Sample Assessment Materials (SAMs) Optional Units- Children and Young People Support

NCFE CACHE Level 3 Technical Occupational Entry in Senior Healthcare Support (Diploma)
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Contents

CYP 1: support parents / carers and those in a parental role to care for babies during their first year

Task 1

Complete the second column of this table to demonstrate your understanding of legislation, guidance and policy related to supporting parents / carers to care for babies.

	Examples related to supporting parents / carers to care for babies
Legislation There are specific laws that ensure the safety, health and wellbeing of children, their parents / carers and practitioners. Legislation is published by the government and must be followed.	1. 2. 3.
National guidelines Government departments and public bodies such as the National Institute, generally produce national guidelines for Health and Care Excellence (NICE). National guidelines provide evidence-based recommendations on practice / interventions.	1. 2. 3.
Policies and protocols Often produced locally within an organisation or setting, policies provide a plan or set of principles designed to influence and determine decisions or procedures, whilst protocols are a written set of step-by-step instructions for how a specific activity is to be conducted.	1. 2. 3.
Good practice guidelines Advice / guidance on the best or most effective way to carry out a task or intervention that will achieve the best outcomes. Government departments, charities, universities or sector experts / specialists may produce these.	1. 2. 3.

(AC1.1, 1.2)

Task 2

All settings that provide care, support and / or education to children have a statutory responsibility to have a safeguarding (or child protection) policy.

Produce a written report describing the local policies for your setting relating to child safety and protection. Ensure you include an explanation of how to report concerns about a parent / carer or child's health, safety or wellbeing in line with these local policies / protocols.
(AC1.2, 1.6)

Task 3

For any practitioner working with children and families, it is important to develop good working relationships.

In your portfolio, consider your setting and write a reflective account explaining the following:
- an explanation of how practitioners in your setting achieve effective working partnerships with parents / carers (or other individuals with parental responsibility)
- an explanation of the rights and responsibilities of parents / carers for their child and the role of practitioners in your setting in relation to this
- an explanation of where you would obtain advice and information regarding supporting parents / carers to care for babies to develop your own practice.

(AC1.3, 1.4, 1.5)

Task 4

Ensuring accurate record keeping and confidentiality is an important element of practice in any setting.
In your portfolio, consider your setting and write a reflective account explaining the following:
- an explanation of how to access records and information on the needs and preferences of babies and parents / carers, in line with the policies / protocols in your setting
- an explanation of the importance of confidentiality when accessing this information.

(AC1.7, 1.8)

Task 5

In your portfolio for this task, reproduce and complete the below table.

Area of development	Expected milestones during first 12 months of life	What can parents / carers do to encourage development in this area?	How does play encourage development in this area?	What is the role of adults and other children in encouraging play?
Physical development				
Pre-speech development and verbal / non-verbal behaviour and cues				
Language and communication development				
Social and emotional development				

(AC2.1, 2.2, 2.3)

Task 6

A vast number of factors affect the health, wellbeing, behaviour, skills, abilities and development of all individuals throughout their life course.

You are required to produce an information leaflet on this topic for practitioners working with families with a 12-month-old baby and include the following:
- internal factors (for example, the influence of genetics / biology) and their impact on both parents / carers and the 12-month-old baby
- external factors (for example, income and employment) and their impact on both parents / carers and the 12-month-old baby
- an explanation of how personal beliefs, previous experiences and preferences of parents / carers may impact the ways in which they care for their child.

(AC2.4, 2.5)

Task 7

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be observed in the real working environment.

Further observations of practice will be planned to assess any criteria not observed within this observation.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO3	The learner is observed involving parents / carers in identifying their requirements in meeting the rights and protection needs of their baby (AC3.1)		
	The learner is observed explaining to parents / carers the importance of only leaving the baby with people who are capable of caring for children (AC3.2)		
	The learner is observed supporting parents / carers to follow safety measures when handling their baby (AC3.3)		
	The learner is observed providing encouragement, guidance and support to parents / carers in relation to keeping their baby safe, secure and free from		

