**Section 2: Principles and values (children and young people)**

**A tick indicates that the content will be covered through completion of the Induction Award**

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| **Learning outcome 1** | **Assessment criteria** | **Covered by L2 award?** |
| How legislation, national policies and Codes of Conduct and Practice underpin health and social care and support for children and young people | 1 |  |
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| **Learning outcome 2** | **Assessment criteria** | **Covered by L2 award?** |
| How rights based approaches relate to health and social care | 1 |  |
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| **Learning outcome 3** | **Assessment criteria** | **Covered by L2 award?** |
| How to use child centred approaches | 1 |  |
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| **Learning outcome 4** | **Assessment criteria** | **Covered by L2 award?** |
| How to promote equality and diversity and inclusion | 1 |  |
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| **Learning outcome 5** | **Assessment criteria** | **Covered by L2 award?** |
| How positive risk taking supports well-being, voice, choice and control | 1 |  |
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| **Learning outcome 6** | **Assessment criteria** | **Covered by L2 award?** |
| How to develop positive relationships with children and young people and their families and carers in the context of ‘professional boundaries’ | 1 |  |
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| **Learning outcome 7** | **Assessment criteria** | **Covered by L2 award?** |
| The importance of effective communication in health and social care | 1 |  |
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| **Learning outcome 8** | **Assessment criteria** | **Covered by L2 award?** |
| The importance of Welsh language and culture for children and young people | 1 |  |
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| **Learning outcome 9** | **Assessment criteria** | **Covered by L2 award?** |
| How positive approaches can be used to reduce restrictive practices in social care | 1 |  |
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| **Learning outcome 10** | **Assessment criteria** | **Covered by L2 award?** |
| How change and transitions impact upon children and young people | 1 |  |
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| **Learning outcome 11** | **Assessment criteria** | **Covered by L2 award?** |
| How own beliefs, values and life experiences can affect attitude and behaviour towards children and young people | 1 |  |
| 2 |  |