

# **Level 1 Award/Certificate/Diploma in Introduction to Health and Social Care (Adults and Children and Young People) Early Years and Childcare – Wales and Northern Ireland (4230-01/02/03)**

August 2017 Version 1.2



## Qualification at a glance

<b>Subject area</b>	<b>Health and Social Care</b>
<b>City &amp; Guilds number</b>	4230
<b>Age group approved</b>	14+ Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment
<b>Fast track</b>	See page 11
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/online catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 Award In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales and Northern Ireland)	101	120	4230-01	601/3529/3
Level 1 Certificate In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales and Northern Ireland)	245	300	4230-02	601/3530/X
Level 1 Diploma In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare	329	390	4230-03	601/3531/1

(Wales and Northern Ireland)				
------------------------------	--	--	--	--

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
V1.1 October 2014	Age Group Approved – changed to 14+	<b>Qualification at a glance</b>
V1.2 August 2017	Adding GLH and TQT details  Removing QCF	Qualification at a glance and Introduction  Assessment and Sources of general information

# Contents



<b>1</b>	<b>Introduction</b>	<b>7</b>
	Structure	8
<b>2</b>	<b>Centre requirements</b>	<b>15</b>
	Approval	15
	Resource requirements	15
<b>3</b>	<b>Delivering the qualification</b>	<b>18</b>
	Initial assessment and induction	18
<b>4</b>	<b>Assessment</b>	<b>19</b>
	Assessment strategy	20
	Recognition of prior learning (RPL)	22
<b>5</b>	<b>Units</b>	<b>23</b>
<b>Unit 101</b>	<b>Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare</b>	<b>24</b>
<b>Unit 102</b>	<b>Understand the principles and values in health and social care (adults and children and young people), early years and childcare</b>	<b>26</b>
<b>Unit 103</b>	<b>Introductory awareness of inclusion and disability</b>	<b>28</b>
<b>Unit 104</b>	<b>Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare</b>	<b>29</b>
<b>Unit 105</b>	<b>Awareness of health and safety in health and social care (adults and children and young people), early years and childcare</b>	<b>30</b>
<b>Unit 107</b>	<b>Introduction to partnership working in health and social care (adults and children and young people), early years and childcare</b>	<b>34</b>
<b>Unit 110</b>	<b>Introduction to children and young people’s development</b>	<b>36</b>
<b>Unit 112</b>	<b>Introduction to the physical care of babies and young children</b>	<b>38</b>
<b>Unit 113</b>	<b>Introduction to the development of children and young people through play</b>	<b>41</b>
<b>Unit 114</b>	<b>Encourage children and young people to eat healthily</b>	<b>43</b>
<b>Unit 115</b>	<b>Introduction to a healthy lifestyle</b>	<b>45</b>
<b>Unit 116</b>	<b>Introduction to autistic spectrum condition</b>	<b>48</b>
<b>Unit 117</b>	<b>Introduction to learning disability</b>	<b>50</b>
<b>Unit 118</b>	<b>Introduction to physical disability</b>	<b>52</b>
<b>Unit 119</b>	<b>Introduction to sensory loss</b>	<b>54</b>
<b>Unit 120</b>	<b>Introduction to mental health</b>	<b>56</b>

<b>Unit 121</b>	<b>Introduction to dementia</b>	<b>58</b>
<b>Unit 133</b>	<b>Exploring connections with sustainable development and global citizenship</b>	<b>60</b>
<b>Unit 134</b>	<b>Introduction to creative activities for children’s development</b>	<b>61</b>
<b>Unit 135</b>	<b>Introduction to language immersion in an early years and childcare setting</b>	<b>63</b>
<b>Unit 136</b>	<b>Introduction to the factors affecting older people</b>	<b>65</b>
<b>Unit 137</b>	<b>Understand the importance of engagement in leisure and social activities in health and social care</b>	<b>67</b>
<b>Unit 139</b>	<b>Introduction to balanced diets for individuals</b>	<b>69</b>
<b>Sources of general information</b>		<b>71</b>

# 1 Introduction



This document tells you what you need to do to deliver the qualification[s]:

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	They are for candidates who work or want to develop skills and knowledge required for working in the health and social care sector
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the health and social care sector covering
Are the qualifications parts of a framework or initiative?	These qualifications can be used as part of a Foundation Learning programme
Who did we develop the qualification with?	This qualification was developed in association with the sector skills council.
What opportunities for progression are there?	Candidates can progress into employment and/or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• 4222-22 Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.</li></ul>

## Structure

To achieve the **Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People) Early Years and Childcare - Wales and Northern Ireland**, learners must achieve **12** credits from the following units (101-102 and 104-105).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
A/602/6187	Unit 101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3	1
A/506/0233	Unit 102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3	1
K/506/0289	Unit 104	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	3	1
F/506/0234	Unit 105	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	3	1