	danger as the baby becomes mobile (AC3.4)		
	The learner is observed explaining how active parenting can benefit the baby (AC3.5)		
LO4	The learner is observed supporting parents / carers to prepare themselves, the environment and the baby for bathing (AC4.1)		
	The learner is observed supporting parents / carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing (AC4.2)		
	The learner is observed supporting parents / carers to monitor their baby's condition for signs of discomfort and distress (AC4.3)		
	The learner is observed explaining 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 (AC4.4)		
	The learner is observed reinforcing advice given to parents / carers about sleeping positions, room and body temperature, coverings and clothing (AC4.5)		
	The learner is observed encouraging parents / carers to seek advice and support about any aspects of their baby's care (AC4.6)		
	The learner is observed supporting parents / carers to make informed choices when their baby persistently cries (AC4.7)		
LO5	The learner is observed discussing with parents / carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development (AC5.1)		
	The learner is observed supporting parents / carers to interact and play with their baby using play materials that support each aspect of their developmental capabilities (AC5.2)		

	The learner is observed updating records on the parents / carers' progress in line with local policy and protocol, referring any concerns to an appropriate person (AC5.3)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

CYP 2: care for the physical and nutritional needs of babies and young children

Task 1

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO1	The learner is observed providing physical care for babies and young children in relation to their: skin, hair, teeth, nappy area (AC1.1)		
LO2	The learner is observed implementing planned daily and weekly routines for babies and young children to meet individual needs (AC2.1)		
	The learner is observed treating babies or young children with respect and sensitivity during everyday care routines (AC2.2)		
LO3	The learner is observed providing opportunities for babies or young children to engage in exercise and physical activity (AC3.2)		
LO4	The learner is observed applying a balanced approach to risk management when supervising babies or young children (AC4.3)		
LO5	The learner is observed planning a programme of weaning using information from carers (AC5.2)		
	The learner is observed preparing formula feeds hygienically following current guidance (AC5.3)		
LO6	The learner is observed planning meals for young children that meet their nutritional needs based on current		

	government guidance and information from carers (AC6.1)		

Task 2

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will:
• explain the importance of taking into account preferences of carers in the provision of physical care
• explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care
• explain the principles of effective toilet training
• explain the importance of exercise and physical activity for babies and young children
• explain policies and procedures that cover health, safety and protection of babies and young children
• review the environment's safety features and ensure they provide a safe and protective environment for babies and young children
• explain current advice on minimising sudden infant death syndrome (SIDS) in everyday routines for babies
• identify, using current government guidance, the nutritional needs of babies until they are fully weaned
• evaluate the benefits of different types of formula that are commonly available
• explain food allergies and intolerances that a young child may experience and the importance of following carers' instructions on the needs of their child.

(AC1.2, 1.3, 2.3, 3.1, 4.1, 4.2, 4.4, 5.1, 5.4, 6.2)

CYP 3: work with babies and young children to support their development and learning

Task 1

You are required to produce a presentation explaining development in the first five years of life. Your presentation must include the following:
- the sequence of development in the first 5 years of life and the skills typically acquired at each stage
- how development and learning are interconnected
- how and why variations occur in rate and sequence of development and learning
- how learning may take place in different ways
- the importance of play in encouraging development
- the potential effects on development of pre-conceptual, pre-birth and birth experiences
- the impact of current research into the development and learning of babies and young children.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

Task 2

"Babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings."

You are required to produce a written report explaining the statement above referring to current research and at least one theory of child development.

Ensure you include:
- the benefits of the key worker / person system in early years settings
- an analysis of the possible effects of poor-quality attachments on the development of babies and children.

(AC3.1, 3.2, 3.3)

Task 3

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO2	The learner is observed undertaking assessments of babies or young children's development and learning needs (AC2.1)		

	The learner is observed ensuring the indoor and outdoor environment is responsive to the development and learning needs of babies and young children (AC2.2)		
	The learner is observed planning play-based activities and experiences based on assessments to support development and learning (AC2.3)		
	The learner is observed planning and providing play-based activities and experiences to support development and learning that are tailored to babies or young children's needs (AC2.4)		
LO4	The learner is observed engaging sensitively with babies and young children giving them time to respond (AC4.1)		
	The learner is observed engaging in playful activity with babies and young children (AC4.2)		
	The learner is observed providing responsive care for babies and young children in own practice (AC4.4)		
LO5	The learner is observed communicating information with carers (AC5.2)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

Task 4

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will cover the following topics:
• explain how babies express their emotions, preferences and needs
• explain why it is important to manage transitions for babies and young children
• explain when and why babies and young children require periods of quiet to rest and sleep
• explain the primary importance of carers in the lives of babies and young children
• evaluate ways of working in partnership with carers.

