

# CU1510 Contribute to the Support of Child and Young Person Development

**Level** 2

**Credit value** 3

**GLH** 25

## Unit summary

The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to contribute to assessments of the development needs of children and young people	1.1 Observe and record aspects of the development of a child or young person 1.2 Identify different observation methods and know why they are used 1.3 Support assessments of the development needs of a child or young person 1.4 Suggest ways the identified development needs of a child or young person can be met in the work setting
2 Be able to support the development of children and young people	2.1 Carry out activities with a child or young person to support their holistic development 2.2 Record observations of the child or young person's participation in the activities 2.3 Contribute to the evaluation of the activities meeting the child or young person's identified development needs
3 Know how to support children and young people experiencing transitions	3.1 Describe the different transitions children and young people may experience 3.2 Explain how to give adult support for each of these transitions

<p>4 Be able to support children and young people's positive behaviour</p>	<p>4.1 Explain how a work setting can encourage children and young people's positive behaviour</p> <p>4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour</p> <p>4.3 Reflect on own role in promoting positive behaviour in children or young people</p>
<p>5 Be able to use reflective practice to improve own contribution to child and young person development</p>	<p>5.1 Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person</p> <p>5.2 Review effectiveness of own role in supporting the child or young person's development</p> <p>5.3 Identify changes that can be made to own practice in supporting child and young person development</p>

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## CU1511 Managing Paediatric Illness and Injury

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Level 2

Credit value 1

GLH 10

### Unit summary

It is important that those caring for babies and children of all ages are able to recognise and respond appropriately to injuries, life threatening illnesses and conditions. Early recognition and prompt appropriate action by adults can save children's lives.

This unit provides you with the knowledge required to be able to recognise and respond appropriately to babies and children's injuries, life threatening illnesses and medical conditions, prior to the arrival of the emergency services or more qualified first aider.

The centre assesses the assessment criteria highlighted in **bold**, by a mixture of both practical and knowledge assessment.

The externally set multiple choice paper assesses the assessment criteria highlighted in *italics*.

Where candidates do not need the full award, they can be assessed for the individual unit they require.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation	1.1 Describe the common types of fractures 1.2 Describe how to manage a fracture 1.3 Describe how to manage a dislocation 1.4 Demonstrate the application of a support sling and an elevation sling
2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury	2.1 Describe how to recognise and manage head injuries including: <ul style="list-style-type: none"><li>▪ concussion</li><li>▪ skull fracture</li><li>▪ cerebral compression</li></ul> 2.2 Demonstrate how to manage a suspected spinal injury

<p>3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose</p>	<p>3.1 Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose</p> <p>3.2 Describe how to recognise and manage common eye injuries</p>
<p>4 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness</p>	<p>4.1 Describe how to recognise and manage chronic medical conditions including:</p> <ul style="list-style-type: none"> <li>▪ sickle cell anaemia</li> <li>▪ diabetes</li> <li>▪ asthma</li> </ul> <p>4.2 Describe how to recognise and manage serious sudden illnesses including:</p> <ul style="list-style-type: none"> <li>▪ meningitis</li> <li>▪ febrile convulsions</li> </ul>
<p>5 Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold</p>	<p>5.1 Describe how to recognise and treat the effects of extreme cold for an infant and a child</p> <p>5.2 Describe how to recognise and treat the effects of extreme heat for an infant and a child</p>
<p>6 Know how to provide first aid to an infant and a child who has sustained an electric shock</p>	<p>6.1 Describe how to safely manage an incident involving electricity</p> <p>6.2 Describe first aid treatments for electric shock incidents</p>
<p>7 Know how to provide first aid to an infant and a child with burns or scalds</p>	<p>7.1 Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly</p> <p>7.2 Describe how to treat burns and scalds to an infant and a child</p>
<p>8 Know how to provide first aid to an infant and a child who has been poisoned</p>	<p>8.1 Describe how poisons enter the body</p> <p>8.2 Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants</p> <p>8.3 Identify sources of information that provide procedures for treating those affected by poisonous substances</p>
<p>9 Know how to provide first aid to an infant and a child who has been bitten or stung</p>	<p>9.1 Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly</p> <p>9.2 Describe how to recognise and treat bites and stings</p>

## CU1512 Contribute to Children and Young People's Health and Safety

**Level** 2

**Credit value** 3

**GLH** 26

### Unit summary

The aim of this unit is to provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the health and safety policies and procedures of the work setting	1.1 Outline the health and safety policies and procedures of the work setting 1.2 Identify the lines of responsibility and reporting for health and safety in the work setting 1.3 Explain what risk assessment is and how this is managed in the work setting
2 Be able to recognise risks and hazards in the work setting and during off site visits	2.1 Explain why a safe but challenging environment is important for children and young people 2.2 Identify the differences between risk and hazard 2.3 Identify potential hazards to the health, safety and security of children or young people in the work setting 2.4 Contribute to health and safety risk assessment in areas of the work setting and for off site visits
3 Know what to do in the event of a non medical incident or emergency	3.1 Identify non medical incidents and emergencies that may occur in the work setting 3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>▪ fires</li> <li>▪ security incidents</li> <li>▪ emergency incidents</li> </ul>