To achieve the **Level 1 Certificate in Introduction to Health and Social Care (Adults and Children and Young People) Early Years and Childcare - Wales and Northern Ireland**, learners must achieve a total of **30 credits**. **16** from the following mandatory units (101-106), a minimum of **3 credits** from the following optional units (110 or 136) and minimum of **11 credits** from the following optional units (107, 112-121, 133-135, 137, 139)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
A/602/6187	Unit 101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3	1
A/506/0233	Unit 102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3	1
F/602/6191	Unit 103	Introductory awareness of inclusion and disability	2	1
K/506/0289	Unit 104	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	3	1
F/506/0234	Unit 105	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	3	1
J/506/0235	Unit 106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	2	1
<b>Optional 1</b>				
A/506/1320	Unit 110	Introduction to children and young people's development	3	1
Y/506/0238	Unit 136	Introduction to the factors affecting older people	3	1
<b>Optional 2</b>				
M/506/0262	Unit 107	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare	2	1

T/506/0246	Unit 112	Introduction to the physical care of babies and young children	3	1
K/602/6315	Unit 113	Introduction to the development of children and young people through play	2	1
D/506/1309	Unit 114	Encourage children and young people to eat healthily	2	1
R/506/0240	Unit 115	Introduction to a healthy lifestyle	3	1
K/506/0261	Unit 116	Introduction to autistic spectrum condition	3	1
M/506/0259	Unit 117	Introduction to learning disability	3	1
H/506/0257	Unit 118	Introduction to physical disability	3	1
R/506/0254	Unit 119	Introduction to sensory loss	3	1
J/506/0252	Unit 120	Introduction to mental health	3	1
A/506/0250	Unit 121	Introduction to dementia	3	1
H/602/6331	Unit 133	Exploring connections with sustainable development and global citizenship	1	1
J/506/0249	Unit 134	Introduction to creative activities for children's development	3	1
Y/506/1308	Unit 135	Introduction to language immersion in an early years and childcare setting	2	1
K/602/6301	Unit 137	Understand the importance of engagement in leisure and social activities in health and social care	3	1
K/506/0292	Unit 139	Introduction to balanced diets for individuals	3	1

To achieve the **Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People) Early Years and Childcare - Wales and Northern Ireland**, learners must achieve a total of **39 credits**. **16** from the following mandatory units (101-106), a minimum of **3 credits** from the following optional units (110 or 136) and minimum of **20 credits** from the following optional units (107, 112-121, 133-135, 137, 139)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
A/602/6187	Unit 101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	3	1
A/506/0233	Unit 102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	3	1
F/602/6191	Unit 103	Introductory awareness of inclusion and disability	2	1
K/506/0289	Unit 104	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	3	1
F/506/0234	Unit 105	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	3	1
J/506/0235	Unit 106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	2	1
<b>Optional 1</b>				
A/506/1320	Unit 110	Introduction to children and young people's development	3	1
Y/506/0238	Unit 136	Introduction to the factors affecting older people	3	1

**Optional 2**

M/506/0262	Unit 107	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare	2	1
T/506/0246	Unit 112	Introduction to the physical care of babies and young children	3	1
K/602/6315	Unit 113	Introduction to the development of children and young people through play	2	1
D/506/1309	Unit 114	Encourage children and young people to eat healthily	2	1
R/506/0240	Unit 115	Introduction to a healthy lifestyle	3	1
K/506/0261	Unit 116	Introduction to autistic spectrum condition	3	1
M/506/0259	Unit 117	Introduction to learning disability	3	1
H/506/0257	Unit 118	Introduction to physical disability	3	1
R/506/0254	Unit 119	Introduction to sensory loss	3	1
J/506/0252	Unit 120	Introduction to mental health	3	1
A/506/0250	Unit 121	Introduction to dementia	3	1
H/602/6331	Unit 133	Exploring connections with sustainable development and global citizenship	1	1
J/506/0249	Unit 134	Introduction to creative activities for children's development	3	1
Y/506/1308	Unit 135	Introduction to language immersion in an early years and childcare setting	2	1
K/602/6301	Unit 137	Understand the importance of engagement in leisure and social activities in health and social care	3	1
K/506/0292	Unit 139	Introduction to balanced diets for individuals	3	1



## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 1 Award In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales and Northern Ireland)	101	120
Level 1 Certificate In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales and Northern Ireland)	245	300
Level 1 Diploma In Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales and Northern Ireland)	329	390



## Centre requirements

### Approval

If your centre is approved to offer **4333-12 and -14 Level 1 in Introduction to Health and Social Care (Adults, Children and Young People), Early Years and Childcare (Wales and Northern Ireland) and 4222-22 and -92 Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland** you will receive an automatic approval.

If you are a City & Guilds centre but do not offer the above qualifications you may be able to use a fast track approval process. Please see the 4230 page on [www.cityandguilds.com](http://www.cityandguilds.com) for details.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

## Resource requirements

### Centre staffing

Staff (tutors/assessors/internal verifiers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.
- Credible experience of providing training.
- Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

## **Assessors and internal verifiers**

Internal verifiers must:

- be occupationally knowledgeable in the Health and Social Care sector
- their knowledge must be at least to the same level as the qualification being verified
- they must have experience of using quality assurance systems as applied to qualifications
- be organised and participate in standardisation activities.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

## **Other legal considerations**

Candidates either working voluntarily or in placement in Care services may be legally required to undergo criminal record checks prior to employment or placement. Centres will need to liaise with one another to ensure that any safeguarding requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of requirements. These are usually the responsibility of the employer. The appropriate service regulatory body and the ISA (Independent Safeguarding Authority) for England should be able to provide the detail of the requirements, not the Awarding Body.