(AC4.3, 4.5, 4.6, 5.1, 5.3)

CYP 4: understand child and young person development

Task 1

In your portfolio, produce a table using the column headings below, to demonstrate your understanding of the sequence and rate of development from birth to 19 years.

You are free to choose how many age categories are included in your table – for example, the first row could begin with 'Birth', '0-3 months' or '0-6 months.' It is likely you will need at least 10 rows to ensure you include sufficient detail.

Age	Physical development	Cognitive development (including intellectual and language development)	Social and emotional development

(AC1.1)

Task 2

In your portfolio, produce a written report explaining the following:
- an explanation of the difference between sequence of development and rate of development, and why this difference is important
- an explanation of why children and young people's development might not follow the expected pattern
- an explanation of how disability might affect development.

(AC1.2, 3.2, 3.3)

Task 3

In your portfolio for this task, produce a spider diagram for each of the following:
- explain how children and young people's development is influenced by a range of personal factors
- explain how children and young people's development is influenced by a range of external factors.

(AC2.1, 2.2)

Task 4

You are required to carry out research based on theory and practices to produce content for inclusion on a website for practitioners working with children, young people and families.

You must identify the relevant sources used to support the content you produce.

Ensure the content explains the following:
- how theories of development and frameworks to support development influence current practice
- how to monitor children and young people's development using different methods and tools
- how different types of interventions can support positive outcomes for children and young people where development is not following the expected pattern.

(AC2.3, 3.1, 3.4)

Task 5

Research shows when children with speech and language delays and disorders are identified earlier, they make faster progress and have a better chance to catch up to same-aged peers.

In your portfolio for this task, produce a written report including the following:
• analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
• explain how multi-agency teams work together to support speech, language and communication
• explain how play and activities are used to support the development of speech, language and communication.

(AC4.1, 4.2, 4.3)

Task 6

Change is a normal part of life and can provide opportunities for children and young people to develop their resilience. A transition is a period of change, from one significant stage or experience to another. As children and young people age and develop, they inevitably experience a number of different transitions and significant events that may impact upon them in different ways.

Consider the transitions in the table below and conduct some independent research on how these events may affect children and young people's development.

Reproduce the below table in your portfolio for this task and record your findings.

Transition / Event	How might this transition affect development?
Moving to primary school from nursery / pre-school	
Birth of a sibling	
Moving to a new home	
Family breakdown (for example, parental separation)	
Moving to high school from primary school	
Puberty	
Entering or leaving foster care	
Bereavement (for example, loss of a grandparent)	

Having completed the table, produce a written report of the effects that positive relationships can have during periods of transition on children and young people.

(AC5.1, 5.2)

CYP 5: develop positive relationships with children

Task 1

Reproduce the below table in your portfolio for this task and complete the second row.

Explain why developing positive relationships with children and young people is important	Explain how to develop positive relationships with children and young people	Explain how to maintain positive relationships with children and young people

(AC1.1, 1.2, 1.3)

Task 2

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will explain how you ensure the following in your practice:
- respect privacy and confidentiality wishes
- check that the child or young person understands that their needs are important and are being addressed
- obtain support in line with local policy or protocol where there are communication or relationship issues.

(AC2.1, 2.2, 2.4)

Task 3

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be observed in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO2	The learner is observed establishing through play and other methods, a rapport with the child or young person that encourages a good relationship to develop (AC2.3)		

LO3	The learner is observed responding to any concerns that the child or young person might have (AC3.1)		
	The learner is observed agreeing with the child or young person the information that may be shared with others (AC3.2)		
	The learner is observed providing information for the child or young person to assist understanding (AC3.3)		
	The learner is observed directing the child or young person to any further sources of information, advice or support (AC3.4)		
	The learner is observed maintaining records in line with local policy and protocol (AC3.5)		
	The learner is observed communicating in a way that is sensitive to the age, understanding and preferences of the child or young person (AC3.6)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

CYP 6: support children and young people experiencing transitions

Task 1

Complete the table.