<p>4 Know what to do in the event of a child or young person becoming ill or injured</p>	<p>4.1 Identify the signs and symptoms which may indicate that a child or young person is injured or unwell</p> <p>4.2 Identify circumstances when children or young people may need urgent medical attention</p> <p>4.3 Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention</p>
<p>5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses</p>	<p>5.1 Describe the reporting procedures for accidents, incidents, emergencies and illnesses</p> <p>5.2 Complete work place documentation for recording accidents, incidents, emergencies and illnesses</p>
<p>6 Be able to follow infection control procedures</p>	<p>6.1 Outline procedures for infection control in own work setting</p> <p>6.2 Describe personal protective clothing that is used to prevent spread of infection</p> <p>6.3 Demonstrate use of personal protective clothing to avoid spread of infection</p> <p>6.4 Demonstrate how to wash and dry hands to avoid the spread of infection</p> <p>6.5 Demonstrate safe disposal of waste to avoid the spread of infection</p>
<p>7 Know the work setting's procedures for receiving, storing and administering medicines</p>	<p>7.1 Identify the procedures of the work setting governing the receipt, storage and administration of medicines</p> <p>7.2 Explain how the procedures of the work setting protect both children and young people and practitioners</p>

## CU1513    Contribute to the Support of Positive Environments for Children and Young People

**Level**                    2

**Credit value**        3

**GLH**                    27

### Unit summary

The aim of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1    Know the regulatory requirements for a positive environment for children and young people	1.1    Describe what is meant by a positive environment  1.2    Identify regulatory requirements that underpin a positive environment for children and young people
2    Be able to support a positive environment that meets the individual needs of children and young people	2.1    Meet and greet children and young people in a way that welcomes them into the work setting  2.2    Provide opportunities for children and young people to engage in activities of choice  2.3    Provide activities and resources to meet the individual needs of children and young people  2.4    Support the engagement of children or young people in activities that promote use of their senses  2.5    Demonstrate how to give praise and encouragement to children or young people for individual achievements

<p>3 Be able to support the personal care needs of children and young people within a positive environment</p>	<p>3.1 Explain how to effectively care for children and young people's skin, hair and teeth</p> <p>3.2 Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence</p> <p>3.3 Explain how a positive environment and routine meet the emotional needs of children and their families</p> <p>3.4 Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time</p>
<p>4 Understand how to support the nutritional and dietary needs of children and young people</p>	<p>4.1 Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance</p> <p>4.2 Explain how to establish the different dietary requirements of children and young people</p> <p>4.3 Describe basic food safety when providing food and drink to children and young people</p>



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## **CU227P Understand Partnership Working in Services for CT227 Children and Young People**

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**Level** 2

**Credit value** 2

**GLH** 18

### **Unit summary**

This unit provides knowledge and understanding of the importance of partnership working and effective communication.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1 Understand partnership working within the context of services for children and young people	1.1 Explain why working in partnership with others is important for children and young people 1.2 Identify who relevant partners would be in own work setting 1.3 Define the characteristics of effective partnership working 1.4 Identify barriers to partnership working

<p>2 Understand the importance of effective communication and information sharing in services for children and young people</p>	<p>2.1 Describe why clear and effective communication between partners is required</p> <p>2.2 Identify policies and procedures in the work setting for information sharing</p> <p>2.3 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality</p> <p>2.4 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements</p> <p>2.5 Identify how communications and records are recorded and securely stored meeting data protection requirements</p> <p>2.6 Explain why and how referrals are made to different agencies</p>
<p>3 Understand the importance of partnerships with carers</p>	<p>3.1 Identify the reasons for partnerships with carers</p> <p>3.2 Describe how partnerships with carers are developed and sustained in own work setting</p> <p>3.3 Describe circumstances where partnerships with carers may be difficult to develop and sustain</p>

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## CU1514 Paediatric Emergency First Aid

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Level 2

Credit value 1

GLH 10

### Unit summary

This unit is designed to provide candidates with the knowledge and skills required to provide emergency first aid to children and babies in life threatening/emergency situations before the arrival of an appointed full first aider or the emergency services. It shows you how to recognise and respond appropriately to life threatening situations.

Candidates are required to demonstrate life saving procedures such as CPR, management of an unconscious casualty, choking, bleeding or suffering from shock.

The centre assesses the assessment criteria in **bold**, by a mixture of both practical and knowledge assessment.

The externally set multiple choice paper assesses the assessment criteria in *italics*.

