

NCFE

CACHE

Optional unit content

Children and Young People Support

**NCFE CACHE Level 3 Diploma in Healthcare
Support**

QN: 610/2160/X

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Section 1: introduction

Overview

This document is an extension of the qualification specification for the NCFE CACHE Level 3 Diploma in Healthcare Support (610/2160/X) and contains the Children and Young People Support optional units for this qualification. The optional unit document must be used alongside the mandatory qualification specification as this contains generic information that is not repeated in the optional units document. Both documents can be found on the qualification's page on the NCFE website.

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request. Please ensure you check the rules of combination (RoC) using the qualification specification.

Support handbook

The qualification specification and optional unit document must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

The qualification specification and optional unit document contain all of the qualification-specific information you will need that is not covered in the support handbook.

Reproduction of this document

Centres must ensure they are using the most up-to-date version of this document and the qualification specification; the version number and date can be found within the documents.

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Other support materials

The resources and materials used in the delivery of the qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with the centre's safeguarding policy when developing or selecting delivery materials.

Section 2: optional unit content and assessment guidance

This section provides details of the structure and content of the Children and Young People Support optional units for this qualification.

Children and Young People Support optional units**CYP 1 Support parents/carers and those in a parental role to care for babies during their first year (J/650/5112)**

| Unit summary | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who provide support for parents and carers to care for and protect babies in the first year of their lives. Learners will have the opportunity to develop knowledge, understanding and skills related to offering advice regarding the health and safety needs of children and how to support their development. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 39 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies |
| | 1.2 Describe local policies for child safety and protection |
| | 1.3 Explain how to work in partnership with parents/carers and significant others |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this |
| | 1.5 Explain how to obtain advice and information to support own practice |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol |
| | 1.8 Explain the importance of confidentiality when accessing records and information |
| 2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year | 2.1 For babies during their first year, outline the expected indicators of: <ul style="list-style-type: none"> • physical development • pre-speech development and verbal/non-verbal behaviour and cues • language and communication development • social and emotional development |
| | 2.2 Explain what parents/carers can do to encourage development |
| | 2.3 Explain the importance of play to overall development and the role of adults and other children in encouraging this |
| | 2.4 Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.5 Explain how personal beliefs, previous experiences and preferences of parents/carers may impact the ways in which they care for their child |
| 3. Be able to provide active support to parents/carers in relation to keeping their babies safe | 3.1 Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby 3.2 Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children 3.3 Support parents/carers to follow safety measures when handling their baby 3.4 Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile 3.5 Explain how active parenting can benefit the baby |
| 4. Be able to provide active support to parents/carers to look after the health needs of their babies | 4.1 Support parents/carers to prepare themselves, the environment and the baby for bathing 4.2 Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing 4.3 Support parents/carers to monitor their baby's condition for signs of discomfort and distress 4.4 Explain to parents/carers how to take action in response to signs of discomfort and distress from their baby, including the need to seek immediate attention in case of an emergency 4.5 Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing 4.6 Encourage parents/carers to seek advice and support about any aspects of their baby's care 4.7 Support parents/carers to make informed choices when their baby persistently cries |
| 5. Be able to provide active support to parents/carers in meeting the developmental needs of their babies | 5.1 Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development 5.2 Support parents/carers to interact and play with their baby using play materials that support each aspect of their developmental capabilities 5.3 Update records on the parents/carers' progress in line with local policy and protocol, referring any concerns to an appropriate person |

| Range |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies |
| 1.3 Significant others could include: <ul style="list-style-type: none"> • family members • related/non-related carers • close friends or colleagues |

| Range |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">others with a responsibility for the individual such as those acting in loco parentis (in place of a parent) or power of attorney |
| 5. Be able to provide active support to parents/carers in meeting the developmental needs of their babies |
| 5.3 Appropriate person: This could include other members of the care team. |

| Delivery and assessment guidance |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This unit must be assessed in line with Skills for Health Assessment Principles LO3, LO4 and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">SCDHSC0321 |