Define the term 'transition' in relation to children and young people		
Type of transition	**Provide an example of this type of transition**	**Explain how this type of transition affects children and young people**
Physical		
Psychological		
Cognitive		
Emotional		
Family		
Social		
Between services		

(AC1.1, 1.2, 1.3)

Task 2

In your portfolio for this task produce a guidance leaflet for practitioners.

You must choose to focus your leaflet on practitioners working with one of the following age groups: 0–5-year-olds, 5–11-year-olds, 11-16 year-olds, or 16-19 year-olds.

Your leaflet must address the following:
- explain how to recognise that a child or young person is experiencing transition
- explain how to support children and young people experiencing transitions to achieve positive outcomes
- explain the importance of support from adults and significant others for children and young people experiencing transitions.

(AC2.1, 2.2, 3.2)

Task 3

In your portfolio for this task, produce a written report describing the factors that influence children and young people's resilience during transitions. Ensure you include an explanation of the importance of children and young people making choices appropriate to their age and stage of development.

(AC2.3, 3.1)

CYP 7: enable children and young people to understand their health and wellbeing

Task 1

You are required to produce a presentation for use as a training resource in your setting.
The presentation must address the following:
- explain how self-directed play and recreation helps children and young people to:
  - understand themselves
  - understand the world around them
  - promote their health and wellbeing
  - realise their potential
- explain the impact of transitions on child development from birth to 19 years
- explain how to recognise signs of possible developmental delay, disability or undiagnosed health conditions
- explain the referral process for possible developmental delay, disability or undiagnosed health conditions
- describe the contributing factors that increase the risk of harm to children and young people
- describe the triggers for reporting incidents or unexpected behaviour from children and young people.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will explore how you:
- communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person
- observe the child or young person's behaviour and note any unexpected changes or concerns
- support the child, young person and relevant others to communicate with each other through a partnership-based approach
- 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.

(AC2.1, 2.2, 2.3, 2.4)

Task 3

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO3	The learner is observed explaining the options available to the child or young person and how to access support (AC3.1)		
	The learner is observed providing evidence-based information about the effectiveness, benefits and risks of the different options (AC3.2)		
	The learner is observed supporting the child or young person to take an active part in any decisions that affect them (AC3.3)		
	The learner is observed providing information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and wellbeing (AC3.4)		
	The learner is observed maintaining records in line with local policy and protocol (AC3.5)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

CYP 8: understand how to safeguard the wellbeing of children and young people

Task 1

Complete the table to demonstrate your understanding of legislation, policies and procedures, standards, local ways of working and codes of conduct affecting the safeguarding of children and young people.

	Examples related to safeguarding children and young people	**How does this legislation / guidance / policy affect day-to-day work with children and young people?**
Legislation (national)	1. 2. 3.	
Guidance, standards, and codes of conduct (national)	1. 2. 3.	
Policies and procedures (in your setting)	1. 2. 3.	

(AC1.1, 1.3)

Task 2

In your portfolio for this task, produce a short-written report explaining the following:
- child protection within the wider context of safeguarding children and young people
- when and why enquiries and safeguarding practice reviews are required and how the sharing of the findings informs practice.

(AC1.2, 1.4)

Task 3

Working with practitioners in other agencies / services is an essential element of safeguarding children and young people.

You are required to carry out some research on partnership working and produce a short-written report within your portfolio for this task.

Your report must:
- explain what is meant by partnership working in the context of safeguarding
- explain the importance of a child- or young person-centred approach.

Include a completed copy of the below table, describing the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.

Organisation	Roles and responsibilities
1.	
2.	
3.	
4.	
5.	

(AC2.1, 2.2, 2.3)

Task 4

You are required to produce a training document for other practitioners in your setting, and present this in your portfolio for this task.

The document must:
- explain why it is important to ensure children and young people are protected from harm within the work setting
- explain how the processes used by own work setting or service comply with legislation that covers data protection and information handling and sharing
- 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
- explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits.

