

CACHE Qualification Specification

CACHE Level 2 Certificate for the Children and
Young People's Workforce (QCF)

CACHE © Copyright 2012 All rights reserved worldwide.

Reproduction by **approved** CACHE centres is permissible for internal use under the following conditions:

CACHE has provided this Qualification Specification in Microsoft Word format to enable its Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, CACHE does not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on the CACHE website will ensure that correct and up-to-date information is provided to learners.

Any photographs in this publication are the exclusive property of CACHE . They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

Qualification reference number:

CACHE Level 2 Certificate for the Children and Young People's Workforce 500/9623/0

Published in Great Britain by CACHE

First edition – August 2010	Book code 500/9623/0/V1/Q1
First edition (Re-print) – December 2010	Book code 500/9623/0/V1/Q1
First edition (Re-print) – February 2011	Book code 500/9623/0/V1
First edition (Re-print) – June 2011	Book code 500/9623/0/V1
Second edition – May 2011	Book code 500/9623/0/C2
Third edition – January 2012	Book code 500/9623/0/C3
Third edition (Re-print) – May 2012	Book code 500/9632/0/C3

Publication date

Version 2.0	July 2010	Version 7.0	March 2011
Version 3.0	September 2010	Version 8.0	June 2011
Version 4.0	October 2011	Version 9.0	September 2011
Version 5.0	January 2011	Version 10.0	January 2012
Version 6.0	February 2011	Version 10.0 (Re-print)	May 2012

Publisher

Council for Awards in Care, Health and Education
Apex House
81 Camp Road
St Albans
Hertfordshire
AL1 5GB
Telephone: 0845 347 2123

Registered Company No: 2887166

Registered Charity No: 1036232

Printed in England by

Océ (UK) Limited
Océ House
Chatham Way
Brentwood
Essex
CM14 4DZ

Contents

Section 1: General introduction	5
About this Qualification Specification	6
How the qualification works	6
Understanding learning outcomes	7
Making use of the CACHE websites	8
The Public Website	8
The Centre Secure Website	8
Section 2: About this qualification	9
Qualification summary	10
CACHE Level 2 Certificate for the Children and Young People's Workforce (QCF)	10
Introduction to this qualification	12
Rules of combination	13
Credit transfer	15
Paediatric First Aid	15
Real Work Environment Requirement	16
Progression	17
Unit Achievement Log	18
Mandatory units	18
Optional units	20
Section 3: Units	21
Unit layout	22
SHC 21: Introduction to communication in health, social care or children's and young people's settings	23
SHC 22: Introduction to personal development in health, social care or children's and young people's settings	29
SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings	33
TDA 2.1: Child and young person development	37
TDA 2.2: Safeguarding the welfare of children and young people	41
TDA 2.7: Maintain and support relationships with children and young people	45

TDA 2.9: Support children and young people's positive behaviour	49
CCLD MU 2.2: Contribute to the support of child and young person development	53
MU 2.4: Contribute to children and young people's health and safety	59
MU 2.8: Contribute to the support of the positive environments for children and young people	65
MU 2.9: Understand partnership working in services for children and young people	71
PEFAP 001: Paediatric emergency first aid	75
MPII 002: Managing paediatric illness and injury	83
Section 4: Assessment and quality assurance information for tutors and assessors	93
Assessment guidance	94
Assessment strategies and principles relevant to this qualification	95
Skills for Care and Development Assessment Principles	95
Teaching Agency (formerly Training and Development Agency for Schools) Assessment Principles	96
CACHE Assessment Strategy	96
Paediatric First Aid Guidance	96
Section 5: Feedback	97
QCF Support Materials Feedback Form	99
Section 6: Publication history	101

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About this qualification

Qualification summary

Title	CACHE Level 2 Certificate for the Children and Young People's Workforce (QCF)			
Type	QCF			
Qualification number	500/9623/0			
Aim	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children's environments including early years and Social care. It is the only QCF Level 2 qualification conferring occupational competence for the Children and Young People's Workforce.</p> <p>It is suitable for all those who wish to work or are working in a supervised role in the Children and Young People's Workforce in England.</p>			
Purpose Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	267	Max	280
Credit value	35	Minimum credits at / above Level		35
Minimum age of learner	16			
Age ranges covered by the qualification	Birth to 19 years			
Real work environment (RWE) requirement / recommendation	For those learners who have no previous experience of working with children and young people, it is recommended that 200 hours be spent in a Real Work Environment.			
Progression	<p>This qualification enables credits and learning to be transferred from this qualification to the Level 3 Diploma for the Children and Young People's Workforce providing a direct progression route.</p> <p>Learners can also progress to the following job roles:</p> <ul style="list-style-type: none"> • Assistant pre-school workers • Assistants in children's centres • Assistants in day nurseries, nursery schools and nursery classes in primary schools. 			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			

Recommended assessment methods	<p>All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task set by CACHE*.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	<p>The learning outcomes for some of the units in this qualification must be assessed in a Real Work Environment.</p>
Grading system	<p>The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.</p>
How long will it take to complete?	<p>The qualification can usually be completed in one year or less.</p>
Entry requirements / recommendations	<p>Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines</p>

Introduction to this qualification

The Level 2 Certificate for the Children and Young People's Workforce is for learners who wish to work in the Children and Young People's Workforce. It is the only QCF Level 2 qualification conferring occupational competence for the Children and Young People's Workforce.

The Certificate will guide and assess development of knowledge and skills relating to Early Learning and Childcare workforces. Where appropriate, it also confirms competence in these areas and serves as the required qualification for all new practitioners for registration and regulatory requirements in the sector.

This Level 2 qualification is only available as a Certificate. The learner must achieve the minimum credit requirements (35) to be granted the Certificate.

Rules of combination

The Level 2 Certificate for the Children and Young People's Workforce:

- covers the age range from birth to 19 years
- has a minimum credit value of 35 credits
- requires time to be spent in a practical experience in the real work environment.