CYP 2 Care for the physical and nutritional needs of babies and young children (K/650/5113)

| Unit summary | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 35 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to provide physical care for babies and young children | 1.1 Provide physical care for babies and young children in relation to their: <ul style="list-style-type: none"> • skin • hair • teeth • nappy area |
| | 1.2 Explain the importance of taking into account preferences of carers in the provision of physical care |
| | 1.3 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care |
| 2. Be able to provide routines for babies and young children that support their health and development | 2.1 Implement planned daily and weekly routines for babies and young children to meet individual needs |
| | 2.2 Treat babies or young children with respect and sensitivity during everyday care routines |
| | 2.3 Explain the principles of effective toilet training |
| 3. Be able to provide opportunities for exercise and physical activity | 3.1 Explain the importance of exercise and physical activity for babies and young children |
| | 3.2 Provide opportunities for babies or young children to engage in exercise and physical activity |
| 4. Be able to provide safe and protective environments for babies and young children | 4.1 Explain policies and procedures that cover health, safety and protection of babies and young children |
| | 4.2 Review the environment's safety features and ensure they provide a safe and protective environment for babies and young children |
| | 4.3 Apply a balanced approach to risk management when supervising babies or young children |
| | 4.4 Explain current advice on minimising sudden infant death syndrome (SIDS) in everyday routines for babies |
| 5. Be able to provide for the nutritional needs of babies under 18 months | 5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned |
| | 5.2 Plan a programme of weaning using information from carers |
| | 5.3 Prepare formula feeds hygienically following current guidance |
| | 5.4 Evaluate the benefits of different types of formula that are commonly available |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Be able to provide meals to meet the nutritional needs of young children from 18–36 months | 6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers |
| | 6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers' instructions on the needs of their child |

Range

5. Be able to provide for the nutritional needs of babies under 18 months

5.2 Programme of weaning:

May include supporting mothers to breastfeed whilst weaning.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

All LOs must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0037

CYP 3 Work with babies and young children to support their development and learning (L/650/5114)

| Unit summary | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| The unit is designed to assess competence in working with babies and young children to support their learning and development. This would normally cover children from birth to their fifth birthday. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 35 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the stages of development and learning for babies and young children | 1.1 Explain the sequence of development in the first 5 years of life and the skills typically acquired at each stage |
| | 1.2 Explain how development and learning are interconnected |
| | 1.3 Explain how and why variations occur in rate and sequence of development and learning |
| | 1.4 Explain how learning may take place in different ways |
| | 1.5 Explain the importance of play |
| | 1.6 Explain the potential effects on development of pre-conceptual, pre-birth and birth experiences |
| | 1.7 Explain the impact of current research into the development and learning of babies and young children |
| 2. Be able to support the development and learning of babies and young children | 2.1 Undertake assessments of babies or young children's development and learning needs |
| | 2.2 Ensure the indoor and outdoor environment is responsive to the development and learning needs of babies and young children |
| | 2.3 Plan play-based activities and experiences based on assessments to support development and learning |
| | 2.4 Plan and provide play-based activities and experiences to support development and learning that are tailored to babies or young children's needs |
| 3. Understand the attachment needs of babies and young children | 3.1 Explain the benefits of the key worker/person system in early years settings |
| | 3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings |
| | 3.3 Analyse the possible effects of poor-quality attachments on the development of babies and children |
| 4. Be able to engage with babies and young children | 4.1 Engage sensitively with babies and young children giving them time to respond |
| | 4.2 Engage in playful activity with babies and young children |
| | 4.3 Explain how babies express their emotions, preferences and needs |
| | 4.4 Provide responsive care for babies and young children in own practice |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| | 4.5 Explain why it is important to manage transitions for babies and young children |
| | 4.6 Explain when and why babies and young children require periods of quiet to rest and sleep |
| 5. Be able to work in partnership with carers to support the learning and development of babies and young children | 5.1 Explain the primary importance of carers in the lives of babies and young children |
| | 5.2 Communicate information with carers |
| | 5.3 Evaluate ways of working in partnership with carers |

Range

4. Be able to engage with babies and young children

4.4 Responsive care:

This must include verbal and non-verbal cues from babies.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles

LO2, LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0037

CYP 4 Understand child and young person development (M/650/5115)

| Unit summary | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 28 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the expected pattern of development for children and young people from birth to 19 years | 1.1 Explain the sequence and rate of each aspect of development from birth to 19 years |
| | 1.2 Explain the difference between sequence of development and rate of development and why the difference is important |
| 2. Understand the factors that influence children and young people's development and how these affect practice | 2.1 Explain how children and young people's development is influenced by a range of personal factors |
| | 2.2 Explain how children and young people's development is influenced by a range of external factors |
| | 2.3 Explain how theories of development and frameworks to support development influence current practice |
| 3. Understand how to monitor children and young people's development | 3.1 Explain how to monitor children and young people's development using different methods and tools |
| | 3.2 Explain the reasons why children and young people's development may not follow the expected pattern |
| | 3.3 Explain how disability may affect development |
| | 3.4 Explain how different types of interventions can support positive outcomes for children and young people where development is not following the expected pattern |
| 4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people | 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition |
| | 4.2 Explain how multi-agency teams work together to support speech, language and communication |
| | 4.3 Explain how play and activities are used to support the development of speech, language and communication |
| 5. Understand the potential effects of transitions on children and young people's development | 5.1 Explain how different types of transitions can affect children and young people's development |
| | 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition |

Range

1. Understand the expected pattern of development for children and young people from birth to 19 years

1.1 **Development** could include:

- physical
- physiological
- emotional

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles

Relationship to National Occupational Standards (NOS):

- SDCCLD0303
- SCDHSC0036

CYP 5 Develop positive relationships with children and young people (R/650/5116)

| Unit summary | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit is about establishing and developing positive relationships with children and young people to ensure they have the support and advice they need in a range of environments. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the importance of developing positive relationships with children and young people | 1.1 Explain why developing positive relationships with children and young people is important |
| | 1.2 Explain how to develop positive relationships with children and young people |
| | 1.3 Explain how to maintain positive relationships with children and young people |
| 2. Be able to establish positive relationships with children and young people | 2.1 Respect privacy and confidentiality wishes |
| | 2.2 Check that the child or young person understands that their needs are important and are being addressed |
| | 2.3 Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop |
| | 2.4 Obtain support in line with local policy or protocol where there are communication or relationship issues |
| 3. Be able to provide information and advice to children and young people | 3.1 Respond to any concerns that the child or young person might have |
| | 3.2 Agree with the child or young person the information that may be shared with others |
| | 3.3 Provide information for the child or young person to assist understanding |
| | 3.4 Direct the child or young person to any further sources of information, advice or support |
| | 3.5 Maintain records in line with local policy and protocol |
| | 3.6 Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person |

| Range |
|--------------------------------------------------------------------------------------------------|
| 1. Understand the importance of developing positive relationships with children and young people |
| 1.1 Children and young people: |
| Individuals from birth to their 19th birthday. |

| Delivery and assessment guidance |
|----------------------------------------------------------------------------------|
| This unit must be assessed in line with Skills for Health Assessment Principles. |
| LO3 and LO4 must be assessed in a real work environment (RWE). |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SFHCS19

CYP 6 Support children and young people experiencing transitions (T/650/5117)

| Unit summary | | | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who support work with children, young people and their families during transitions. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 17 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the impact of transitions on children and young people | 1.1 Define the term ' transition ' in relation to children and young people |
| | 1.2 Describe the types of transitions that children and young people can experience |
| | 1.3 Explain how different types of transitions affect children and young people |
| 2. Understand how to support children and young people experiencing transitions | 2.1 Explain how to recognise that a child or young person is experiencing transition |
| | 2.2 Explain how to support children and young people experiencing transitions to achieve positive outcomes |
| | 2.3 Explain the importance of children and young people making choices appropriate to their age and stage of development |
| 3. Understand influences on children and young people experiencing transitions | 3.1 Describe factors that influence children and young people's resilience during transitions |
| | 3.2 Explain the importance of support from adults and significant others for children and young people experiencing transitions |

| Range |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Understand the impact of transitions on children and young people</p> <p>1.1 Transition could include:</p> <ul style="list-style-type: none"> • physical • psychological • cognitive • emotional • family • social • between services • at school <p>1.2 Children and young people:</p> <p>Individuals from birth to their 19th birthday.</p> |