## **Data protection and confidentiality**

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

## **Protecting identity**

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

## **Images of minors being used as evidence**



If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility for the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- secure electronic storage requirement of photographs or video recordings
- associated child protection legislation.



## 2 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.



### 3 Assessment

#### Assessment of the qualification

The table below indicates how each unit of this qualification is to be assessed

Unit	Title	Assessment method	Where to obtain assessment materials
101	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
102	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
103	Introductory awareness of inclusion and disability	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
104	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
105	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
106	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
110	Introduction to children and young people's development	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
112	Introduction to the physical care of babies and young children	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
113	Introduction to the development of children and young people through play	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
114	Encourage children and young people to eat healthily	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
115	Introduction to a healthy lifestyle	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
116	Introduction to autistic spectrum condition	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
117	Introduction to learning disability	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
118	Introduction to physical disability	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
119	Introduction to sensory loss	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
120	Introduction to mental health	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
121	Introduction to dementia	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
133	Exploring connections with sustainable development and global citizenship	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
134	Introduction to creative activities for children's development	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
135	Introduction to language immersion in an early years and childcare setting	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
136	Introduction to the factors affecting older people	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
137	Understand the importance of engagement in leisure and social activities in health and social care	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>
139	Introduction to balanced diets for individuals	Assignment	<a href="http://www.citynadguilds.com">www.citynadguilds.com</a>

## **Assessment strategy**

### **Assessment principles**

Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **Internal Quality Assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **Definitions**

#### **Occupationally competent**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **Occupationally knowledgeable**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **Qualified to make assessment decisions**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### **Qualified to make quality assurance decisions**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **Expert witness**

An expert witness must:

- have a working knowledge of the units on which their expertise is based

- be occupationally competent in their area of expertise .
  - have **either** any qualification in assessment of workplace performance
- or
- a professional work role which involves evaluating the everyday practice of staff.

### **Recognition of prior learning (RPL)**

The City & Guilds policy on RPL can be found at: <http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>



## 4 Units

### Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website.

They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 101

# Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>A/602/6187</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>
The learner will: 1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can: 1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area 1.2 Outline the purpose of provision offered by <b>different types of service</b> 1.3 Give examples of who would access different types of service provision 1.4 Outline the difference between statutory and <b>independent</b> service provision 1.5 Outline how <b>informal care</b> contributes to service provision.

<b>Range</b>
<b>Different types of service</b> could include: <ul style="list-style-type: none"><li>• Community based services for adults</li><li>• Community based services for children and young people</li><li>• Domiciliary services for adults</li><li>• Domiciliary services for children and young people</li><li>• Day services for adults</li><li>• Residential services for adults</li></ul>



<ul style="list-style-type: none"> <li>• Residential services for children and young people</li> <li>• Early years</li> <li>• Children’s Care Learning and Development</li> <li>• Tele Care</li> <li>• Extra Care</li> <li>• Supported Housing</li> <li>• Supported Employment</li> <li>• Self Directed Support</li> <li>• Acute Hospital Services</li> <li>• Community Hospitals</li> <li>• General Practitioner Services</li> <li>• Pharmacy in Hospitals and Community</li> <li>• Substance Misuse Services</li> <li>• Complementary Healthcare</li> </ul> <p><b>Independent</b> means</p> <ul style="list-style-type: none"> <li>• Voluntary, not for profit or third sector</li> <li>• Private provision</li> </ul> <p><b>Informal care</b> could include that provided by:</p> <ul style="list-style-type: none"> <li>• Friends</li> <li>• Family</li> <li>• Neighbours</li> <li>• Community groups</li> </ul>
--

<b>Learning outcome</b>
The learner will:
2. Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can:
2.1 Identify the range of job roles within different types of service
2.2 Identify the knowledge and skills required to work in a job role in the sector
2.3 Outline a range of progression routes for a worker within the sector.

## Unit 102

# Understand the principles and values in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>A/506/0233</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the principles and values in health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>
The learner will: 1. Understand the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can: 1.1 Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare 1.2 Identify <b>guidance and standards</b> that underpin the principles and values 1.3 Outline why workers in health and social care (adults and children and young people), early years and childcare need to work to these values at all times 1.4 Give examples where a worker's principles and values may conflict with those in health and social care (adults and children and young people), early years and childcare 1.5 Explain what is meant by confidentiality in health and social care (adults and children and young people), early years and childcare.

<b>Range</b>
<b>Guidance and standards</b> <ul style="list-style-type: none"><li>• Human Rights Act</li><li>• UN Convention on the Rights of the Child</li><li>• Social Care Code of Practice</li><li>• NHS Wales Code of Conduct for SCHW (draft)</li><li>• Code of Practice for NHS Wales Employers (draft)</li></ul>

- Health Professional & Regulatory Body Codes of Practice eg Nursing and Midwifery Council

**Learning outcome**

The learner will:

2. Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare

**Assessment criteria**

The learner can:

- 2.1 Describe why those who access services should be valued as individuals
- 2.2 Give examples of ways to value adults who access services
- 2.3 Give examples of ways to value children and young people who access services
- 2.4 Outline what is meant by person centered practice or child centered practice
- 2.5 Outline how individuals are respected and valued by maintaining confidentiality.

<b>UAN:</b>	F/602/6191
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of inclusion and disability.