Where candidates do not need the full award, they can be assessed for the individual unit they require.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the role of the paediatric first aider	1.1 Identify the responsibilities of a paediatric first aider 1.2 Describe how to minimise the risk of infection to self and others 1.3 Describe suitable first aid equipment, including personal protection, and how it is used appropriately 1.4 Identify what information needs to be included in an accident report/incident record, and how to record it 1.5 Define an infant and a child for the purposes of first aid treatment

<p>2 Be able to assess an emergency situation and act safely and effectively</p>	<p>2.1 Demonstrate how to conduct a scene survey</p> <p>2.2 Demonstrate how to conduct a primary survey on an infant and a child</p> <p>2.3 Identify when and how to call for help</p>
<p>3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally</p>	<p>3.1 Demonstrate how to place an infant and a child into the appropriate recovery position</p> <p>3.2 Describe how to continually assess and monitor an infant and a child whilst in your care</p>
<p>4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally</p>	<p>4.1 Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally</p> <p>4.2 Demonstrate how to administer CPR using an infant and a child manikin</p> <p>4.3 Describe how to deal with an infant and a child who is experiencing a seizure</p>
<p>5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction</p>	<p>5.1 Differentiate between a mild and a severe airway obstruction</p> <p>5.2 Demonstrate how to treat an infant and a child who is choking</p> <p>5.3 Describe the procedure to be followed after administering the treatment for choking</p>
<p>6 Be able to provide first aid to an infant and a child who is wounded and bleeding</p>	<p>6.1 Describe common types of wounds</p> <p>6.2 Describe the types and severity of bleeding and the affect that it has on an infant and a child</p> <p>6.3 Demonstrate the safe and effective management for the control of minor and major external bleeding</p> <p>6.4 Describe how to administer first aid for minor injuries</p>
<p>7 Know how to provide first aid to an infant and a child who is suffering from shock</p>	<p>7.1 Describe how to recognise and manage an infant and a child who is suffering from shock</p> <p>7.2 Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock</p>

# CU1515 Introduction to Communication in Health, Social Care or Children's and Young People's Settings

**Level** 2

**Credit value** 3

**GLH** 23

## Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3 Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication

<p>4 Be able to apply principles and practices relating to confidentiality at work</p>	<p>4.1 Explain the term 'confidentiality'</p> <p>4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>
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## CU1516 Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

**Level** 2

**Credit value** 3

**GLH** 23

### Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify standards that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3 Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved 3.3 Contribute to drawing up own personal development plan

4 Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Show how feedback from others has developed own knowledge, skills and understanding 4.4 Show how to record progress in relation to personal development
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## CU1517 Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

**Level** 2

**Credit value** 2

**GLH** 20

### Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>▪ diversity</li> <li>▪ equality</li> <li>▪ inclusion</li> <li>▪ discrimination</li> </ul> 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting           1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2 Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role           2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences           2.3 Describe how to challenge discrimination in a way that encourages change
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion           3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

## CU228P/CT228 Child and Young Person Development

Level 2

Credit value 2

GLH 15

### Unit summary

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> <li>▪ physical development</li> <li>▪ communication and intellectual development</li> <li>▪ social, emotional and behavioural development</li> </ul> 1.2 Describe with examples how different aspects of development can affect one another
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> <li>▪ background</li> <li>▪ health</li> <li>▪ environment</li> </ul> 2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

<p>3 Understand the potential effects of transitions on children and young people's development</p>	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only some children and young people may experience e.g. bereavement</p> <p>3.3 Describe with examples how transitions may affect children and young people's behaviour and development</p>
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**CU229P/CT229      Safeguarding the Welfare of Children and Young People**

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**Level**                    2

**Credit value**        3

**GLH**                    20

**Unit summary**

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety  1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses  2.2 Describe the actions to take when children or young people are ill or injured  2.3 Identify circumstances when children and young people might require urgent medical attention  2.4 Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>▪ fires</li> <li>▪ security incidents</li> <li>▪ missing children or young people</li> </ul>

<p>3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied</p>	<p>3.1 Identify the characteristics of different types of child abuse</p> <p>3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies</p> <p>3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>3.4 Describe the actions to take in response to concerns that a colleague may be:</p> <ul style="list-style-type: none"> <li>▪ failing to comply with safeguarding procedures</li> <li>▪ harming, abusing or bullying a child or young person</li> </ul> <p>3.5 Describe the principles and boundaries of confidentiality and when to share information</p>
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## CU1518 Maintain and Support Relationships with Children and Young People

**Level** 2

**Credit value** 3

**GLH** 15

### Unit summary

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to communicate with children and young people	1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language  1.2 Actively listen to children and young people and value what they say, experience and feel  1.3 Check that children and young people understand what is communicated
2 Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people  2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole  2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns  2.4 Provide children and young people with reasons for actions when appropriate  2.5 Encourage children and young people to make choices for themselves

<p>3 Be able to support relationships between children and young people and others in the setting</p>	<p>3.1 Support children and young people to communicate effectively with others</p> <p>3.2 Encourage children and young people to understand other people's individuality, diversity and differences</p> <p>3.3 Help children and young people to understand and respect other people's feelings and points of view</p> <p>3.4 Support children and young people to develop group agreements about the way they interact with others</p> <p>3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves</p>
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## CU1519 Support Children and Young People's Positive Behaviour

**Level** 2

**Credit value** 2

**GLH** 15

### Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour  1.2 Describe, with examples, the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2 Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour  2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour  2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour  2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting



3 Be able to respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate behaviour  3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred
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