The qualification is composed of mandatory and optional units. These units can be knowledge-based, skills/competency-based or a combination of both (see figure 1):

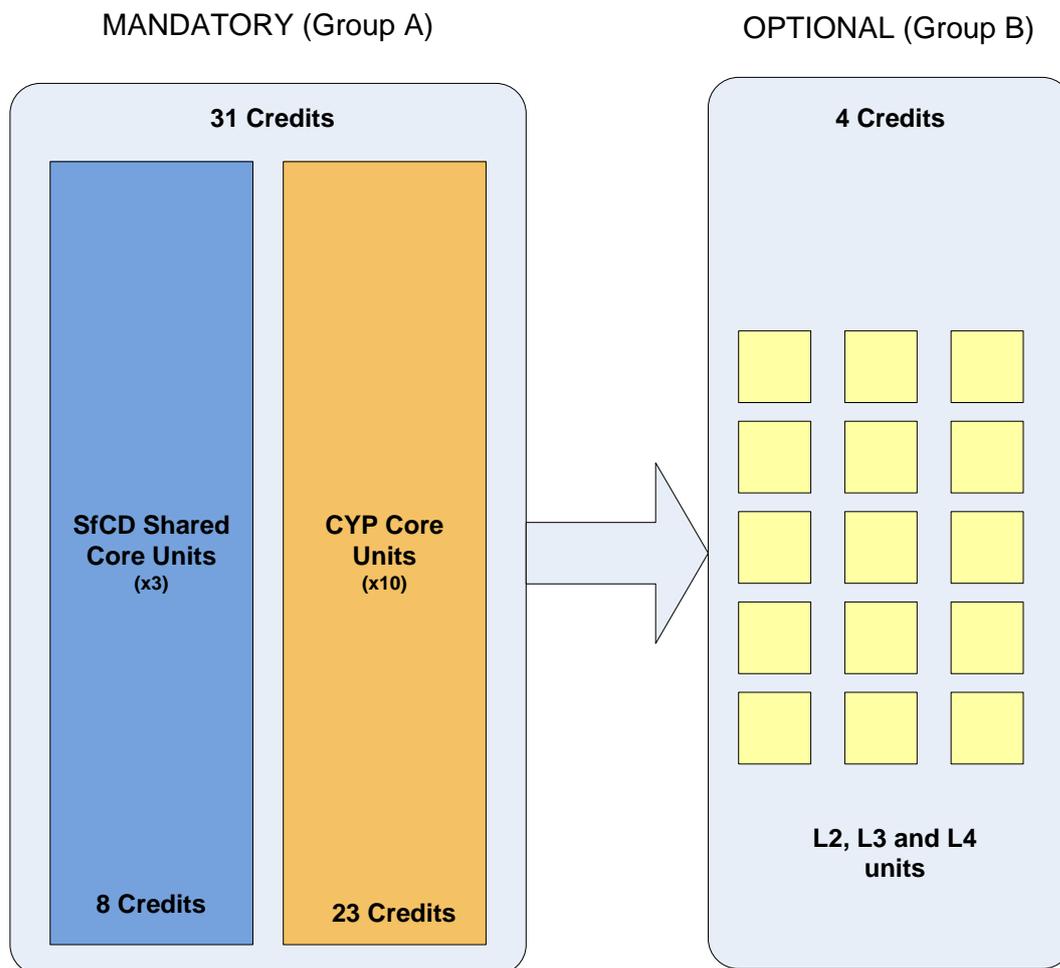


Figure1: Structure of the Level 2 Certificate for Children and Young People's Workforce

The table below provides details of the components of the qualification:

Component	Composition	Type	Credit value
Core mandatory	13 units	Mandatory units	31
Optional	No set number of units	Optional units	4

The Level 2 Certificate also has an equivalent unit:

QCF unit (within this qualification)	Unit ref.	Equivalent QCF unit (from elsewhere)	Equivalent unit ref.
Support children and young people's positive behaviour	T/601/7407	Contribute to the support of children's positive behaviour in early years settings	T/601/4541

An equivalent unit is a QCF unit from a different qualification that can be used instead of the CACHE specified unit as part of a CACHE qualification. The accompanying support materials for the Level 2 Certificate will not include details of the equivalent unit.

Credit transfer

The Children and Young People's Workforce optional component contains 10 level 3 units which are part of the Level 3 Diploma for the Children and Young People's Workforce. If any of these units are chosen, the credits achieved can be transferred to the Level 3 Diploma once the learner has registered onto the qualification.

Paediatric First Aid

This qualification includes two units: Paediatric emergency first aid (unit ref: F/600/2036, unit no: PEFAP 001) and Managing paediatric illness and injury (unit ref: J/600/2037, unit no: MP11002). Once both these units are achieved they can be certificated separately as the CACHE Level 2 Award in Paediatric First Aid (QCF) should the learner require it.

When completing these units there must be no more than a three month gap between the completion of each unit.

If you require to be certified separately for the 2 units the following guidance applies:

- This qualification is valid for 3 years from the date on this certificate is the information which will appear on the certificate for the CACHE Level 2 Award in Paediatric First Aid.
- It is a principle of the Qualifications and Credit Framework that credit for learning can only be gained once. Therefore, where this qualification is repeated for renewal purposes, a certificate will be provided but no further credit will be gained.

Further information surrounding this is available in the CACHE Paediatric First Aid Guidance available on cachezone.

Real Work Environment Requirement

The following statements were agreed in April 2011 by the Children's Workforce Development Council and by Awarding Organisations offering qualifications for the Children and Young People's Workforce in England.

The Learner in a Real Work Environment Whilst Taking the Qualification

The Level 2 Certificate for the Children and Young People's Workforce (QCF) requires experience in a Real Work Environment and so can only be undertaken by learners aged 16 years and older. There is no upper age limit; however, the learner must be able to achieve all of the assessment criteria.

Those learners who are employed in the Children and Young People's Workforce will be able to use their ongoing experience in their work environment to achieve the skills and competence required to meet the assessment criteria of the qualification or units they are undertaking.

For those learners who have no previous experience of working with children and young people, it is recommended that 200 hours be spent in a Real Work Environment.

Learners could do this through regular placement opportunities, block weeks or a combination of both.