Range

3. Understand influences on children and young people experiencing transitions

3.2 Significant others could include:

- family members
- related/non-related carers
- close friends or colleagues
- others with a responsibility for the individual such as those acting in loco parentis (in place of a parent) or power of attorney

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles

Relationship to National Occupational Standards (NOS):

- SFHCS11
- SCDLDSS312

CYP 7 Enable children and young people to understand their health and wellbeing (Y/650/5118)

| Unit summary | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit is about helping children and young people to understand their situation in relation to their health and wellbeing. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 5 credits | 38 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand factors that impact upon enabling children and young people to understand their health and wellbeing | 1.1 Explain how self-directed play and recreation help children and young people to: <ul style="list-style-type: none"> • understand themselves • understand the world around them • promote their health and wellbeing • realise their potential |
| | 1.2 Explain the impact of transitions on child development from birth to 19 years |
| | 1.3 Explain how to recognise signs of possible developmental delay, disability or undiagnosed health conditions |
| | 1.4 Explain the referral process for possible developmental delay, disability or undiagnosed health conditions |
| | 1.5 Describe the contributing factors that increase the risk of harm to children and young people |
| | 1.6 Describe the triggers for reporting incidents or unexpected behaviour from children and young people |
| 2. Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and wellbeing | 2.1 Communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person |
| | 2.2 Observe the child or young person's behaviour and note any unexpected changes or concerns |
| | 2.3 Support the child, young person and relevant others to communicate with each other through a partnership-based approach |
| | 2.4 Describe how children and young people see and experience the world and the implications for the way in which support is provided to help them understand their health and wellbeing |
| 3. Be able to develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences | 3.1 Explain the options available to the child or young person and how to access support |
| | 3.2 Provide evidence-based information about the effectiveness, benefits and risks of the different options |
| | 3.3 Support the child or young person to take an active part in any decisions that affect them |
| | 3.4 Provide information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and wellbeing |
| | 3.5 Maintain records in line with local policy and protocol |

| Range |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Understand factors that impact upon enabling children and young people to understand their health and wellbeing</p> |
| <p>1.1 Children and young people:</p> <p>Individuals from birth to their 19th birthday.</p> <p>1.2 Transitions could include:</p> <ul style="list-style-type: none"> • puberty • changing or leaving school • family illness • bereavement <p>1.5 Factors could include:</p> <ul style="list-style-type: none"> • abuse • drugs • grooming/exploitation • family breakdown • unemployment/socio-economic status |
| <p>2. Understand influences on children and young people experiencing transitions</p> |
| <p>2.3 Partnership-based:</p> <p>Work with others towards a common goal, sharing power and responsibility.</p> |
| <p>3. Be able to develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences</p> |
| <p>3.2 Evidence-based could include:</p> <ul style="list-style-type: none"> • the best current research information available based on a systematic analysis of the effectiveness of a treatment • service or other intervention and its use, in order to produce the best outcome, result or effect for the individual • in the absence of independent, large-scale research, the evidence base may be derived from locally agreed good practice |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles</p> <p>LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCS20 |

CYP 8 Understand how to safeguard the wellbeing of children and young people (A/650/5119)