(AC1.5, 3.1, 3.2, 3.3)

Task 5

Complete the table to demonstrate your understanding of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.

Category of harm	Signs and symptoms	Behaviours a child or young person may display when experiencing this form of harm
Physical abuse		
Sexual abuse		
Emotional / psychological abuse		
Neglect		
Trafficking		

Female genital mutilation (FGM)		

(AC4.1)

Task 6

In your portfolio for this task, produce a written report that:
- describes the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- explains the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
- explains the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised
- explains the scope of own practice and limitations of competence
- explains how to obtain advice and information to support own practice.

(AC4.2, 4.3, 4.4, 4.5, 4.6)

Task 7

Complete the table to demonstrate your understanding of the different types of bullying and the potential effects on children and young people.

Type of bullying	Examples	Potential effects on children and young people
Physical		
Verbal		
Emotional		
Cyberbullying		

(AC5.1)

Task 8

In your portfolio for this task, produce an information poster for use in your setting that:
- outlines the policies and procedures that should be followed in response to concerns or evidence of bullying
- explains why these policies and procedures are in place
- explains how to support a child or young person and / or their carers when bullying is suspected or alleged.

(AC5.2, 5.3)

Task 9

In your portfolio for this task, produce a written report that:
- explains how to develop and maintain children and young people's self-confidence and self-esteem
- analyses the importance of developing resilience in children and young people

- explains 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
- explains ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety.

(AC6.1, 6.2, 6.3, 6.4)

Task 10

You are required to produce a guide for colleagues regarding e-safety.

Your guide should be presented in your portfolio for this task and must:
- explain the risks and possible consequences for children and young people of being online and of using a mobile phone
- describe ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone
- describe the actions to take if there are concerns about a child or young person's e-safety.

(AC7.1, 7.2, 7.3)

CYP 9: communicate with children and young people in care

Task 1

You are required to create a training document for other practitioners in your setting.

The document can be presented in the form of a written information leaflet or an information poster for display in the workplace.

The document must:
* identify the different reasons people communicate
* describe barriers to communication and explain how you can overcome these
* explain how communication affects relationships in the work setting
* explain how age influences methods of communicating with: babies, infants, children, young people, and adults.

(AC1.2, 1.3, 1.4, 1.5)

Task 2

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will explain how you:
* outline legislation, policies, standards, local ways of working and codes of conduct that apply to your own role in communicating effectively with children and young people
* establish the communication and language needs, wishes and preferences of children and young people and those involved in their care
* apply a range of communication methods and styles to meet the needs of the child or young person and those involved in their care
* respond to the child or young person's reactions when communicating
* explain the importance of person-centred communication and shared decision making
* record the child or young person's preferred method of communication and how this information will be shared with others.

(AC1.1, 2.1, 2.2, 2.3, 2.4, 2.5)

Task 3

You are required to create a presentation for use as a training resource in your setting.
The presentation must:
* explain how play supports the feelings and understanding of children and young people
* explain age-appropriate play therapy
* explain age-appropriate distraction therapy
* evaluate the impact of play and distraction techniques in relation to children and young people
* explain when to implement play and distraction techniques with children and young people
* describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people
* explain preparation and resources required prior to implementation of: a play activity, a distraction technique, age-appropriate information sharing
* describe the role of observation, communication, listening and understanding when using play and distraction techniques

- explain the need for empathy when supporting children and young people
- describe how others in the care team can contribute to and assist in play and distraction activities with children and young people
- explain reporting and recording requirements in relation to the use of play and distraction techniques.

(AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5)

CYP 10: understand mental health and behaviour management

Task 1

In your portfolio for this task, produce an information leaflet that:
- defines the term 'mental health'
- identifies components of mental wellbeing
- explains positive mental health.

(AC1.1, 1,2, 1.3)

Task 2

Complete the table to demonstrate your understanding of mental health conditions affecting children and young people.

Name of mental health condition	Signs, symptoms, indicators and / or associated behaviours	Impact of the condition on children and young people

Provide a written explanation of the reasons for classifying mental health conditions that affect children and young people.