NB: This recommendation relates only to the amount of time a learner should spend in a Real Work Environment. The length of time required to evidence achievement of all assessment criteria will vary from learner to learner. When making assessment judgements against assessment criteria in relation to skills and knowledge, assessors should consistently ensure that there is sufficient evidence to show that the learner is competent.

Progression

On completion of this qualification learners can progress to various job roles, dependent on their chosen career pathway. The following list is not exhaustive, but indicative of the opportunities available:

This Level 2 qualification provides opportunities for progression to further study of the CACHE Level 3 Diploma for the Children and Young People's Workforce.

Specific job roles may include:

- assistant playgroup workers
- assistants in children's centres
- assistants in day nurseries, nursery schools and nursery classes in primary schools
- registered childminders and nannies.

General opportunities:

- support workers in the above settings
- anyone who works with children and young people in the voluntary sector, including volunteers who are not covered by another sector skills body.

Unit Achievement Log

CACHE Level 2 Certificate for the Children and Young People's Workforce

Mandatory units

The tables below list the **mandatory** units which must be taken.

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
F/601/5465	SHC 21	Introduction to communication in health, social care or children's and young people's settings	Knowledge Skills	2	3	23	22	
L/601/5470	SHC 22	Introduction to personal development in health, social care or children's and young people's settings	Knowledge Skills	2	3	23	29	
R/601/5471	SHC 23	Introduction to equality and inclusion in health, social care or children's and young people's settings	Skills	2	2	20	33	
H/601/3305	TDA 2.1	Child and young person development	Knowledge	2	2	15	37	
K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	2	3	20	41	
D/601/7403	TDA 2.7	Maintain and support relationships with children and young people	Skills	2	3	15	45	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
T/601/7407	TDA 2.9	Support children and young people's positive behaviour	Knowledge Skills	2	2	15	49	
Y/601/3236	CCLD MU 2.2	Contribute to the support of child and young person development	Knowledge Skills	2	3	25	53	
J/601/3491	MU 2.4	Contribute to children and young people's health and safety	Knowledge Skills	2	3	26	59	
H/601/3496	MU 2.8	Contribute to the support of positive environments for children and young people	Knowledge Skills	2	3	27	65	
M/601/3498	MU 2.9	Understand partnership working in services for children and young people	Knowledge Skills	2	2	18	71	
F/600/2036	PEFAP 001	Paediatric emergency first aid	Skills	2	1	10	75	
J/600/2037	MPII 002	Managing paediatric illness and injury	Skills	2	1	10	83	

Section 3: Units

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

SHC 21: Introduction to communication in health, social care or children's and young people's settings

Unit reference F/601/5465 Level 2
 Credit value 3 GLH 23

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand why communication is important in the work setting.	1.1. Identify different reasons why people communicate.		
	1.2. Explain how effective communication affects all aspects of own work.		
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Find out an individual's communication and language needs, wishes and preferences.		
	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes and preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or services to enable more effective communication.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day to day communication, in line with agreed ways of working .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4 Explain how and when to seek advice about confidentiality.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SHC 21

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Communication methods may include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch
- technological aids.

Preferences may be based on:

- beliefs
- values
- culture.

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

Agreed ways of working include policies and procedures where these exist.

Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance - provided by CACHE	Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – SHC 21 Introduction to communication in health, social care or children's and young people's settings

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Effective communication is vital when working with children and young people. As part of your induction, as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- identify the different reasons people communicate
- explain how effective communication affects all aspects of your work
- explain why it is important to observe an individual's reactions, when communicating with them.

NB: You may choose to use work products to support your work.

SHC 22: Introduction to personal development in health, social care or children's and young people's settings

Unit reference L/601/5470 Level 2
 Credit value 3 GLH 23

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role.		
	1.2. Identify standards that influence the way the role is carried out.		
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.		
2. Be able to reflect on own work activities.	2.1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.		
	2.2. Assess how well own knowledge, skills and understanding meet standards.		
	2.3 Demonstrate the ability to reflect on work activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to agree a personal development plan.	3.1. Identify sources of support for own learning and development.		
	3.2. Describe the process for agreeing a personal development plan and who should be involved .		
	3.3 Contribute to drawing up own personal development plan.		
4. Be able to develop own knowledge, skills and understanding.	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		
	4.2. Show how reflecting on a situation has improved own knowledge, skills and understanding.		
	4.3 Show how feedback from others has developed own knowledge, skills and understanding.		
	4.4 Show how to record progress in relation to personal development.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SHC 22

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
<p>Guidance for developing unit assessment arrangements – provided with the QCF unit</p>	<p>Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards. <p>A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p>Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>Who should be involved may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals.
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
<p>Unit assessment guidance - provided by CACHE</p>	<p>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

Assessment task – SHC 22 Introduction to personal development in health, social care or children's and young people's settings

Task links to learning outcome, assessment criteria 1.1, 1.2 and 1.3.

On-going personal development is necessary when working with children and young people as it is important to keep your own practice up to date. As part of your induction to your new work role you have been asked to show your line manager that you can:

- describe the duties and responsibilities of your role
- identify standards that influence the way your role is carried out
- describe ways to ensure that your personal attitudes or beliefs do not obstruct the quality of your work.

NB: You may choose to use work products to support your work.

SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit reference R/601/5471 Level 2
 Credit value 2 GLH 20

Unit aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted			
1. Understand the importance of equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination. 		
	1.2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.		
	1.3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to work in an inclusive way.	2.1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.		
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.		
	2.3. Describe how to challenge discrimination in a way that encourages change.		
3. Know how to access information, advice and support about diversity, equality and inclusion.	3.1. Identify a range of sources of information, advice and support about diversity, equality and inclusion.		
	3.2. Describe how and when to access information, advice and support about diversity, equality and inclusion.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SHC 23

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>
Unit assessment guidance - provided by CACHE	<p>Learning outcome 2 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted</p>

Assessment task – SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Understanding the importance of diversity, equality and inclusion is necessary as it underpins every aspect of work with children and young people. During your induction you will be asked to show that you can:

- explain what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
- describe ways in which discrimination may deliberately or inadvertently occur in the work setting
- explain how promoting equality and inclusion reduces the likelihood of discrimination.

