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**2.1 Legislation, national policies and Codes of Conduct and Practice**

**How legislation, national policies and Codes of Conduct and Practice underpin health and social care and support for children and young people**

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| **2.1a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| The principles and values of the Social Services and Well-Being (Wales) Act 2014 and the Children Act (1989) |  |  |  |
| Why these principles are important for health and social care and support and how they underpin practice |  |  |  |
| What the **Codes of Conduct and Professional Practice** are, who these apply to and how they can be used |  |  |  |
| How the Code of Conduct and the Code of Professional Practice underpin the principles and values of health and social care and support |  |  |  |

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| **2.1b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Relate the principles and values of the Social Services and Well-Being (Wales) Act 2014 and the Children Act (1989) to your practice |  |  |  |
| Uphold the Codes of Conduct and Professional Practice in your work  |  |  |  |

**2.2 Rights based approaches**

**How rights based approaches relate to health and social care**

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| **2.2a Core knowledge learning outcomes for all workers** | **Evidence**  | **Assessed by who and when** | **Signatures**  |
| The meaning of a rights based approach |  |  |  |
| How **legislation and national policies** underpin a rights based approach.  |  |  |  |
| What this legislation means in practice |  |  |  |
| What is meant by advocacy and how this can support a rights-based approach |  |  |  |
| How to support children and young people and their families or **carers** to make a complaint or to express concern about the service that they receive  |  |  |  |

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| **2.2b: Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Embed a rights based approach in your practice  |  |  |  |

**2.3 Child centred approaches**

**How to use child centred approaches**

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| **2.3a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| What is meant by the term ‘child centred approaches’ and why these are important |  |  |  |
| What is meant by the terms ‘co-production’ and ‘voice, choice and control’ |  |  |  |
| The importance of knowing a child or young person’s preferences and background (the unique mix of a child’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) |  |  |  |
| Ways of working to establish the preferences and backgrounds of children and young people, what matters to them and the outcomes they want |  |  |  |
| What is meant by the term ‘behaving towards children with dignity and respect’ and why this is central to the role of the health and social care worker |  |  |  |
| Ways of working that support child centred approaches |  |  |  |
| What is meant by the term ‘**Active participation’** |  |  |  |
| Why it is important to support engagement in activities that are meaningful and enjoyable |  |  |  |
| How child centred approaches are used to support active participation and inclusion |  |  |  |
| What is meant by establishing consent with a child or young person when providing care or support and why this is important |  |  |  |
| What is meant by ‘parental responsibility’ |  |  |  |
| The purpose of **personal plans** |  |  |  |

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| **2.3b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Embed child centred approaches in your practice |  |  |  |
| Support children and young people to engage in activities and experiences that reflect their preferences and are meaningful and enjoyable |  |  |  |
| Ensure the best interests of the child are paramount |  |  |  |

**2.4 Equality, diversity and inclusion**

**How to promote equality and diversity and inclusion**

| **2.4a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| What is meant by the terms ‘equality, diversity, inclusion and discrimination’ |  |  |  |
| How child centred approaches promote equality, diversity and inclusion |  |  |  |
| How cultural, religious and linguistic backgrounds of children and young people can be valued |  |  |  |
| Ways in which discrimination or practice that does not support equality, diversity and inclusion can be challenged |  |  |  |

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| **2.4b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Respect and promote equality, diversity and inclusion |  |  |  |

**2.5 Positive risk taking**

**How positive risk taking supports well-being, voice, choice and control**

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| **2.5a** **Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘positive risk taking’ and the importance of being able to take positive risks on the well-being of children and young people |  |  |  |
| The rights of children to make choices and take risks |  |  |  |
| How balancing rights, risks and responsibilities contributes to child centred approaches |  |  |  |
| What to consider when supporting children and young people to take positive risks including their stage of development and life experiences |  |  |  |

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| **2.5b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Follow workplace policies and procedures for the use of risk assessments to support children and young people to take positive risks |  |  |  |
| Balance a child or young person’s normal need to experiment and take some risks with your duty to keep them safe |  |  |  |

**2.6 Positive relationships and professional boundaries**

**How to develop positive relationships with children and young people and their families and carers in the context of ‘professional boundaries’**

| **2.6a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| What ‘relationship centred working’ means |  |  |  |
| The importance of developing a positive relationship with children and young people and their families and carers |  |  |  |
| The meaning of the term ‘professional boundaries’ and how to balance these with relationship centred working |  |  |  |
| **Unacceptable practices** in relationships with children and young people, their families and carers |  |  |  |

**2.7 Communication**

**The importance of effective communication in health and social care**

| **2.7a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| What is meant by the term ‘effective communication’ and why this is important for the well-being of children and young people and positive relationships |  |  |  |
| Key features of effective communication |  |  |  |
| The skills that are needed to communicate effectively |  |  |  |
| How to find out a child’s communication and language needs, wishes and preferences |  |  |  |
| How the stage of development of a child or young person will impact upon their communication skills |  |  |  |
| Barriers to effective communication and ways to address these |  |  |  |

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| **2.7b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Implement the principles of Mwy na Geiriau / More than Just Words in your work |  |  |  |

**2.8 Welsh language and culture**

**The importance of Welsh language and culture for children and young people**

| **2.8a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| The importance of recognising and supporting Welsh language and culture |  |  |  |
| Legislation and national strategies for Welsh language |  |  |  |
| The principles of Mwy na Geiriau / More than Just Words |  |  |  |
| The meaning of the Active Offer |  |  |  |

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| **2.8b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Implement the principles of Mwy na Geiriau / More than Just Words in your work |  |  |  |
| You can use a range of communication skills to meet the needs and preferences of the children and young people that you support |  |  |  |

**2.9 Positive approaches to reduce restrictive practices in health and social care**

**How positive approaches can be used to reduce restrictive practices in social care**

| **2.9a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| The meaning of the terms ‘positive approaches’ and ‘restrictive practices’ |  |  |  |
| **Underlying causes** that may impact on the behaviour of children and young people |  |  |  |
| How positive approaches can be used to reduce restrictive practices and promote positive behaviour |  |  |  |

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| **2.9b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Embed the use of positive approaches in your work |  |  |  |
| Follow workplace policies and procedures that are in place for behaviour support |  |  |  |

**2.10 Change and transitions in health and social care**

**How change and transitions impact upon children and young people**

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| **2.10a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Types of change that may occur in the course of a child or young person’s life as a result of **significant life events** or **transitions** |  |  |  |
| Factors that make these changes either positive or negative |  |  |  |
| How to support young people to develop the skills, confidence and knowledge that will prepare them for adult life |  |  |  |

**2.11 Reflection**

**How own beliefs, values and life experiences can affect attitude and behaviour towards children and young people**

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| **2.11a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| The impact of own attitude and behaviour on individuals and carers  |  |  |  |

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| **2.11b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Reflect on how your attitude and behaviour impact on the children and young people you support |  |  |  |