<b>Learning outcome</b>
The learner will:
1. Know the importance of inclusion within health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can:
1.1 Define the term 'inclusion'
1.2 Outline how inclusion underpins the principles and values health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>
The learner will:
2. Know the factors that promote inclusion of disabled children, young people and adults
<b>Assessment criteria</b>
The learner can:
2.1 Define the term 'disability'
2.2 Identify barriers in a local environment that may prevent inclusion
2.3 Suggest how barriers to inclusion may be overcome
2.4 Describe behaviours that would promote inclusion.

## Unit 104

# Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	K/506/0289
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of protection and safeguarding in health and social care (adults and children and young people), early years and child care.

<b>Learning outcome</b>
The learner will: 1. Understand safeguarding in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can: 1.1 Define 'safeguarding of adults at risk' 1.2 Define 'safeguarding children' 1.3 Identify the policies and procedures that organisations must have to safeguard adults and children 1.4 Outline the responsibility of self and others for safeguarding of adults and children 1.5 Explain the term 'harm, abuse and neglect' in the context of: <ul style="list-style-type: none"><li>• Safeguarding adults</li><li>• Safeguarding children</li></ul> 1.6 Give examples of the indicators of harm, abuse and neglect 1.7 Identify what actions should be taken if there are concerns about harm, abuse and neglect 1.8 Describe the boundaries of confidentiality and when to share information 1.9 Identify <b>sources of support and information</b> in relation to protection and safeguarding.

<b>Range</b>
<b>Sources of support and information</b> relates to the person disclosing and the person receiving and reporting.

## Unit 105

# Awareness of health and safety in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>F/506/0234</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of health and safety in awareness of health and safety in health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>
The learner will: 1. Know responsibilities of workers and employers for health and safety in a health and social care (adults and children and young people), early years and childcare setting
<b>Assessment criteria</b>
The learner can: 1.1 Outline employers' health and safety responsibilities for: <ul style="list-style-type: none"><li>• security</li><li>• moving and positioning individuals</li><li>• moving and handling equipment and objects</li><li>• responding to incidents</li><li>• training</li></ul> 1.2 Outline workers' health and safety responsibilities for: <ul style="list-style-type: none"><li>• security</li><li>• moving and positioning individuals</li><li>• moving and handling equipment and objects</li><li>• responding to incidents.</li></ul>

<b>Learning outcome</b>
The learner will: 2. Understand the purpose of risk assessments in health and social care (adults and children and young people), early years and childcare settings
<b>Assessment criteria</b>
The learner can: 2.1 Outline the purpose of risk assessments 2.2 Outline the components of a risk assessment 2.3 Outline how risk assessments can support a <b>person centered or a child centered approach</b> 2.4 Identify when a risk assessment is necessary.

<b>Range</b>
<b>Person centred or a child centred approach</b> This is a way of working which aims to put the person or child at the centre of the care situation taking into account their individuality, wishes and preferences.

<b>Learning outcome</b>
The learner will: 3. Know what contributes to the reduction of the spread of infection in health and social care (adults and children and young people), early years and childcare settings
<b>Assessment criteria</b>
The learner can: 3.1 Describe how infection is spread 3.2 Identify methods that reduce the spread of infection 3.3 Describe the <b>standard</b> method of washing hands 3.4 Identify when <b>personal protective equipment</b> should be used.

<b>Range</b>
<b>Standard</b> Refer to current NICE guidelines  <b>Personal protective equipment</b> refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include: <ul style="list-style-type: none"> <li>• Gloves</li> <li>• Apron</li> <li>• Masks</li> <li>• Hair nets</li> </ul>

## Unit 106

# Introduction to communication in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	J/506/0235
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of communication in health and social care (adults and children and young people), early years and childcare

<b>Learning outcome</b>
The learner will: 1. Know different methods of communication
<b>Assessment criteria</b>
The learner can: 1.1 Identify a <b>range</b> of communication methods.

<b>Range</b>
<b>Range</b> to include a minimum of five different methods.

<b>Learning outcome</b>
The learner will: 2. Understand how to communicate with individuals
<b>Assessment criteria</b>
The learner can: 2.1 Outline how to identify an <b>individual's</b> communication and language needs, wishes and preferences 2.2 Identify a range of <b>barriers</b> to communication 2.3 Identify factors that promote communication and overcome barriers 2.4 Outline what is meant by active listening.



**Range**

**Individuals:** any child, young person or adult

**Barriers** could include:

- Environmental
- Language
- Physical
- Cultural
- Social
- Emotional
- Psychological

## Unit 107

# Introduction to partnership working in health and social care (adults and children and young people), early years and childcare

<b>UAN:</b>	<b>M/506/0262</b>
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of partnership working in health and social care (adults and children and young people), early years and childcare.

<b>Learning outcome</b>
The learner will: 1. Understand partnership working in health and social care (adults and children and young people), early years and childcare
<b>Assessment criteria</b>
The learner can: 1.1 Identify features of successful partnerships 1.2 Outline what partnership working means in health and social care 1.3 Identify a range of partners to include <ul style="list-style-type: none"><li>• professionals/workers</li><li>• families/carers</li><li>• <b>communities</b></li><li>• <b>individuals</b></li></ul> 1.4 Describe benefits of partnership working for: <ul style="list-style-type: none"><li>• <b>individuals</b></li><li>• families/carers</li></ul> 1.5 Give examples of ways of working in partnership with: <ul style="list-style-type: none"><li>• professionals/workers</li><li>• families/carers</li><li>• <b>communities</b></li><li>• individuals</li></ul> 1.6 Outline the meaning of confidentiality in the context of partnership working.