| Unit summary | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------|-----------|--------|
| This unit provides the knowledge and understanding required to support the safeguarding of children and young people, and also covers e-safety. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 7 credits | 45 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the legislation, policies and procedures, standards, local ways of working and codes of conduct for safeguarding children and young people | 1.1 Outline current legislation, policies and procedures, standards, local ways of working and codes of conduct affecting the safeguarding of children and young people |
| | 1.2 Explain child protection within the wider context of safeguarding children and young people |
| | 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people |
| | 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice |
| | 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing |
| 2. Understand the importance of working in partnership with other organisations to safeguard children and young people | 2.1 Explain what is meant by partnership working in the context of safeguarding |
| | 2.2 Explain the importance of a child- or young person-centred approach |
| | 2.3 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed |
| 3. Understand the importance of ensuring children and young people's safety and protection in the work setting | 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting |
| | 3.2 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected |
| | 3.3 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits |
| 4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed | 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding |
| | 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting |
| | 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| | 4.4 Explain the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised 4.5 Explain the scope of own practice and limitations of competence 4.6 Explain how to obtain advice and information to support own practice |
| 5. Understand how to respond to evidence or concerns that a child or young person has been bullied | 5.1 Explain different types of bullying and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their carers when bullying is suspected or alleged |
| 6. Understand how to work with children and young people to support their safety and wellbeing | 6.1 Explain how to develop and maintain children and young people's self-confidence and self-esteem 6.2 Analyse the importance of developing resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety |
| 7. Understand the importance of e-safety for children and young people | 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone 7.3 Describe the actions to take if there are concerns about a child or young person's e-safety |

| Range |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the legislation, policies and procedures, standards, local ways of working and codes of conduct for safeguarding children and young people |
| 1.3 Policies and procedures could include: <ul style="list-style-type: none"> • consent, proxy consent, parental responsibility • acting in a child and young person's best interests • working in an open and transparent way • listening to children and young people • duty of care • whistleblowing • power and positions of trust • propriety and behaviour |

| Range |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • mental capacity • physical contact • intimate personal care • off-site visits • photography and video • sharing concerns and recording/reporting incidents • Prevent duty and British values <p>1.3 Day-to-day work could include:</p> <ul style="list-style-type: none"> • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (for example, providing advocacy services) • supporting children and young people and others who may be expressing concerns |
| <p>2. Understand the importance of working in partnership with other organisations to safeguard children and young people</p> |
| <p>2.3 Different organisations could include:</p> <ul style="list-style-type: none"> • social services • National Society for the Prevention of Cruelty to Children (NSPCC) • health visiting • GP • probation • police • school • psychology service |
| <p>4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed</p> |
| <p>4.2 Harm or abuse could include:</p> <ul style="list-style-type: none"> • domestic • physical • psychological • emotional • sexual • neglect • trafficking • female genital mutilation (FGM) |
| <p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p> |
| <p>5.1 Bullying could include:</p> <ul style="list-style-type: none"> • physical (for example, pushing, kicking, hitting, pinching and other forms of violence or threats) • verbal (for example, name-calling, insults, sarcasm, spreading rumours, persistent teasing) |

Range

- emotional (for example, excluding, tormenting, ridicule, humiliation)
- cyberbullying (for example, the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else)
- specific types of bullying that can relate to all the above such as homophobic or gender-based, racist/relating to special educational needs and disabilities

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

Relationship to National Occupational Standards (NOS):

- SCDLDSS1
- SCDHSC0034

CYP 9 Communicate with children and young people in care settings (H/650/5120)

| Unit summary | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit provides the knowledge, understanding and skills to communicate with children and young people through the use of play and distraction techniques. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 29 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand why effective communication with children and young people is important in the work setting | 1.1 Outline legislation, policies, standards, local ways of working and codes of conduct that apply to own role in communicating effectively with children and young people |
| | 1.2 Identify the different reasons people communicate |
| | 1.3 Describe barriers to communication and explain how you can overcome these |
| | 1.4 Explain how communication affects relationships in the work setting |
| | 1.5 Explain how age influences methods of communicating with: <ul style="list-style-type: none"> • babies • infant • children • young people • adults |
| 2. Be able to meet the communication and language needs, wishes and preferences of children and young people and those involved in their care | 2.1 Establish the communication and language needs, wishes and preferences of children and young people and those involved in their care |
| | 2.2 Apply a range of communication methods and styles to meet the needs of the child or young person and those involved in their care |
| | 2.3 Respond to the child or young person's reactions when communicating |
| | 2.4 Explain the importance of person-centred communication and shared decision making |
| | 2.5 Record the child or young person's preferred method of communication and how this information will be shared with others |
| 3. Understand the rationale for the use of play and distraction techniques for communicating with children and young people | 3.1 Explain how play supports the feelings and understanding of children and young people |
| | 3.2 Explain age-appropriate distraction therapy |
| | 3.3 Explain age-appropriate play therapy |
| | 3.4 Evaluate the impacts of play and distraction techniques in relation to children and young people |
| | 3.5 Explain when to implement play and distraction techniques with children and young people |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3.6 Describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people |
| 4. Understand the implementation of play and distraction techniques in the work setting | 4.1 Explain preparation and resources required prior to implementation of: <ul style="list-style-type: none"> • a play activity • a distraction technique • age-appropriate information sharing 4.2 Describe the role of observation, communication, listening and understanding when using play and distraction techniques 4.3 Explain the need for empathy when supporting children and young people 4.4 Describe how others in the care team can contribute to and assist in play and distraction activities with children and young people 4.5 Explain reporting and recording requirements in relation to the use of play and distraction techniques |