(AC2.1, 2.2, 2.3)

Task 3

In your portfolio for this task, produce a written report addressing the following:
- identify current legislation in relation to children and young people with mental health conditions
- explain organisational policies and procedures that support children and young people with mental health conditions
- explain reasons for challenging discrimination against children and young people with mental health conditions.

(AC3.1, 3.2, 3.3)

Task 4

You are required to carry out some research on behaviour management strategies for children and young people with mental health conditions that are used by practitioners working with these individuals.

Present the findings of your research in a presentation ensuring you:
- describe behaviour management strategies used to support children and young people with mental health conditions

- describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions
- explain the evidence base for the use of physical intervention.

(AC4.1, 4.2, 4.3)

Task 5

You are required to produce a poster for display in your working setting as a guide for colleagues regarding supervising children and young people with mental health conditions.

Your poster should be presented in your portfolio for this task and must:
- explain reasons for supervising children and young people with mental health conditions
- describe formal and informal observation
- identify the potential impacts upon children and young people when supervised on a one-to-one basis.

(AC5.1, 5.2, 5.3)

CYP 11: support children and young people with additional needs

Task 1

You are required to create a presentation for use as a training resource in your setting.

The presentation must:
- outline the legal entitlements of children and young people with additional needs for equality of treatment
- outline the principles of working inclusively to support additional needs
- compare service-led and child and young person-led models of provision for children and young people
- critically analyse the difference between the social and medical models of disability
- explain how each model of disability affects provision
- explain the importance of advocacy for children and young people who require it
- explain the importance of encouraging the participation of children and young people in all aspects of care and support.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

Task 2

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will cover the following points:
- explain the concepts and principles of partnerships with carers of children and young people
- explain the types of support and information carers may require
- explain the roles and responsibilities of other professionals that are typically involved with children and young people with additional needs
- provide two examples of multiagency / partnership working from your own practice and describe a strength and limitation for each example.

(AC2.1, 2.2, 2.3, 5.1, 5.2)

Task 3

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Following is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO2	The learner is observed working in partnership with families to support additional needs (AC2.3)		
LO3	The learner is observed engaging with children or young people with additional needs (AC3.1)		
	The learner is observed encouraging children or young people to express their preferences and aspirations using their chosen method of communication (AC3.2)		
	The learner is observed assessing a child or young person's learning, play or leisure needs, identifying solutions to any barriers according to the principles of inclusion (AC3.3)		
	The learner is observed developing a plan with a child or young person to support learning, play or leisure needs (AC3.4)		
	The learner is observed implementing the learning, play or leisure plan according to own role and responsibility (AC3.5)		
	The learner is observed evaluating the effectiveness of the plan, suggesting changes for the future (AC3.6)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

Task 4

Children and young people living with additional needs may experience more barriers to accessing services than those who do not have additional needs. Therefore, it is important that practitioners and services understand these potential challenges and actively work to address and overcome them. You are required to create a training document for other practitioners in your setting that provides information on this topic.

The training document can be presented in the form of a written information leaflet or an information poster for display in the workplace.

The document must:
- explain how barriers that may restrict children and young people's access to services could be overcome
- explain the importance of evaluating existing practice

- explain the importance of challenging existing practice and becoming an agent of change
- explain how and when to use the policies and procedures in your setting to challenge discriminatory, abusive or oppressive behaviour
- explain the importance of systems for monitoring, reviewing and evaluating service
- describe the impact a child or young person with additional needs has within different cultures
- outline the importance of culturally sensitive practice.

(AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

CYP 12: undertake treatments and dressings of lesions and wounds for children and young people

Task 1

You are required to produce a training resource for new staff in your setting.

You can choose to present the information in the form of an information leaflet or a presentation.

The training resources must contain three sections (in bold below) and cover the following:

Legislation, policy and guidance
- summarise the current legislation, national guidelines, policies, protocols and best practice guidelines that inform undertaking treatments and dressings of lesions and wounds
- explain the importance of maintaining compliance with health and safety guidance at all times
- explain the importance of using aseptic techniques that follow local guidelines and procedures
- explain the importance of wearing personal protective equipment (PPE)
- explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds.