Task 2 links to learning outcome 3, assessment criteria 3.1 and 3.2.

In addition for use in your work place you will be asked to:

- identify a range of sources of information, advice and support about diversity, equality and inclusions
- describe how and when to access information advice and support about diversity, equality and inclusion.

NB: You may choose to use work products to support your work.

TDA 2.1: Child and young person development

Unit reference H/601/3305 Level 2

Credit value 2 GLH 15

Unit aim This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the main stages of child and young person development.	1.1. Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> • physical development • communication and intellectual development • social, emotional and behavioural development. 		
	1.2. Describe with examples how different aspects of development can affect one another.		
2. Understand the kinds of influences that affect children and young people's development.	2.1. Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> • background • health • environment. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe with examples the importance of recognising and responding to concerns about children and young people's development.		
3. Understand the potential effects of transitions on children and young people's development.	3.1. Identify the transitions experienced by most children and young people.		
	3.2. Identify transitions that only some children and young people may experience e.g. bereavement.		
	3.3. Describe with examples how transitions may affect children and young people's behaviour and development.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.1

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

This unit must be assessed in accordance with the Teaching Agency (formerly TDA) assessment principles.

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement

Assessment task – TDA 2.1 Child and young person development

Understanding how children and young people develop is crucial to your role in the real work environment in order for you to give effective support.

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Produce a display to include a timeline that will:

- describe the expected pattern of children and young people's development from birth to 19 years, to include:
 - physical development
 - communication and intellectual development
 - social, emotional and behavioural development
- describe with examples how different aspects of development can affect one another.

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

Your display will also need to:

- describe, with examples, the kinds of influences that affect children and young people's development, including:
 - background
 - health
 - environment
- describe with examples the importance of recognising and responding to concerns about children and young people's development.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Include in your display a poster that will:

- identify the transitions experienced by most children and young people
- identify transitions that only some children and young people may experience e.g. bereavement
- describe with examples how transitions may affect children and young people's behaviour and development.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> • fires • security incidents • missing children or young people. 		
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1. Identify the characteristics of different types of child abuse.		
	3.2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.		
	3.3. Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying		
	3.4. Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person. 		
	3.5. Describe the principles and boundaries of confidentiality and when to share information.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.2

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

This unit must be assessed in accordance with the Teaching Agency (formerly TDA) assessment principles.

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection

Assessment task – TDA 2.2 Safeguarding the welfare of children and young people

Safeguarding the welfare of children and young people is high priority in the workplace. As part of your work role you must develop an awareness of this important area. Collect information that shows you can:

Task 1 links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, and 3.5.

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse
- describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self harm) or bullied, or may be at risk of harm, abuse or bullying
- describe the actions to take in response to **concerns that a colleague** may be:
 - failing to comply with safeguarding procedures
 - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality, and when to share information.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

As part of safeguarding the welfare of children and young people, gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations, including:
 - fires
 - security incidents
 - missing children or young people.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		
	2.3. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns.		
	2.4. Provide children and young people with reasons for actions when appropriate.		
	2.5. Encourage children and young people to make choices for themselves.		
3. Be able to support relationships between children and young people and others in the setting.	3.1. Support children and young people to communicate effectively with others.		
	3.2. Encourage children and young people to understand other people's individuality, diversity and differences.		
	3.3. Help children and young people to understand and respect other people's feelings and points of view.		
	3.4. Support children and young people to develop group agreements about the way they interact with others.		
	3.5. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.7

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit must be assessed in accordance with the Teaching Agency (formerly TDA) assessment principles.</p> <p>All of then assessment criteria must be assessed in the workplace.</p> <p>Communicate:</p> <ul style="list-style-type: none"> • verbally • non-verbally • informally • formally.
<p>Unit assessment guidance - provided by CACHE</p>	<p>Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor .Simulation is not permitted.</p>

Assessment task – TDA 2.7 Maintain and support relationships with children and young people

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 2.9: Support children and young people's positive behaviour

Unit reference T/601/7407 Level 2
 Credit value 2 GLH 15

Unit aim This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor. Simulation is not permitted.			
1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour.	1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour.		
	1.2. Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.		
2. Be able to support positive behaviour.	2.1. Describe the benefits of encouraging and rewarding positive behaviour.		
	2.2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.		
	2.4. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.		
3. Be able to respond to inappropriate behaviour.	3.1. Select and apply agreed strategies for dealing with inappropriate behaviour .		
	3.2. Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.9

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with the Teaching Agency (formerly TDA) assessment principles.</p> <p>Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.</p> <p>Policies and procedures of the setting relevant to promoting positive behaviour e.g.:</p> <ul style="list-style-type: none"> • behaviour policy • code of conduct • rewards and sanctions • dealing with conflict and inappropriate behaviour • anti-bullying • attendance <p>Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.</p>
Unit assessment guidance - provided by CACHE	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – TDA 2.9 Support children and young people's positive behaviour

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

Implementing the setting's policies and procedures which promote children and young people's positive behaviour is an important part of your job role. As a worker who has just moved into a new setting you have been asked to:

- describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.

CCLD MU 2.2: Contribute to the support of child and young person development

Unit reference Y/601/3236 Level 2

Credit value 3 GLH 25

Unit aim The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 1, 2, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Be able to contribute to assessments of the development needs of children and young people.	1.1. Observe and record aspects of the development of a child or young person.		
	1.2. Identify different observation methods and know why they are used.		
	1.3. Support assessments of the development needs of a child or young person.		
	1.4. Suggest ways the identified development needs of a child or young person can be met in the work setting.		
2. Be able to support the development of children and young people.	2.1. Carry out activities with a child or young person to support their holistic development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Record observations of the child or young person's participation in the activities.		
	2.3. Contribute to the evaluation of the activities meeting the child or young person's identified development needs.		
3. Know how to support children and young people experiencing transitions .	3.1. Describe the different transitions children and young people may experience.		
	3.2. Explain how to give adult support for each of these transitions.		
4. Be able to support children and young people's positive behaviour.	4.1. Explain how a work setting can encourage children and young people's positive behaviour .		
	4.2. Demonstrate how children and young people are encouraged to engage in positive behaviour.		
	4.3. Reflect on own role in promoting positive behaviour in children or young people.		
5. Be able to use reflective practice to improve own contribution to child and young person development.	5.1. Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person.		
	5.2. Review effectiveness of own role in supporting the child or young person's development.		
	5.3. Identify changes that can be made to own practice in supporting child and young person development.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CCLDMU 2.2

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Observe and record aspects of development e.g.:

- physical
- communication
- intellectual/cognitive
- social, emotional and behavioural.