<b>Range</b>
<b>Individuals:</b> any child, young person or adult <b>Communities</b> could include: groups, neighbours, voluntary and community groups, charities.

<b>UAN:</b>	A/506/1320
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of children and young people's development.

<b>Learning outcome</b>
The learner will:
1. Know the stages of children and young people's development
<b>Assessment criteria</b>
The learner can:
1.1 Outline the expected pattern of development for children and young people from birth to 19 years to include:
<ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• cognitive development</li> <li>• social, emotional and behavioural development.</li> </ul>

<b>Learning outcome</b>
The learner will:
2. Know factors that affect children and young people's development
<b>Assessment criteria</b>
The learner can:
2.1 Identify factors that affect children and young people's development to include:
<ul style="list-style-type: none"> <li>• <b>background</b></li> <li>• health</li> <li>• environment.</li> </ul>

<b>Range</b>
<b>Background</b> could include: <ul style="list-style-type: none"><li>• Personal history</li><li>• Culture and religion</li><li>• Language preference</li><li>• Family relationships</li></ul>

<b>Learning outcome</b>
The learner will: 3. Know how to support children and young people's development
<b>Assessment criteria</b>
The learner can: 3.1 Outline ways to support children and young people's development in relation to: <ul style="list-style-type: none"><li>• physical development</li><li>• communication</li><li>• intellectual development</li><li>• social, emotional and behavioural development.</li></ul>

<b>UAN:</b>	T/506/0246
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the physical care of babies and young children.

<b>Learning outcome</b>
The learner will: 1. Know the physical care needs of babies and young children
<b>Assessment criteria</b>
The learner can: 1.1 Identify care needs for <b>babies and young children's</b> : <ul style="list-style-type: none"> <li>• skin</li> <li>• hair</li> <li>• teeth</li> <li>• nappy area.</li> </ul>

<b>Range</b>
<b>Babies and young children:</b> birth to 3 years

<b>Learning outcome</b>
The learner will: 2. Know how to support physical care routines for babies and young children
<b>Assessment criteria</b>
The learner can: 2.1 Outline how to show respect and sensitivity to babies or young children during physical care routines 2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable 2.3 Outline the principles of toilet training.

<b>Learning outcome</b>
The learner will: 3. Know how to support safe and protective environments for babies and young children
<b>Assessment criteria</b>
The learner can: 3.1 Describe how to provide a <b>safe and hygienic environment</b> for babies and young children 3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills 3.3 Identify what to do if concerned about the <b>well-being</b> of babies and young children.

<b>Range</b>
<p><b>Safe and hygienic environment</b> should include:</p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• PPE</li> <li>• Disposal of hazardous waste</li> <li>• Clean equipment</li> <li>• Physical environment and hazards</li> <li>• Care of sterile equipment</li> <li>• Safe storage of food and drink</li> <li>• Safeguarding procedures</li> </ul> <p><b>Well-being</b></p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Know the nutritional needs of babies and young children
<b>Assessment criteria</b>
The learner can: 4.1 Outline the <b>nutritional needs</b> of babies 4.2 Outline the nutritional needs of young children 4.3 Give examples of healthy balanced meals for young children 4.4 Outline <b>nutritional allergies</b> that may be experienced by babies and young children.

<b>Range</b>
<b>Nutritional needs of babies</b> should include reference to the Baby Friendly Initiative  <b>Nutritional allergies</b> can include: <ul style="list-style-type: none"> <li>• Milk (casein protein)</li> <li>• Lactose</li> <li>• Wheat / Gluten</li> <li>• Peanuts</li> <li>• Eggs</li> </ul>



<b>UAN:</b>	K/602/6315
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play.

<b>Learning outcome</b>
The learner will:
1. Know the importance of play for children and young people's development and well being
<b>Assessment criteria</b>
The learner can:
1.1 Identify how <b>play</b> supports children and young people's development and <b>well-being</b>
1.2 Outline the difference between adult directed play and child initiated play.

<b>Range</b>
<b>Play</b> could include:
<ul style="list-style-type: none"> <li>• Creative play</li> <li>• Physical play</li> <li>• Imaginative/pretend play</li> <li>• Environmental play</li> </ul>
<b>Well-being</b> to include:
<ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical.</li> </ul>

<b>Learning outcome</b>
The learner will: 2. Know factors that promote inclusive and stimulating play environments
<b>Assessment criteria</b>
The learner can: 2.1 Outline what is meant by inclusive and stimulating play 2.2 Describe an environment that supports inclusive and stimulating play 2.3 Identify a range of activities that promote inclusive and stimulating play.

<b>UAN:</b>	D/506/1309
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding encouraging children and young people to eat healthily.

<b>Learning outcome</b>
The learner will:
1. Know about healthy eating for children and young people
<b>Assessment criteria</b>
The learner can:
1.1 Identify healthy eating principles for children and young people
1.2 Outline <b>factors</b> that influence food choice.