Wound infection and healing
- define asepsis, antisepsis and cross infection
- describe the aspects of the anatomy and physiology of the skin that inform the application of dressings
- explain the process of wound healing and identify factors that promote and delay the process
- outline sources and consequences of wound contamination and measures to avoid and deal with these
- identify the types and functions of equipment, materials and dressings used in own work area
- explain the importance of following procedures outlined in the care plan
- explain the importance of referring any changes in the lesion / wound or adverse reactions that are outside own competence to the practitioner.

Following procedure
- identify the types and functions of equipment, materials and dressings used in own work area
- explain the importance of following procedures outlined in the care plan.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2)

Task 2

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO4	The learner is observed confirming the activity in line with the individual's care plan (AC4.1)		
	The learner is observed implementing health and safety measures relevant to the procedure and the environment (AC4.2)		
	The learner is observed confirming the individual's identity and obtaining valid consent from the individual, parent or carer to carry out the procedure (AC4.3)		
	The learner is observed communicating information, supporting and providing reassurance to address the individual, parent / carer's needs and concerns (AC4.4)		
	The learner is observed selecting and confirming all equipment and materials to be used are fit for purpose as outlined in the care plan (AC4.5)		
	The learner is observed maintaining the sterility of dressings prior to and during application (AC4.6)		
LO5	The learner is observed applying standard precautions for infection control (AC5.1)		
	The learner is observed maintaining an individual's privacy and dignity at all times (AC5.2)		
	The learner is observed maintaining the individual's comfort during and after the procedure (AC5.3)		
	The learner is observed scrutinising the lesion / wound for any change in appearance (AC5.4)		
	The learner is observed carrying out treatments as outlined in the care plan (AC5.6)		
	The learner is observed carrying out an observation on the individual for adverse reactions while carrying out treatment in accordance with the care plan (AC5.7)		

	The learner is observed applying / attaching dressings in line with the care plan (AC5.8)		
	The learner is observed dealing with hazardous waste in line with local policy (AC5.9)		
LO6	The learner is observed recording and reporting outcomes of the activity in line with national / local policy (AC6.1)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

CYP 13: obtain and test specimens from children and young people

Task 1

You are required to produce a staff information poster for display in your setting, outlining good practice and processes when obtaining, carrying, testing and storing specimens.

The poster should:
- outline current legislation, national guidelines and organisational policies and protocols that affect working practice
- identify the hazards and other consequences related to incorrect labelling of specimens
- identify the different types of specimens that may be obtained
- describe the tests and investigations that may be carried out on the specimens
- identify the correct equipment and materials used in the collection and transport of specimens

(AC1.1, 1.2, 2.1, 2.2, 2.3)

Task 2

Observations in practice are an opportunity to demonstrate your knowledge, skills, and behaviours in a real work environment. You are not required to manufacture scenarios to achieve the criteria and should plan to carry out your duties as normal. Observations should have minimal impact upon your department, but you are required to obtain consent from your manager for the observation to take place.

It is good practice to obtain consent from each service user you are caring for prior to the observation taking place – your manager will provide further guidance and clarity on this matter.

Below is a list of criteria that will be assessed by observation in the real working environment.

Learning outcome	Assessment criteria	Achieved with supporting information	Not yet achieved
LO3	The learner is observed introducing themselves to the individual and confirming the individual's identity with the individual or parent / carer (AC3.1)		
	The learner is observed maintaining a safe and healthy working environment using infection prevention and control techniques (AC3.2)		
	The learner is observed ensuring the individual's privacy and dignity is maintained at all times (AC3.4)		
	The learner is observed identifying with the individual or parent / carer any aspects of the child or young person's ethnic and religious background that might affect the procedure (AC3.5)		

	The learner is observed communicating with the individual in a way that is appropriate to their needs and preferences (AC3.6)		
	The learner is observed demonstrating that the required preparations have been completed, including materials and equipment (AC3.7)		
LO4	The learner is observed providing the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves (AC4.1)		
	The learner is observed demonstrating the correct collection, labelling and storage of specimens (AC4.4)		
	The learner is observed completing and attaching relevant documentation (AC4.5)		
LO5	The learner is observed demonstrating appropriate health and safety measures relevant to the procedure and environment (AC5.2)		
	The learner is observed demonstrating effective hand washing techniques and correct use of personal protective equipment (PPE) (AC5.3)		
	The learner is observed demonstrating safe disposal of clinical waste (AC5.4)		
LO6	The learner is observed demonstrating the correct process for reporting and recording test results (AC6.1)		
	The learner is observed communicating test results in accordance with agreed ways of working (AC6.3)		

Further observations of practice will be planned to assess any criteria not observed within this observation.

