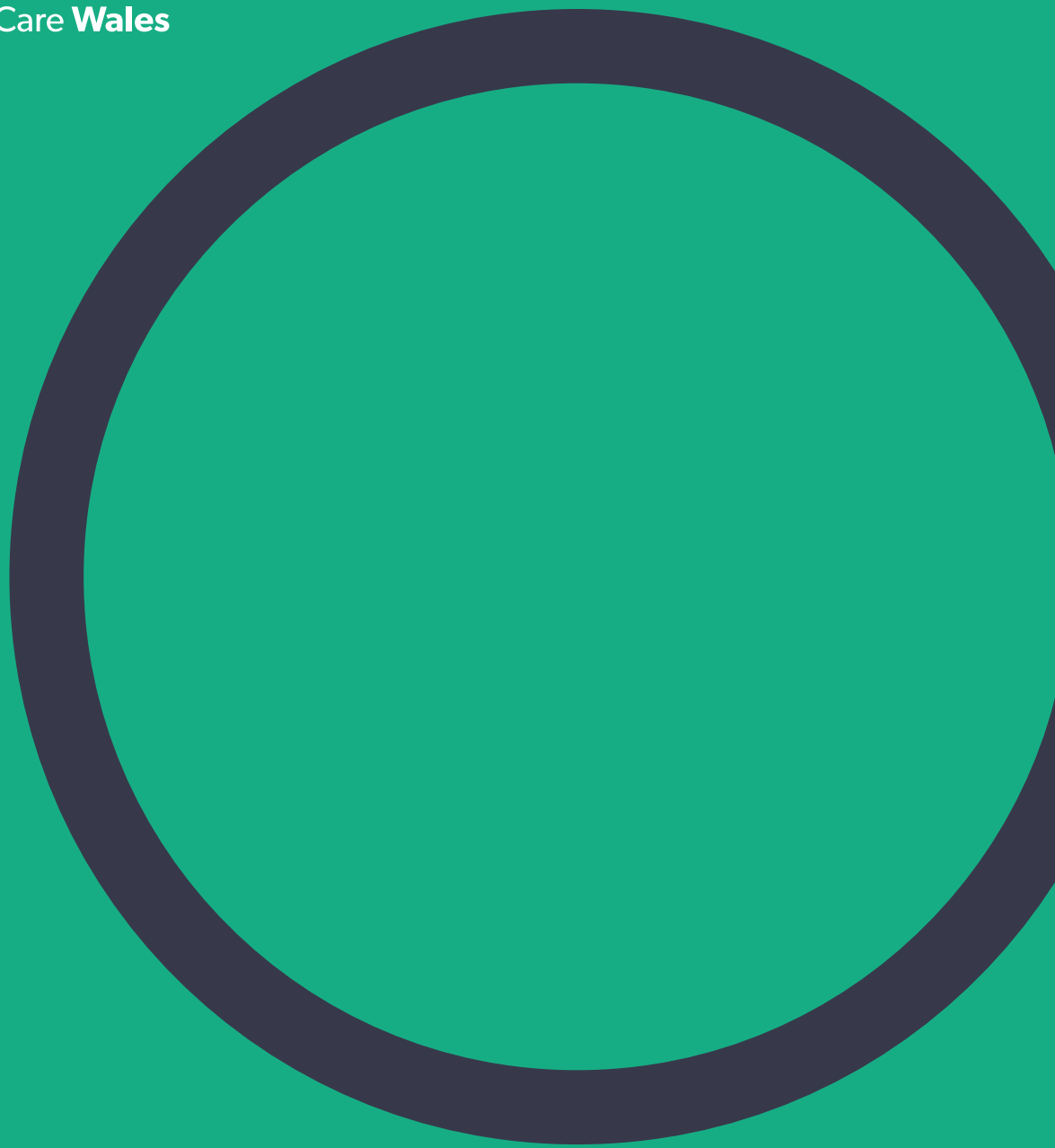




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



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

Health and Well-being –
Children and Young people

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Noddir gan
Lywodraeth Cymru
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Contact details

Social Care Wales

South Gate House
Wood Street
Cardiff
CF10 1EW

Tel: 0300 3033 444

Fax: 029 2038 4764

Minicom: 029 2078 0680

Email: info@socialcare.wales

socialcare.wales



@SocialCareWales

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4.1 Well-being

What well-being means in the context of health and social care

4.1a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'well-being' and why this is important			
Factors that affect the well-being of children and young people			
The importance of families and 'significant others' in the well-being of children and young people			
Ways of working that support well-being			

4.1b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Recognise the importance of the child's family / significant others and support and develop these relationships in the interest of the child unless there is evidence that this would be damaging			

4.2 Factors that impact upon health and well-being

Factors that impact upon the health and well-being of children and young people

4.2a Core knowledge learning outcomes for all workers	Evidence	Assessed by who and when	Signatures
<p>Child development, including the different stages of development, and factors that can affect it</p>			
<p>The range of factors that may affect the health, well-being and personal, physical, social and emotional development of children and young people and the impact this may have on them</p>			
<p>The importance of early intervention and partnership working for the health, well-being and development of children and young people</p>			
<p>The importance of promoting parent's self confidence in the parenting role and developing their ability to relate positively and engage in play activities with their child</p>			
<p>The meaning of the term 'attachment' and why this is an important element of development and the ability of children to form relationships</p>			
<p>The meaning of the term 'resilience' and why this is important for the health and well-being of children and young people</p>			