Different observation methods e.g.:

- running records
- diary
- anecdotal
- time sampling
- event recording
- checklist
- narrative
- group, solo and 1-2-1 interaction
- observation with or without adults.

Support assessments e.g.:

- take into account the work setting's Assessment Framework/s
- confidentiality
- avoiding bias
- children's wishes, views and feelings
- information from parents, carers, children and young people, other professionals and colleagues.

Guidance for developing assessment arrangements for the unit:	
	<p>Ways the identified development needs of a child or young person can be met in the work setting:</p> <ul style="list-style-type: none"> • meet individual needs (personalised) • reflect children's interests and views • through play for children in early years • provide challenge • flexible plans. <p>Different types of transitions e.g.</p> <ul style="list-style-type: none"> • emotional, affected by personal experience e.g. bereavement, entering/leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre-school to primary to post-primary • smaller daily transitions • between carers. <p>How the work setting encourages children and young people's positive behaviour e.g.:</p> <ul style="list-style-type: none"> • developing positive relationships • listening to children and valuing their opinions • providing a stimulating and challenging environment • well planned experiences • giving children choices • meet individual needs • inclusive practice • adult role model • clear boundaries • positive behaviour reinforced (praise/rewards) • encouraging children to resolve conflict • looking for reasons for inappropriate behaviour (through observations) • following behaviour policy • following plans for individual behaviour.
Additional unit assessment requirements provided with the QCF unit	Learning outcome 1, 2, 4 and 5 must be assessed in a real work environment.

Guidance for developing assessment arrangements for the unit:	
	Please note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.
Unit assessment guidance– provided by the sector	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance - provided by CACHE	Learning outcomes 1, 2, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – CCLD MU 2.2 Contribute to the support of child and young person development

Task links to learning outcome 3, assessment criteria 3.1 and 3.2.

Children and young people may experience different transitions during their lives and may need adult support at these times. As part of your induction you are asked to prepare information to share with your colleagues which includes:

- a description of the different transitions children and young people may experience
- an explanation of how to give adult support for each of these transitions.

NB: You may choose to use work products to support your work.

MU 2.4: Contribute to children and young people's health and safety

Unit reference J/601/3491

Level 2

Credit value 3

GLH 26

Unit aim To provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 5 and 6 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Know the health and safety policies and procedures of the work setting.	1.1. Outline the health and safety policies and procedures of the work setting.		
	1.2. Identify the lines of responsibility and reporting for health and safety in the work setting.		
	1.3. Explain what risk assessment is and how this is managed in the work setting.		
2. Be able to recognise risks and hazards in the work setting and during off site visits.	2.1. Explain why a safe but challenging environment is important for children and young people.		
	2.2. Identify the differences between risk and hazard.		
	2.3. Identify potential hazards to the health, safety and security of children or young people in the work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Contribute to health and safety risk assessment in areas of the work setting and for off site visits.		
3. Know what to do in the event of a non-medical incident or emergency.	3.1. Identify non-medical incidents and emergencies that may occur in the work setting.		
	3.2. Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> • fires • security incidents • emergency incidents. 		
4. Know what to do in the event of a child or young person becoming ill or injured.	4.1. Identify the signs and symptoms which may indicate that a child or young person is injured or unwell.		
	4.2. Identify circumstances when children or young people may need urgent medical attention.		
	4.3. Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention.		
5. Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses.	5.1. Describe the reporting procedures for accidents, incidents, emergencies and illnesses.		
	5.2. Complete work place documentation for recording accidents, incidents, emergencies and illnesses.		
6. Be able to follow infection control procedures.	6.1. Outline procedures for infection control in own work setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.2. Describe personal protective clothing that is used to prevent spread of infection.		
	6.3. Demonstrate use of personal protective clothing to avoid spread of infection.		
	6.4. Demonstrate how to wash and dry hands to avoid the spread of infection.		
	6.5. Demonstrate safe disposal of waste to avoid the spread of infection.		
7. Know the work setting's procedures for receiving, storing and administering medicines.	7.1. Identify the procedures of the work setting governing the receipt, storage and administration of medicines.		
	7.2. Explain how the procedures of the work setting protect both children and young people and practitioners.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: MU 2.4
 I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	<p>Learning outcome 6 must be assessed in a real work environment.</p> <p>Units should be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
Unit assessment guidance– provided by the sector	<p>Accidents, incidents, emergencies and illnesses e.g.:</p> <ul style="list-style-type: none"> • accidents involving children, young people and adults • incidents all types • emergencies such as missing children or young people, evacuation • recognising signs of illness such as fever, rashes, diarrhoea, sickness • recognising sign of injury, such as fractures and unconsciousness.
Unit assessment guidance - provided by CACHE	<p>Learning outcomes 2, 5 and 6 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

Assessment task – MU 2.4 Contribute to children and young people's health and safety

Understanding your role in contributing to children and young people's health and safety is a priority. As a new member of staff your line manager will need to know how you can apply this in your work setting. You have been asked to produce information that includes:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- an outline of the health and safety policies and procedures of the work setting
- an identification of the lines of responsibility and reporting for health and safety in the work setting
- an explanation of what risk assessment is and how this is managed in the work setting.

Task 2 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- an identification of non-medical incidents and emergencies that may occur in the work setting
- an outline of the actions to take in response to the following situations:
 - fires
 - security incidents
 - emergency incidents.