<b>Range</b>
<b>Factors</b> could include:
<ul style="list-style-type: none"> <li>• Marketing and advertising</li> <li>• Peer pressure</li> <li>• Availability and cost</li> <li>• Presentation</li> <li>• Family circumstances</li> </ul>

<b>Learning outcome</b>
The learner will:
2. Know about activities to encourage children and young people to eat healthily
<b>Assessment criteria</b>
The learner can:
2.1 Outline a range of activities that encourage children and young people to eat healthily.



<b>UAN:</b>	<b>R/506/0240</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of developing and maintaining a healthy lifestyle.

<b>Learning outcome</b>
The learner will:
1. Know what contributes to a healthy lifestyle
<b>Assessment criteria</b>
The learner can:
1.1 Outline <b>factors</b> that contribute to a healthy lifestyle
1.2 Outline <b>benefits</b> of living a healthy lifestyle.

<b>Range</b>
<b>Factors</b> could include:
<ul style="list-style-type: none"> <li>• Diet and nutrition</li> <li>• Exercise</li> <li>• Environmental</li> <li>• Work-life balance</li> <li>• Safe sex</li> <li>• Social activities</li> <li>• Recreational activities</li> </ul>
<b>Benefits</b> could include:
<ul style="list-style-type: none"> <li>• Physiological benefits to exercise</li> <li>• Emotional and psychological benefits</li> <li>• Heart health</li> <li>• Anti-aging</li> <li>• A healthy weight</li> <li>• Increased energy</li> <li>• Improvements in daily living</li> </ul>

<b>Learning outcome</b>
The learner will: 2. Know what contributes to an unhealthy lifestyle
<b>Assessment criteria</b>
The learner can: 2.1 Describe activities and <b>choices that hinder a healthy lifestyle</b> 2.2 Outline how activities and choices can have a negative effect on personal well-being.

<b>Range</b>
<b>Choices that hinder a healthy lifestyle</b> could include: <ul style="list-style-type: none"> <li>• Poor diet and nutrition</li> <li>• Smoking</li> <li>• Substance misuse</li> <li>• Alcohol misuse</li> <li>• Inactivity</li> <li>• Anti-social behaviour</li> <li>• Truancy</li> <li>• Unsafe sex</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Know how activities contribute to a healthy lifestyle
<b>Assessment criteria</b>
The learner can: 3.1 List activities in the local area that support a healthy lifestyle 3.2 Identify the benefits of a range of activities on personal <b>well-being</b> as a result of taking part in activities.

<b>Range</b>
<b>Well-being</b> can be: <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Know how to develop a personal healthy lifestyle plan
<b>Assessment criteria</b>
The learner can: 4.1 Identify positive and negative aspects of own lifestyle 4.2 Produce an action plan to improve own health and well-being.



<b>UAN:</b>	<b>K/506/0261</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of autistic spectrum condition.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with an autistic spectrum condition
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual</b> with an autistic spectrum condition as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with an autistic spectrum condition.

<b>Range</b>
<b>Individual:</b> any child, young person or adult
<b>Person centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.



<b>Learning outcome</b>
The learner will: 2. Understand the concept of autistic spectrum condition
<b>Assessment criteria</b>
The learner can: 2.1 Outline what is meant by the term 'autistic spectrum condition' 2.2 Give examples of behavioural characteristics associated with autistic spectrum condition 2.3 Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition 2.4 Outline why preparation, planning and routines are important to individuals with an autistic spectrum condition.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of effective communication for individuals with an autistic spectrum condition
<b>Assessment criteria</b>
The learner can: 3.1 Identify the impact of effective communication to the lives of individuals with an autistic spectrum condition 3.2 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language 3.3 Outline the use of <b>visual communication</b> systems for individuals with an autistic spectrum condition.

<b>Range</b>
<b>Visual communication</b> could include: <ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS, Frost and Bondy, 1994)</li> <li>• Sign language</li> <li>• Interactive communication boards</li> <li>• Communication cue cards</li> <li>• Conversation books or voice output communication aids</li> </ul>

<b>UAN:</b>	<b>M/506/0259</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of learning disability.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with a learning disability
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual</b> with a learning disability as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with a learning disability.

<b>Range</b>
<b>Individuals:</b> any child, young person or adult
<b>Person centred approach:</b>
This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

<b>Learning outcome</b>
The learner will: 2. Know the main causes of learning disability
<b>Assessment criteria</b>
The learner can: 2.1 Outline what is meant by the term 'learning disability' 2.2 Give examples of causes of learning disability.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of effective communication for individuals with a learning disability
<b>Assessment criteria</b>
The learner can: 3.1 Identify the impact of effective communication on the lives of individuals with a learning disability 3.2 Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability 3.3 Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.

<b>UAN:</b>	H/506/0257
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of learning disability.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with a physical disability
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual</b> with a physical disability as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with a physical disability
1.3 Identify how individuals with a physical disability can be in control of the support they access to meet their care needs
1.4 Outline the importance of promoting the independence of individuals with physical disability
1.5 Give examples of ways to promote the inclusion of individuals with physical disability in society.

<b>Range</b>
<b>Individuals:</b> any child, young person or adult
<b>Person centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

<b>Learning outcome</b>
The learner will: 2. Know the main causes of physical disability
<b>Assessment criteria</b>
The learner can: 2.1 Give examples of causes of <b>physical disability</b> .

