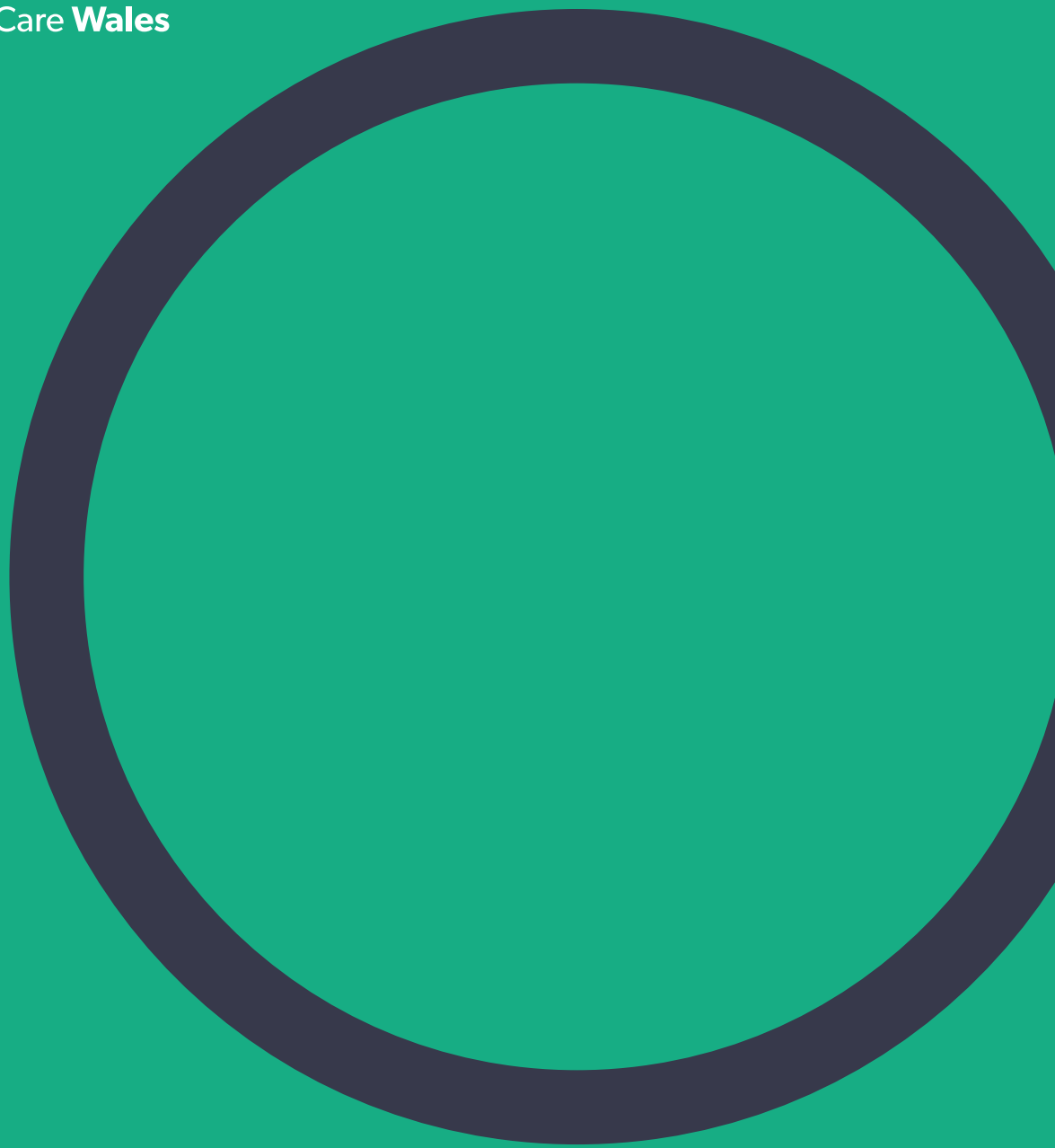




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



All Wales induction framework for health and social care: **Progress log two**

Principles and values of health and
social care (children and young people)

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Noddir gan
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This document is available in Easy Read, large text or other formats, if required.

Copies also available in Welsh.

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

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			

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

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 children and young people and their families or carers can be supported to make a complaint or express a concern about their service			

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

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			

2.3a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
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			

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
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			

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

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			

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
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
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			

2.7b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Identify and use a range of communication methods to meet the needs and preferences of the children and young people that you support			

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
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			

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			

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
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			

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

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

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			

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			