Task 3 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- an identification of the signs and symptoms which may indicate that a child or young person is injured or unwell
- an identification of the circumstances when children or young people may need urgent medical attention
- an outline of your own role and responsibilities in the event of a child or young person requiring urgent medical attention.

Task 4 links to learning outcome 7, assessment criteria 7.1 and 7.2.

- an identification of the procedures of the work setting governing the receipt, storage and administration of medicines
- an explanation of how the procedures of the work setting protect both children and young people and practitioners.

NB: You may choose to use work products to support your work.

MU 2.8: Contribute to the support of the positive environments for children and young people

Unit reference H601/3496 Level 2

Credit value 3 GLH 27

Unit aim The purpose of this unit is to develop the learners' understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor.			
1. Know the regulatory requirements for a positive environment for children and young people.	1.1. Describe what is meant by a positive environment.		
	1.2. Identify regulatory requirements that underpin a positive environment for children and young people.		
2. Be able to support a positive environment that meets the individual needs of children and young people.	2.1. Meet and greet children and young people in a way that welcomes them into the work setting.		
	2.2. Provide opportunities for children and young people to engage in activities of choice.		
	2.3. Provide activities and resources to meet the individual needs of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Support the engagement of children or young people in activities that promote use of their senses .		
	2.5. Demonstrate how to give praise and encouragement to children or young people for individual achievements.		
3. Be able to support the personal care needs of children and young people within a positive environment.	3.1. Explain how to effectively care for children and young people's skin, hair and teeth.		
	3.2. Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence.		
	3.3. Explain how a positive environment and routine meet the emotional needs of children and their families.		
	3.4. Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time.		
4. Understand how to support the nutritional and dietary needs of children and young people.	4.1. Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance.		
	4.2. Explain how to establish the different dietary requirements of children and young people.		
	4.3. Describe basic food safety when providing food and drink to children and young people.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MU 2.8

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>Unit should be assessed in line with the Skills for Care and Development Assessment Strategy.</p> <p>Learning outcome 2 and 3 must be assessed in real work environment.</p>
<p>Unit assessment guidance– provided by the sector</p>	<p>Regulatory Relevant to the frameworks within UK home nation.</p> <p>Environment</p> <ul style="list-style-type: none"> • indoors • outdoors. <p>Individual needs could include:</p> <ul style="list-style-type: none"> • physical • social and Emotional • intellectual • language and Communication • cultural • religious • personal choice.

Guidance for developing assessment arrangements for the unit:	
	<p>Senses could include:</p> <ul style="list-style-type: none"> • smell • taste • touch • hear • sight. <p>Praise and encouragement could include:</p> <ul style="list-style-type: none"> • verbal • displaying children's work • sharing positive feedback. • non-verbal • highlighting positive aspects • sharing time. <p>Personal care routines could include:</p> <ul style="list-style-type: none"> • toileting • care of skin • care of teeth • opportunity for rest, quiet, sleep. <p>Dietary requirements could include:</p> <ul style="list-style-type: none"> • cultural • religious • allergies and health requirements • food preferences.
Unit assessment guidance - provided by CACHE	Learning outcome 2 and 3 must be assessed in a real work environment by a qualified vocationally competent assessor. Simulation is not permitted.

Assessment task – MU 2.8 Contribute to the support of positive environments for children and young people

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Positive environments for children and young people are underpinned by regulatory requirements. You have been asked to produce an information leaflet for children, young people, parent/carers which includes:

- a description of what is meant by a positive environment
- an identification of regulatory requirements that underpin a positive environment for children and young people.

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

You have been asked to produce the following work documents:

- a poster which defines the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
- a leaflet which explains how to establish the different **dietary requirements** of children and young people
- a poster which describes basic food safety when providing food and drink to children and young people.

NB: You may choose to use work products to support your work.

MU 2.9: Understand partnership working in services for children and young people

Unit reference M/601/3498

Level 2

Credit value 2

GLH 18

Unit aim This unit provides knowledge and understanding of the importance of partnership working and effective communication.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand partnership working within the context of services for children and young people.	1.1. Explain why working in partnership with others is important for children and young people.		
	1.2. Identify who relevant partners would be in own work setting.		
	1.3. Define the characteristics of effective partnership working.		
	1.4. Identify barriers to partnership working.		
2. Understand the importance of effective communication and information sharing in services for children and young people.	2.1. Describe why clear and effective communication between partners is required.		
	2.2. Identify policies and procedures in the work setting for information sharing.		
	2.3. Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements.		
	2.5. Identify how communications and records are recorded and securely stored meeting data protection requirements.		
	2.6. Explain why and how referrals are made to different agencies.		
3. Understand the importance of partnerships with carers.	3.1. Identify the reasons for partnerships with carers.		
	3.2. Describe how partnerships with carers are developed and sustained in own work setting.		
	3.3. Describe circumstances where partnerships with carers may be difficult to develop and sustain.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MU 2.9

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Unit should be assessed in line with the Skills for Care and Development QCF Assessment Strategy.
Unit assessment guidance– provided by the sector	Others could include: <ul style="list-style-type: none">• parents, carers, guardians• professionals• multi-disciplinary teams• colleagues.

Assessment task – MU 2.9 Understand partnership working in services for children and young people

Partnership working is very beneficial in providing support for children, young people and their carers. Produce the following information to show an understanding of what partnership working means in practice.

You may choose to keep your information in a portfolio or folder.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explain why working in partnership with **others** is important for children and young people
- identify who relevant partners would be in your own work setting
- define the characteristics of effective partnership working
- identify barriers to partnership working.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

Effective communication is an important part of partnership working with services for children and young people. In your portfolio or folder:

- describe why clear and effective communication between partners is required
- identify policies and procedures in the work setting for information sharing
- explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
- describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
- identify how communications and records are recorded and securely stored meeting data protection requirements
- explain why and how referrals are made to different agencies.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Partnership with carers is important in working with children and young people. In your portfolio or folder:

- identify the reasons for partnerships with carers
- describe how partnerships with carers are developed and sustained in own work setting
- describe circumstances where partnerships with carers may be difficult to develop and sustain.