Task 3

A professional discussion is a planned and exploratory conversation between you and your tutor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will:
* explain the procedure to the individual and parent / carer and obtain valid consent

- describe possible problems in collecting specimens and how and when these should be reported
- describe the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these
- explain tests for a range of specimens
- describe the actions to be taken when the results are outside the normal range
- describe why it is important to understand the implications the test results may have on the individual.

(AC3.3, 4.2, 4.3, 5.1, 6.2, 6.4)

CYP 14: discharge arrangements for children and young people

Task 1

A professional discussion is a planned and exploratory conversation between you and your workplace assessor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will discuss the following:
- describe the information the parent / carer might need regarding the discharge and recovery of their child
- clarify with the practitioner the potential side effects of treatment that the parent / carer should be aware of on discharge
- clarify with the practitioner any advice and information to be given to the parent / carer
- gain any necessary authorisation prior to passing on discharge information to the parent / carer
- communicate information in a way that is sensitive to the needs, personal beliefs, preferences and abilities of the individual and their parent / carer
- contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan
- confirm the individual and / or parent / carer's understanding of general and aftercare information
- maintain confidentiality throughout the procedure
- record details of the procedure in line with organisational requirements.

(AC1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)

CYP 15: support end-of-life care for children and young people

Task 1

You are required to create a presentation for use as a training resource in your setting.

The presentation must contain the following sections:
- aims and principles of end-of-life care:
  - o explain the aims and principles of end-of-life care for children and young people
  - o provide an example of a national (published by the government) and local (published by the local authority where your setting is based) strategy or policy related to end-of-life care and describe one strength and one limitation for each
  - o describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care
  - o identify the key people and services who may be involved in delivery of end-of-life care
  - o explain the concept of holistic care at the end of life
  - o describe the symptoms that suggest individuals are nearing the end of life
- factors affecting end-of-life care:
  - o outline key points of theories about the emotional and psychological processes that key people may experience with the approach of death
  - o explain how the beliefs, religion and culture of the parents / carers or guardians can influence end-of-life care
  - o explain why support for an individual's health and wellbeing may not always relate to their terminal condition
- advance care planning:
  - o explain the purpose of advance care planning for looked after children in relation to end-of-life care
  - o outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
- support services:
  - o explain why support for psychological needs may be especially important during the end-of-life care period
  - o describe a range of sources of support to address the needs of individuals and key people during the end-of-life care period
  - o describe ways to support key people immediately following an individual's death
- practitioner self-care:
  - o identify ways to manage own feelings in relation to an individual's dying or death
  - o utilise support systems to deal with own feelings in relation to an individual's dying or death.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 7.2, 8.1, 8.2)

Task 2

A professional discussion is a planned and exploratory conversation between you and your tutor. It is an opportunity for you to demonstrate your knowledge and understanding and reflect on your practice and areas for development.

During this professional discussion, you will address how you:
- support key people to explore their thoughts and feelings about death and dying
- provide support for the individual and key people that respects their beliefs, religion and culture
- demonstrate ways to help the individual feel respected and valued throughout the end-of-life care period
- provide information to the key people about the individual's illness and the support available
- give examples of how an individual's wellbeing can be enhanced by:
  - o environmental factors

- o non-medical interventions
- o use of equipment and aids
- o alternative / complementary therapies
- contribute to partnership working with key people to support the individual's wellbeing during end-of-life care
- carry out own role in a child or young person's end-of-life care
- communicate with parents / carers / guardians to address any distress promptly and in agreed ways
- adapt support to reflect the individual's changing needs or responses
- carry out actions immediately following a death that respect the parent / guardian or carer's wishes and follow agreed ways of working.

(AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 6.3, 7.1)

Change history record

Version	Description of change	Date of issue
V1.0	First publication	August 2025