<b>Range</b>
<b>Physical disability</b> includes: <ul style="list-style-type: none"> <li>• Congenital disability</li> <li>• Progressive disability</li> <li>• Acquired disability</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Know factors that have an impact on the lives of individuals with physical disabilities
<b>Assessment criteria</b>
The learner can: 3.1 Identify <b>factors</b> that have a disabling effect on an individual 3.2 Identify factors that have an enabling effect on an individual 3.3 Give examples of how to challenge discriminatory attitudes.

<b>Range</b>
<b>Factors</b> could include: <ul style="list-style-type: none"> <li>• Environment</li> <li>• Attitudes and beliefs</li> <li>• Culture</li> </ul>

<b>UAN:</b>	<b>R/506/0254</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of sensory loss.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with sensory loss
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual with sensory loss</b> as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with sensory loss.

<b>Range</b>
<b>Individual:</b> any child, young person or adult
<b>Sensory loss</b> to include:
<ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul>
<b>Person centred approach</b>
This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

<b>Learning outcome</b>
The learner will: 2. Know the main causes of sensory loss
<b>Assessment criteria</b>
The learner can: 2.1 Outline the main causes of sensory loss.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of effective communication for individuals with sensory loss
<b>Assessment criteria</b>
The learner can: 3.1 Outline <b>factors</b> that need to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul> 3.2 Identify the impact of effective communication on the lives of individuals with sensory loss 3.3 Outline how information can be made accessible to individuals with sensory loss.

<b>Range</b>
<b>Factors</b> to include: <ul style="list-style-type: none"> <li>• Environmental</li> <li>• Physical</li> <li>• Social</li> </ul>

<b>UAN:</b>	<b>J/506/0252</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of mental health.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with mental health problems
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual</b> with mental health problems as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with mental health problems.

<b>Range</b>
<b>Individuals:</b> any child, young person or adult
<b>Person centred approach</b>
This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.



<b>Learning outcome</b>
The learner will: 2. Know the main factors that can cause mental health problems
<b>Assessment criteria</b>
The learner can: 2.1 Outline <b>factors that affect mental health</b> 2.2 Give examples of a <b>range</b> of mental health problems.

<b>Range</b>
<b>Factors that affect mental health</b> may include: <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Social</li> <li>• Psychological</li> <li>• Biochemical</li> <li>• Genetic</li> <li>• Physical</li> </ul> <p><b>Range</b> should include a minimum of four examples.</p>

<b>Learning outcome</b>
The learner will: 3. Understand the importance of effective communication with individuals who have mental health problems
<b>Assessment criteria</b>
The learner can: 3.1 Identify the impact of effective communication on the lives of individuals with mental health problems 3.2 Outline why it is important to use active listening skills with individuals who have mental health problems

<b>UAN:</b>	<b>A/506/0250</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of dementia.

<b>Learning outcome</b>
The learner will:
1. Know the importance of a person centered approach when working with individuals with dementia
<b>Assessment criteria</b>
The learner can:
1.1 Outline why it is important to value an <b>individual</b> with dementia as a person first
1.2 Give examples of how to use a <b>person centered approach</b> when working with individuals with dementia.

<b>Range</b>
<b>Individuals:</b> any child, young person or adult
<b>Person centred approach</b>
This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

<b>Learning outcome</b>
The learner will: 2. Know the main causes and effects of dementia
<b>Assessment criteria</b>
The learner can: 2.1 Outline what is meant by the term 'dementia' 2.2 Outline the <b>causes of dementia</b> 2.3 Outline the effects of dementia on individuals, families and carers.

<b>Range</b>
<b>Causes of dementia:</b> minimum of 3 examples.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of effective communication for individuals with dementia
<b>Assessment criteria</b>
The learner can: 3.1 Identify the impact of effective communication on the lives of individuals with dementia 3.2 Outline how memory loss affects the use of spoken language in an individual with dementia 3.3 Give examples of techniques that can be used to facilitate communication with an individual with dementia.

<b>UAN:</b>	H/602/6331
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	To allow learners the opportunity to explore links between their own area of learning and sustainable development and global citizenship themes.

<b>Learning outcome</b>
The learner will:
1. Understand links between ESGC themes and current area of study
<b>Assessment criteria</b>
The learner can:
1.1 Identify connections between current area of learning and the following ESGC themes
a. Identity and culture
b. Wealth and poverty
c. Consumption and waste
d. Choices and decisions
e. Climate change
f. Health and wellbeing
g. The natural environment.

<b>UAN:</b>	J/506/0249
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills of creative activities for children's development.

<b>Learning outcome</b>
The learner will:
1. Know the importance of creative development
<b>Assessment criteria</b>
The learner can:
1.1 Identify why <b>creative development</b> is important to children's learning.

<b>Range</b>
<b>Creative development</b> could include:
<ul style="list-style-type: none"> <li>• developing imagination and imaginative play</li> <li>• responding to experiences, expressing ideas</li> <li>• exploring media and materials.</li> </ul>

<b>Learning outcome</b>
The learner will:
2. Be able to contribute to children's creative development
<b>Assessment criteria</b>
The learner can:
2.1 List activities that will support children's creative development
2.2 Contribute to preparing activities for creative development
2.3 Contribute to supporting children taking part in creative activities
2.4 Give children encouragement and praise when taking part in creative activities
2.5 Contribute to maintaining a safe environment.



