisational direction • decision making • service delivery
	3.3	Communicate organisational direction and decisions to staff

<p>4. Be able to manage staff performance across the service</p>	<p>4.1 Acknowledge staff performance which exceeds objectives</p> <p>4.2 Apply leadership styles which empower staff</p> <p>4.3 Explain how to support staff where performance can be improved</p> <p>4.4 Apply performance management policies and procedures to address poor performance</p>
<p>5. Be able to manage change in own area of responsibility</p>	<p>5.1 Justify the need for change</p> <p>5.2 Demonstrate leadership skills during change</p> <p>5.3 Implement change management</p> <p>5.4 Maintain quality of service during the change process</p>
<p>6. Be able to manage risk in Early Intervention and Family Support</p>	<p>6.1 Explain risks to:</p> <ul style="list-style-type: none"> • service users • staff • self • the service • multiagency working <p>6.2 Summarise risk management policies and procedures</p> <p>6.3 Demonstrate the application of risk management procedures to:</p> <ul style="list-style-type: none"> • service users • staff • self • the service • multiagency working

Unit 06: Professional practice in Early Intervention and Family Support supervision

The aim of this unit is to develop the learner's understanding of the importance of professional development and ways to manage it. It also aims to develop the learner's skills in supervision through the use of reflective practice and action research and the application of legislation, policies, procedures and best practice guidelines.

URN	H/506/6690	
Title	Professional practice in Early Intervention and Family Support supervision	
Level	6	
Credit Value	8	
GLH	32	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand supervision in the context of Early Intervention and Family Support	1.1 Define 'supervision' in the context of Early Intervention and Family Support 1.2 Explain own supervision role with reference to <ul style="list-style-type: none"> • remit • boundaries 	
2. Be able to manage own professional development	2.1 Explain the need to continually improve knowledge and practice 2.2 Explain own professional duty of care in a supervision role 2.3 Analyse potential opportunities for professional development with reference to own practice 2.4 Analyse potential barriers to professional development 2.5 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date 2.6 Demonstrate ways to manage own professional development	

<p>3. Understand the use of reflective practice for improving supervision performance in Early Intervention and Family Support</p>	<p>3.1 Critically compare models of reflective practice</p> <p>3.2 Explain the use of reflective practice as a means to improve:</p> <ul style="list-style-type: none"> • own supervision performance • staff performance <p>3.3 Evaluate how own supervision practice has been improved through reflection on:</p> <ul style="list-style-type: none"> • established models of reflective practice • best practice • challenges encountered <p>3.4 Evaluate how reflective practice can enhance and extend professional development</p>
<p>4. Be able to improve own performance through action research</p>	<p>4.1 Summarise the action research process</p> <p>4.2 Develop an action research plan for an area of own supervision practice</p> <p>4.3 Implement the action research plan</p> <p>4.4 Evaluate how own supervision practice has been improved as a result of the action research undertaken</p>
<p>5. Be able to apply legislation, policies, procedures and best practice guidelines in Early Intervention and Family Support supervision</p>	<p>5.1 Summarise:</p> <ul style="list-style-type: none"> • legislation • policies • procedures • best practice guidelines relevant to own area of supervision <p>5.2 Apply to own area of supervision:</p> <ul style="list-style-type: none"> • legislation • policies • procedures • best practice guidelines <p>5.3 Disseminate good practice of Early Intervention and Family Support by others to the:</p> <ul style="list-style-type: none"> • staff • teams • services <p>for which they are responsible</p>

Unit: 07 Service improvement in Early Intervention and Family Support

The aim of this unit is to equip the learner with the skills to ensure that service delivery in Early Intervention and Family Support is reviewed and evaluated on an ongoing basis to ensure it continues to meet the needs of stakeholders.

URN	Y/506/6685	
Title	Service improvement in Early Intervention and Family Support	
Level	6	
Credit Value	3	
GLH	13	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to review and evaluate service delivery	1.1 Develop review processes for service delivery, based on needs of: <ul style="list-style-type: none"> • service users • staff • the wider community • other stakeholders 1.2 Review service delivery 1.3 Communicate service outcomes to: <ul style="list-style-type: none"> • staff • teams • senior management • multiagency teams • multidisciplinary teams • service leads • service users • other stakeholders 1.4 Develop methods of collecting feedback to encourage ideas for service improvement 1.5 Summarise feedback received on the service 1.6 Evaluate service delivery using feedback from staff and stakeholders	

<p>2. Be able to implement continuous improvement systems in own area of responsibility</p>	<p>2.1 Explain the benefits of continuous improvement for:</p> <ul style="list-style-type: none"> • the service • service users • staff • the wider community • other stakeholders <p>2.2 Explain the factors affecting continuous improvement</p> <p>2.3 Implement continuous improvement systems</p> <p>2.4 Review and revise continuous improvement systems based on:</p> <ul style="list-style-type: none"> • own reflective practice • feedback from staff • feedback from service users • feedback from other stakeholders
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Unit 08: Working with others in Early Intervention and Family Support

This unit aims to develop the learner's skills in collaborative and team working with staff and other stakeholders, with an emphasis on supporting staff in their roles and the use of appropriate communication strategies.

URN	H/506/6687	
Title	Working with others in Early Intervention and Family Support	
Level	6	
Credit Value	6	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to support collaborative working in Early Intervention and Family Support	1.1 Explain the benefits of collaborative working 1.2 Develop procedures to support collaborative working 1.3 Implement procedures to support collaborative working with different: <ul style="list-style-type: none"> • agencies • disciplines 	
2. Be able to develop a team-based culture	2.1 Interpret the values that underpin a team-based culture 2.2 Explain the benefits of a team-based culture 2.3 Develop a plan to foster a team-based culture 2.4 Implement processes to develop a team-based culture	

<p>3. Be able to support staff in their work with individuals, families and groups</p>	<p>3.1 Explain how to support staff in multiagency service planning</p> <p>3.2 Explore with staff:</p> <ul style="list-style-type: none"> • the need for person-centred practice • the need for family-centred practice • the power imbalance between Early Intervention and Family Support workers and service users <p>3.3 Explain to staff the benefits of collaborative relationships with:</p> <ul style="list-style-type: none"> • individuals • families • groups <p>3.4 Explain how to challenge staff who demonstrate a compliance or enforcement dominated, rather than holistic, approach to their work with service users, where safety permits</p>
<p>4. Be able to apply communication strategies in different contexts</p>	<p>4.1 Explain factors to be taken into account when communicating in different contexts</p> <p>4.2 Demonstrate communication strategies appropriate for:</p> <ul style="list-style-type: none"> • own staff • teams • service users • multiagency and multidisciplinary partners <p>4.3 Diagnose barriers to inclusive communication</p> <p>4.4 Explain ways to overcome barriers to communication</p>

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