NB: You may choose to use work products to support your work.

PEFAP 001: Paediatric emergency first aid

Unit reference F/600/2036 Level 2

Credit value 1 GLH 10

Unit aim The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Simulation is permitted for this unit but assessment criteria 2.1, 2.2, 3.1, 4.2, 5.2 and 6.3 must be assessed in a realistic simulated environment including practical demonstration of CPR on infant and child manikins. Assessment should be carried out by a vocationally competent assessor qualified to make assessment decisions. This means that assessor must be capable of carrying out the full requirements within the competency of this unit.</p> <p>The current resuscitation council guidelines should always be referred to when assessing this qualification</p>			
1. Understand the role of the paediatric first aider.	1.1. Identify the responsibilities of a paediatric first aider.		
	1.2. Describe how to minimise the risk of infection to self and others.		
	1.3. Describe suitable first aid equipment, including personal protection, and how it is used appropriately.		
	1.4. Identify what information needs to be included in an accident report/incident record, and how to record it.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Define an infant and a child for the purposes of first aid treatment.		
2. Be able to assess an emergency situation and act safely and effectively.	2.1. Demonstrate how to conduct a scene survey.		
	2.2. Demonstrate how to conduct a primary survey on an infant and a child.		
	2.3. Identify when and how to call for help.		
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally.	3.1. Demonstrate how to place an infant and a child into the appropriate recovery position.		
	3.2. Describe how to continually assess and monitor an infant and a child whilst in your care.		
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally.	4.1. Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally.		
	4.2. Demonstrate how to administer CPR using an infant and a child manikin.		
	4.3. Describe how to deal with an infant and a child who is experiencing a seizure.		
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction.	5.1. Differentiate between a mild and a severe airway obstruction.		
	5.2. Demonstrate how to treat an infant and a child who is choking.		
	5.3. Describe the procedure to be followed after administering the treatment for choking.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to provide first aid to an infant and a child who is wounded and bleeding.	6.1. Describe common types of wounds.		
	6.2. Describe the types and severity of bleeding and the affect that it has on an infant and a child.		
	6.3. Demonstrate the safe and effective management for the control of minor and major external bleeding.		
	6.4 Describe how to administer first aid for minor injuries.		
7. Know how to provide first aid to an infant and a child who is suffering from shock.	7.1. Describe how to recognise and manage an infant and a child who is suffering from shock.		
	7.2. Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PEFAP 001

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance - provided by CACHE

Simulation is permitted for this unit but learning outcomes 2, 3, 4, 5 and 6 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that the assessor must be capable of carrying out the full requirements within the competency of this unit.

Assessment task – PEFAP 001 Paediatric emergency first aid

As a worker in the children's and young people's sector, it is important to develop an awareness of the knowledge and skills involved in paediatric emergency first aid.

Task links to learning outcomes 1 and 7, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 7.1 and 7.2.

Produce a folder which you can refer to at work, in which you have:

- identified the responsibilities of a paediatric first aider
- described how to minimise the risk of infection to self and others
- described suitable first aid equipment, including personal protection, and how it is used appropriately
- identified what information needs to be included in an accident report/incident record, and how to record it
- defined an infant and a child for the purposes of first aid treatment
- described how to recognise and manage an infant and a child who is suffering from shock
- described how to recognise and manage an infant and a child who is suffering from anaphylactic shock.

NB: The folder produced for this unit can also be used to include information from unit MPII 002.

Unit guidance – PEFAP 001 Paediatric emergency first aid

This guidance is designed to help the learner achieve a high level of competence in dealing with emergency situations in their settings. Coping with serious incidents requires a wide range of skills. The following gives guidance on how to ensure that good quality evidence is captured to show the learner's understanding is as full as possible.

1. Understanding the role of the paediatric first aider.

The principles of first aid management are:

- to preserve life
- to prevent deterioration
- to promote recovery.

Equipment will include:

- Personal Protective Equipment (PPE)
 - latex gloves
 - face shields
 - pocket masks

and their use and maintenance.

Other equipment and processes will cover:

- bandages
 - first aid kits
 - hand hygiene
 - prevention of infection to self and others
- and their use and maintenance where appropriate.

Accident Incident/records

- should comply with OFSTED 2007 and RIDDOR (1995) regulations
- be accurate and complete.

For the **purposes of paediatric first aid**:

- an infant is defined as being under 12 months of age
- a child is defined as between one year and puberty.

2. Assessing an emergency situation and acting safely and effectively

Assessing emergency situations should include:

- assessing the level of safety
- conducting a scene survey

- managing situations including bleeding and shock
- knowing when and how to call for help
- assessing the casualty for level of injury
- assessing for any life threatening injuries
- conducting a primary survey on an infant and a child
- remembering appearance, breathing and circulation (A, B, C The Paediatric Assessment Triangle)
- dealing with persons affected by the incident.

3. Providing first aid for an infant and a child who is unresponsive and breathing normally

This should include:

- a practical demonstration of the correct recovery position for an infant
- a practical demonstration of the correct recovery position for a child
- the importance of how to use them
- an explanation of why it is important to follow the correct processes
- observing, monitoring and recording A, B, C.

4 Providing first aid for an infant and a child who is unresponsive and not breathing normally

CPR will include:

- knowing when to administer CPR
- knowing the correct procedures for CPR
- a practical demonstration of CPR on infant and child manikins;
- alternative ventilation procedures to CPR.

Dealing with seizures will include:

- recognising the symptoms of seizures in infants and children
- managing the seizures
- maintaining a safe environment for the infant/child
- monitoring the condition of the infant/child
- knowing what support to provide the infant/child following the seizures.

5 Providing first aid for an infant and a child who has a foreign body airway obstruction.

This should include:

- choking recognition in infants/children
- knowing the difference between mild and severe airway obstruction
- a practical demonstration on an infant manikin to show the different ways of removing a blockage from the airway of infants
- a practical demonstration on a child manikin to show the different ways of removing a blockage from the airway in children
- actions to be taken after administering the treatment for choking.