<b>UAN:</b>	Y/506/1308
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's with the knowledge, understanding and skills for children acquiring a new language through the immersion method.

<b>Learning outcome</b>
The learner will:
1. Know what is meant by the term the immersion method
<b>Assessment criteria</b>
The learner can:
1.1 Define the term immersion method in the context of learning a new language.

<b>Learning outcome</b>
The learner will:
2. Know how the environment supports the development of new language skills
<b>Assessment criteria</b>
The learner can:
2.1 Outline how taking part in activities can support the development of new language skills
2.2 Describe how an environment would promote the development of new language skills.

<b>Learning outcome</b>
The learner will: 3. Be able to use verbal and non-verbal communication skills to promote the development of new language skills
<b>Assessment criteria</b>
The learner can: 3.1 Use the immersion language clearly and accurately 3.2 Use non-verbal communication skills that promote the immersion language 3.3 Use praise and encouragement with children when developing language skills.



<b>UAN:</b>	Y/506/0238
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of factors affecting older people.

<b>Learning outcome</b>
The learner will:
1. Know the impact of the ageing process on older people
<b>Assessment criteria</b>
The learner can:
1.1 Outline changes that may come with ageing to include:
<ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• cognitive</li> <li>• environmental</li> <li>• financial/economic</li> </ul>
1.2 Identify the impact of changes associated with ageing on <b>older people</b> .

<b>Range</b>
<b>Older people</b> is defined as people over 50.

<b>Learning outcome</b>
The learner will: 2. Understand attitudes of society towards older people
<b>Assessment criteria</b>
The learner can: 2.1 Identify how society discriminates against older people 2.2 Outline how society's attitudes impact on older people 2.3 Describe how to challenge negative attitudes towards older people.

<b>Learning outcome</b>
The learner will: 3. Know the importance of independence for older people
<b>Assessment criteria</b>
The learner can: 3.1 Identify why independence is important for older people 3.2 Outline how older people are supported to maintain independence 3.3 Identify how older people can be in control of the support they access to meet their care needs.

## Unit 137

# Understand the importance of engagement in leisure and social activities in health and social care

<b>UAN:</b>	K/602/6301
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding of leisure and social activities in health and social care.

<b>Learning outcome</b>
The learner will: 1. Understand why leisure and social activities are important for an individual's well being and relationships
<b>Assessment criteria</b>
The learner can: 1.1 Outline why leisure and social activities are important for an <b>individual's well being</b> 1.2 Outline how leisure and social activities <b>support relationships</b> .

<b>Range</b>
<b>Individuals:</b> any child, young person or adult
<b>Support relationships</b> could include: <ul style="list-style-type: none"><li>• Developing new relationships</li><li>• Maintaining existing relationships</li></ul>
<b>Well being:</b> <ul style="list-style-type: none"><li>• Emotional</li><li>• Psychological</li><li>• Physical.</li></ul>

<b>Learning outcome</b>
The learner will: 2. Know a range of leisure and social activities
<b>Assessment criteria</b>
The learner can: 2.1 Identify a range of leisure and social activities that take place within: <ul style="list-style-type: none"> <li>• a local community</li> <li>• a person's own home</li> <li>• a residential or group living home</li> <li>• day care provision.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Understand how a person centered approach supports individuals in leisure or social activities
<b>Assessment criteria</b>
The learner can: 3.1 Describe how to find out about the interests and preferences of individuals 3.2 Outline the benefits for individuals of a <b>person centered approach</b> when taking part in leisure or social activities 3.3 Describe different types of support that individuals may need to take part in leisure and social activities within: <ul style="list-style-type: none"> <li>• the community</li> <li>• their own home</li> <li>• a residential home or group living arrangement</li> </ul> 3.4 Give examples of how to promote independence through leisure and social activities.

<b>Range</b>
<b>Person centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes, preferences and safety.

<b>UAN:</b>	K/506/0292
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	N/A
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to assess the learner's with the knowledge, understanding and skills for planning balanced diets for individuals.

<b>Learning outcome</b>
The learner will:
1. Know the principles of a balanced diet for individuals
<b>Assessment criteria</b>
The learner can:
1.1 Outline current government <b>nutritional guidelines</b> for a balanced diet for individuals
1.2 Outline why it is important for individuals to have a balanced diet.

<b>Range</b>
<b>Nutritional guidelines</b> must be those currently recommended by the Welsh Government in the <b>NUTRITION SKILLS FOR LIFE™</b> programme.

<b>Learning outcome</b>
The learner will: 2. Be able to plan a balanced diet that meets individuals needs and preferences
<b>Assessment criteria</b>
The learner can: 2.1 Outline <b>factors</b> to consider when planning a balanced diet 2.2 Plan a range of balanced meals for individuals.

<b>Range</b>
<b>Factors:</b> <ul style="list-style-type: none"><li>• Personal choice</li><li>• Dietary restrictions</li><li>• Cultural needs</li><li>• Medical needs</li></ul>



## Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds  
Believe you can



[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

## Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

## City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

[www.cityandguilds.com](http://www.cityandguilds.com)

HB-4230-01