| Range |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand why effective communication with children and young people is important in the work setting |
| 1.1 Children and young people: Individuals from birth to their 19th birthday. 1.4 Work setting could include: <ul style="list-style-type: none"> • adult health settings • children and young people's health settings • adult care settings |
| 2. Be able to meet the communication and language needs, wishes and preferences of children and young people and those involved in their care |
| 2.1 Preferences could include: <ul style="list-style-type: none"> • beliefs • values • culture • wishes • aspirations 2.2 Communication methods could include: <ul style="list-style-type: none"> • non-verbal communication: <ul style="list-style-type: none"> ○ eye contact ○ touch ○ physical gestures ○ body language |

Range

- behaviour
- sign language
- braille
- pictorial information
- written
- verbal communication:
 - vocabulary
 - linguistic tone

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- CFACS1

CYP 10 Understand mental health and behaviour management of children and young people (J/650/5121)



| Unit summary | | | | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit provides knowledge and understanding in relation to mental health and behaviour management of children and young people. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Understand mental health and mental wellbeing | 1.1 Define the term 'mental health' |
| | 1.2 Identify components of mental wellbeing |
| | 1.3 Explain positive mental health |
| 2. Understand mental health conditions that affect children and young people | 2.1 Describe features of mental health conditions that affect children and young people |
| | 2.2 Evaluate the impact on children and young people experiencing a mental health condition |
| | 2.3 Explain reasons for classifying mental health conditions that affect children and young people |
| 3. Understand legal and organisational requirements in relation to supporting children and young people with mental health conditions | 3.1 Identify current legislation in relation to children and young people with mental health conditions |
| | 3.2 Explain organisational policies and procedures that support children and young people with mental health conditions |
| | 3.3 Explain reasons for challenging discrimination against children and young people with mental health conditions |
| 4. Understand the use of behaviour management strategies for children and young people with mental health conditions | 4.1 Describe behaviour management strategies used to support children and young people with mental health conditions |
| | 4.2 Describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions |
| | 4.3 Explain the evidence base for the use of physical intervention |
| 5. Understand supervision of children and young people with mental health conditions | 5.1 Explain reasons for supervising children and young people with mental health conditions |
| | 5.2 Describe formal and informal observation |
| | 5.3 Identify the potential impacts upon children and young people when supervised on a one-to-one basis |

| Range |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Understand mental health conditions that affect children and young people |
| 2.1 Mental health conditions could include: |
| <ul style="list-style-type: none"> • attention deficit hyperactivity disorder (ADHD) • bulimia nervosa • anorexia nervosa • anxiety disorders |

Range

- challenging behaviour

2.1 Children and young people:

Individuals from birth to their 19th birthday.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles

Relationship to National Occupational Standards (NOS):

