

**Development of National Occupational Standards and a  
Qualification Structure for  
Learning, Development & Support Services  
*for children, young people and those who care for them***

**Value Base to Support the Standards  
Final Draft**

**10<sup>th</sup> November 2003**

Prepared by:  
Sauvé Bell Associates  
50 Tavistock Avenue  
Amphill  
Bedfordshire  
MK45 2RY  
Tel: 01525 404252  
E-mail: [sauvebell@btopenworld.com](mailto:sauvebell@btopenworld.com)

***On behalf of:***

**PAULO** **connexions**  
The best start in life for every young person

department for  
**education and skills**

**TopssEngland**

[www.topss.org.uk](http://www.topss.org.uk)

EMPLOYMENT  
**NtO**  
THE NATIONAL TRAINING  
ORGANISATION FOR  
EMPLOYMENT

The National Occupational Standards (NOS) for those Delivering Learning, Development and Support Services for children, young people and those who care for them have been developed to ensure that best practice, in terms of equality of opportunity, respecting diversity and a commitment to the quality of service provision to children, young people and those who care for them, are an integral part of the Standards. Practitioners will also be expected to implement the Standards and any associated qualifications within the following Value Base. In developing this Value Base, the sector has considered the UN Convention on the Rights of the Child and Human Rights legislation.

Practitioners must recognise that the welfare of the children and young people with whom they work is paramount. They must recognise the individuality of each child/young person and promote their learning, development and welfare. This must be reflected in all work with children and young people and their families/carers. The appropriate legislative frameworks must be implemented at all times.

Practitioners must adopt a client centred approach based on enhanced inclusion and access, honesty, trust and respect. They will promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of their clients and the overall effectiveness of the service provision.

A key aspect of professional practice is a reflection of own contribution to the quality of the service provision. Included in this is the expectation that practitioners will seek the views of service users (children, young people and their families/carers) and use them to inform and improve their service delivery. Practitioners must compile a Reflective Practice Log to demonstrate their commitment to being a reflective practitioner. A key aspect of being a reflective practitioner is a commitment to engaging in and encouraging others to participate in appropriate continuous professional development.

Practitioners should be committed to working in partnership with other individuals and agencies to ensure the coherent and comprehensive provision of quality support services to children, young people and their families/carers. A critical aspect of this is respect for client confidentiality. Appropriate information exchange protocols should be agreed with colleagues and partner agencies, and these should be followed at all times. There are exceptions to the maintenance of client confidentiality and exchange of information, particularly in relation to child protection issues, risk of harm to self and others and some information exchange between schools and other agencies. The appropriate legislation must be observed at all times.