4.2a Core knowledge learning outcomes for all workers	Evidence	Assessed by who and when	Signatures
The importance of self-identity, self-esteem, sense of security and belonging for the health and well-being of children and young people			
The difference between the medical and social models of disability			
What children need to stay healthy – physically, mentally and emotionally			
The range of agencies and workers that may be involved in supporting the health and well-being of children and young people			
Links between intellectual, physical and emotional growth and how to support the development of these			
The importance of engagement in meaningful and enjoyable activities on health, well-being and the development of intellectual, physical and emotional growth			
The importance of creative development and the 'Arts' for the health, well-being and development of children and young people			

4.2a Core knowledge learning outcomes for all workers	Evidence	Assessed by who and when	Signatures
How to use every-day routines and activities to support the health and well-being of children and young people			
What is meant by the term 'experiential learning'			
How development is supported by experiential learning			
The role of relationships and support networks in supporting the health and well-being of the children and young people			
Ways of working that develop positive relationships with children and young people based on trust, respect and compassion			
The types of changes in a child or young person that would give cause for concern			
The importance of observing, monitoring and recording the development of children or young people			

4.2b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Recognise the impact that experiences and life events have had on children and young people's lives			
Promote the self-identity, self-esteem, sense of security and belonging of children and young people			
Support children and young people to recognise and celebrate their abilities, talents and achievements			
Embeds a co-productive approach that supports and encourages children and young people to participate in a range of activities and experiences and make developmental progress at a level appropriate to their age, needs and abilities			
Embeds a co-productive approach that maximises the active participation , independence and responsibility of children and young people			

4.3 Positive environments for the health, well-being and development of children and young people

Environments that support the health, well-being and development of children and young people

4.3a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The features of a positive environment			
How the environment can support the holistic development of children and young people			
How the environment can support the inclusion of all children and young people			
The importance of ensuring that the environment is welcoming, nurturing, safe, clean, stimulating and takes account of children and young people's needs, interests and preferences			
The importance of balancing periods of physical activity with rest and quiet time for the health, well-being and development of children and young people			

4.3a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The importance of consistent routines for children and young people's health, well-being and development			

4.3b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Support a positive, safe, caring, nurturing and responsive environment that meets the health, well-being, development and individual needs of children and young people			

4.4 Play

Supporting the use of play for the health, well-being and development of children

4.4a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The importance of play for children and young people's health, well-being and learning and development			
Different types of play and their benefits			
How the environment and choice of equipment and materials are used to support different types of play			
How to support holistic development through play			
How play assists children and young people's learning about themselves, those around them and the wider environment			
How children and young people may use play to express emotions, fears or anxieties or copy behaviour they have observed			
Why risk is important in play and how to encourage and support acceptable levels of risk			

4.4b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Provide a range of opportunities for different types of play			
Adapts the environment and activities to support participation			
Meet the individual needs and preferences of children and young people			

4.5 Speech, language and communication

Speech, language and communication development

4.5a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The importance of speech, language and communication for children and young people and how this impacts on health, well-being and development			
The importance of early intervention for speech, language and communication development delays and disorders			
How multi agency teams work together to support speech, language and communication development			
How play and activities are used to support the development of speech, language and communication			

4.5b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Take account of the speech and language communication needs of children			

4.6 Additional support needs

Supporting the health, well-being and development of children with additional support needs

4.6a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The types of additional support needs that children may have			
The principles of inclusion for children with additional support need			
How to adapt the environment and activities to enable all children and young people to take part			

4.7 Advice, guidance and support

How to provide advice, guidance and support to children and young people and their families that helps them to make positive choices about their health well-being

4.7a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Areas pertinent to health well-being for children and young people and the range of agencies providing information and advice			

4.8 Administration of medication

Roles and responsibilities related to the administration of medication in social care settings

4.8a: Core Knowledge Learning Outcomes:	Evidence used	Assessed by who and when	Signatures
Legislation and national guidance related to the administration of medication			
The roles and responsibilities of those involved in: prescribing, dispensing and supporting the use of medication			
Where responsibility lies for the use of 'over the counter' remedies and supplements in social care settings			
Links between misadministration of medication and safeguarding			

4.8b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
You are aware of what you can and cannot do in relation to the administration and use of medication at this stage of your training in the context of your role			
Follow your workplace policies and procedures in support of the administration and use of medication			

4.9 Personal care

Supporting children and young people with their personal care

4.9a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The importance of supporting personal care routines for children and young people			
How to treat children and young people with dignity and respect when supporting them with their personal care routines taking into account their background, culture and religion			
How to support children and young people with their personal care routines in a way that protects both the child or young person and the adult supporting them			

4.9b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Support personal care routines that meet the individual needs of children and young people			
Support personal care routines of children and young people in a way that treats them with dignity and respect and protects both the child or young person and yourself from harm or allegations of harm			
Follow policies and procedures for infection prevention and control when supporting children and young people with personal care routines			

4.10 Nutrition and hydration

The importance of nutrition and hydration for the health and well-being of children and young people

4.10a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the terms 'nutrition' and 'hydration'			
The principles of a balanced diet and good hydration and government recommendations for a balanced diet and hydration			
National and local initiatives that support nutrition and hydration			
The importance of a balanced diet for optimum health, development and growth of children and young people			
Factors that can affect nutrition and hydration			

4.10b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Take account of any specific nutrition and hydration requirements for the children and young people that you support			
Provide support for a balanced diet and good hydration			