- SCDHSC0313
- SFHCMD1
- SCDHSC0326
- SCDHSC0336
- ASTCS21
- SFHCS5
- SFHGEN8

CYP 11 Support children and young people with additional needs (K/650/5122)

| Unit summary | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| This unit is designed to assess competence in supporting children and young people with additional needs in partnership with their carers. It also includes partnership working with other agencies and professionals. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 6 credits | 43 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand the principles of working with children and young people with additional needs | 1.1 Outline the legal entitlements of children and young people with additional needs for equality of treatment |
| | 1.2 Outline the principles of working inclusively to support additional needs |
| | 1.3 Compare service-led and child and young person-led models of provision for children and young people |
| | 1.4 Critically analyse the difference between the social and medical models of disability |
| | 1.5 Explain how each model of disability affects provision |
| | 1.6 Explain the importance of advocacy for children and young people who require it |
| | 1.7 Explain the importance of encouraging the participation of children and young people in all aspects of care and support |
| 2. Be able to work in partnership with families with children or young people with additional needs | 2.1 Explain the concepts and principles of partnerships with carers of children and young people |
| | 2.2 Explain the types of support and information carers may require |
| | 2.3 Work in partnership with families to support additional needs |
| 3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for children or young people with additional needs | 3.1 Engage with children or young people with additional needs |
| | 3.2 Encourage children or young people to express their preferences and aspirations using their chosen method of communication |
| | 3.3 Assess a child or young person's learning, play or leisure needs, identifying solutions to any barriers according to the principles of inclusion |
| | 3.4 Develop a plan with a child or young person to support learning, play or leisure needs |
| | 3.5 Implement the learning, play or leisure plan according to own role and responsibility |
| | 3.6 Evaluate the effectiveness of the plan, suggesting changes for the future |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Understand how to evaluate, support and develop existing practice with children and young people with additional needs | 4.1 Explain how barriers that may restrict children and young people's access to services could be overcome |
| | 4.2 Explain the importance of evaluating existing practice |
| | 4.3 Explain the importance of challenging existing practice and becoming an agent of change |
| | 4.4 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour |
| | 4.5 Describe the impact a child or young person with additional needs has within different cultures |
| | 4.6 Outline the importance of culturally sensitive practice |
| | 4.7 Explain the importance of systems for monitoring, reviewing and evaluating service |
| 5. Understand how to work in partnership with other agencies and professionals to support provision for children and young people with additional needs | 5.1 Explain the roles and responsibilities of other professionals that are typically involved with children and young people with additional needs |
| | 5.2 Analyse examples of multi-agency and partnership working from own practice |

Range

1. Understand the principles of working with children and young people with additional needs

1.1 Children and young people:

Individuals from birth to their 19th birthday.

1.1 **Additional needs** could include:

- behavioural, emotional and social development needs
- cognition and learning needs
- communication and interaction needs
- physical and sensory needs

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 and LO3 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SDCCLD0321

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Appendix A: optional units

The units within this qualification cross over into the various occupational subject areas available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Children and Young People Support optional units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------|-------|--------|-----|-------|
| CYP 1 | J/650/5112 | Support parents/carers and those in a parental role to care for babies during their first year | 3 | 5 | 39 | |
| CYP 2 | K/650/5113 | Care for the physical and nutritional needs of babies and young children | 3 | 5 | 35 | |
| CYP 3 | L/650/5114 | Work with babies and young children to support their development and learning | 3 | 5 | 35 | |
|  CYP 4 | M/650/5115 | Understand child and young person development | 3 | 4 | 28 | |
| CYP 5 | R/650/5116 | Develop positive relationships with children and young people | 3 | 3 | 23 | |
|  CYP 6 | T/650/5117 | Support children and young people experiencing transitions | 3 | 3 | 17 | |
| CYP 7 | Y/650/5118 | Enable children and young people to understand their health and wellbeing | 4 | 5 | 38 | |
|  CYP 8 | A/650/5119 | Understand how to safeguard the wellbeing of children and young people | 3 | 7 | 45 | |



| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|--------------------------------------------------------------------------------|-------|--------|-----|-------|
| CYP 9 | H/650/5120 | Communicate with children and young people in care settings | 3 | 4 | 29 | |
| CYP 10 | J/650/5121 | Understand mental health and behaviour management of children and young people | 3 | 3 | 25 | |
| CYP 11 | K/650/5122 | Support children and young people with additional needs | 4 | 6 | 43 | |

The units above may be available as stand-alone unit programmes. Please visit our website for further information.