

Unit 139: Enable Children and Young People to Understand Their Health and Wellbeing

Level:	4
Unit type:	Optional
Credit value:	5
Guided learning hours:	38

Unit Aim

This unit is about helping children and young people to understand their situation in relation to their health and wellbeing.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 3 and 4 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand current legislation, national guidelines, policies and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines related to supporting parents/carers to care for babies during their first year
	1.2 Describe local policies for child safety and protection
	1.3 Explain how to work in partnership with parents/carers and significant others in order to support them to care for babies during their first year
	1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.5 Explain how to obtain advice and information to support own practice
	1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
	1.8 Explain the importance of confidentiality when accessing records and information
2 Understand factors which impact upon enabling children and young people to understand their health and wellbeing	2.1 Explain how self-directed play and recreation help children and young people to: • understand themselves • understand the world around them • promote their health and wellbeing • realise their potential
	2.2 Explain the impact of transitions on child development from birth to 19 years
	2.3 Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions
	2.4 Explain the referral process for possible developmental delay, disability or undiagnosed health conditions
	2.5 Describe the contributing factors that increase the risk of harm to children and young people
	2.6 Describe the triggers for reporting incidents or unexpected behaviour from children and young people
3 Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and wellbeing	3.1 Communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person
	3.2 Observe the child or young person's behaviour and note any unexpected changes or concerns

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3 Support the child, young person and relevant others to communicate with each other through a partnership based approach
	3.4 Describe how children and young people see and experience the world and the implications for the way in which support is provided to help them understand their health and wellbeing
4 Be able to develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences	4.1 Explain the options available to the child or young person and how to access support
	4.2 Provide evidence based information about the effectiveness, benefits and risks of the different options
	4.3 Support the child or young person to take an active part in any decisions that affect them
	4.4 Provide information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and wellbeing
	4.5 Maintain records in line with local policy and protocol

Additional information about the unit

Exemplification of terms used in assessment criteria:

Significant others may include

- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the child or young person.

Support in relation to:

- Advice, guidance, and counselling
- Equipment
- Mobility aids
- Communication aids
- Toys and games
- Health, development or disability assessment
- Treatment and management of health conditions
- Self-care
- Lifestyle changes
- Housing/environment
- Access to education, training or employment.

Children and young people are from birth to their nineteenth birthday.

Transitions may include:

- Puberty
- Changing or leaving school
- Family illness
- Bereavement
- Physical
- Psychological
- Cognitive
- Emotional
- Family
- Social
- Between services
- At school.

Additional information about the unit

Factors may include:

- Abuse
- Drugs
- Grooming/exploitation
- Family breakdown
- Unemployment/socio-economic status
- Threat
- Fear
- Response efficacy
- Self-efficacy
- Barriers
- Benefits
- Subjective norms
- Attitudes
- Intentions
- Cues to action
- Reactance.

Partnership based

Work with others towards a common goal, sharing power and responsibility.

Evidence based

The best current research information available based on a systematic analysis of the effectiveness of a treatment, service or other intervention and its use, in order to produce the best outcome, result or effect for the individual. In the absence of independent, large-scale research, the evidence base may be derived from locally agreed good practice.