6. Providing first aid to an infant and a child who is wounded and bleeding

This will include:

- identifying different types of wounds from minor to severe
- identifying different types of bleeding: venous and arterial
- the effect different types of bleeding would have on an infant
- the effect different types of bleeding would have on a child
- a practical demonstration of the control of minor and major bleeding (including elevation of affected limbs and application of bandages)
- how to check for foreign bodies in the wound
- describing what to do when there is a foreign body in the wound
- describing first aid procedures for dealing with minor injuries.

7. Know how to provide first aid to an infant and a child who is suffering from shock.

This should include:

- a primary survey
- identifying signs and symptoms of shock
- knowing the position the infant and child should be placed in
- observing, monitoring and recording A,B,C
- knowing the signs and symptoms of anaphylactic shock
- understanding the importance of allergen history
- how to manage an anaphylactic reaction in an infant/child
- understanding the use of an Epi-pen/Anapen and other relevant medications
- observing, monitoring and recording A, B, C.

MPII 002: Managing paediatric illness and injury

Unit reference J/600/2037 Level 2

Credit value 1 GLH 10

Unit aim The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Simulation is permitted for this unit but assessment criteria 1.4 and 2.2 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that the assessor must be capable of carrying out the full requirements within the competency of this unit.			
1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation.	1.1. Describe the common types of fractures.		
	1.2. Describe how to manage a fracture.		
	1.3. Describe how to manage a dislocation.		
	1.4. Demonstrate the application of a support sling and an elevation sling.		
2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury.	2.1. Describe how to recognise and manage head injuries including: <ul style="list-style-type: none"> • concussion • skull fracture • cerebral compression. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Demonstrate how to manage a suspected spinal injury.		
3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose.	3.1. Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose.		
	3.2. Describe how to recognise and manage common eye injuries.		
4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness.	4.1. Describe how to recognise and manage chronic medical conditions including: <ul style="list-style-type: none"> • sickle cell anaemia • diabetes • asthma. 		
	4.2. Describe how to recognise and manage serious sudden illnesses including: <ul style="list-style-type: none"> • meningitis • febrile convulsions. 		
5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold.	5.1. Describe how to recognise and treat the effect of extreme cold for an infant and a child.		
	5.2. Describe how to recognise and treat the effects of extreme heat for an infant and child.		
6. Know how to provide first aid to an infant and a child who has sustained an electric shock.	6.1. Describe how to safely manage an incident involving electricity.		
	6.2. Describe first aid treatments for electric shock incidents.		
7. Know how to provide first aid to an infant and a child with burns or scalds.	7.1. Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.2. Describe how to treat burns and scalds to an infant and a child.		
8. Know how to provide first aid to an infant and a child who has been poisoned.	8.1. Describe how poisons enter the body.		
	8.2. Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants.		
	8.3. Identify sources of information that provide procedures for treating those affected by poisonous substances.		
9. Know how to provide first aid to an infant and a child who has been bitten or stung.	9.1. Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly.		
	9.2. Describe how to recognise and treat bites and stings.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MPII 002

I confirm that the learner has met the requirements for all Assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance - provided by
CACHE

Simulation is permitted for this unit but learning outcomes 1 and 2 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that assessor must be capable of carrying out the full requirements within the competency of this unit.

Assessment task – MPII 002 Managing paediatric illness and injury

As a worker in the children's and young peoples sector, it is important to develop an awareness of the knowledge and skills involved in managing paediatric illness and injury.

Produce a folder which you can refer to at work, in which you have:

Task 1 links to learning outcomes 3, 4, 5, 6, 7, 8 and 9 - assessment criteria 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 9.1 and 9.2.

- described how to manage an infant and a child with foreign bodies in their eyes, ears and nose
- described how to recognise and manage common eye injuries
- described how to recognise and manage chronic medical conditions including:
 - sickle cell anaemia
 - diabetes
 - asthma
- described how to recognise and manage serious sudden illnesses including:
 - meningitis
 - febrile convulsions
- described how to recognise and treat the effects of extreme cold for an infant and a child
- described how to recognise and treat the effects of extreme heat for an infant and a child
- described how to safely manage an incident involving electricity
- described first aid treatments for electric shock incidents
- described how to recognise the severity of burns and scalds to an infant and a child and respond accordingly
- described how to treat burns and scalds to an infant and a child
- described how poisons enter the body
- described how to recognise and treat an infant and a child affected by common poisonous substances, including plants
- identified sources of information that provide procedures for treating those affected by poisonous substances
- described how to recognise the severity of bites and stings to an infant and a child and respond accordingly
- described how to recognise and treat bites and stings.

NB: The folder produced for this unit can also be used to include information from unit PEFAP 001.

Unit guidance – MPII 002 Managing paediatric illness and injury

This guidance is designed to help the learner achieve a high level of competence in dealing with emergency situations in their settings. Coping with serious incidents requires a wide range of skills. The following gives guidance on how to ensure that good quality evidence is captured to show the learner's understanding is as full as possible.

1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation

This will include:

- describing the common types of fractures, such as simple, greenstick, complex, open and closed
- how to immobilise fractures
- definition of a dislocation
- how to care for a child/infant with a dislocation
- use of rest, ice, compression, elevation (RICE)
- observing, monitoring and recording A, B, C
- knowledge of nil by mouth as further treatment may require a general anaesthetic
- the learner demonstrating the application of a support sling and an elevation sling.

2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury

This will include:

- how to define and recognise head injuries
- identifying the signs and symptoms of:
 - concussion
 - skull fracture
 - cerebral compression
- how to manage these conditions,
- recognising possible connected problems such as fluid from the ear
- observing, monitoring and recording A, B, C
- when and how to send for urgent medical help
- the learner demonstrating how to manage a suspected spinal injury by immobilisation, keeping the spine straight, supporting head and neck at all times and observing for deterioration.

3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose

This should include:

- how to manage foreign bodies in eyes by keeping the child calm, using sterile water to remove dust/sand from eyes
- how to manage foreign bodies in ears by keeping the child calm, using tepid water to remove insects from ears
- how to manage foreign bodies in nose by keeping the child calm, encouraging the child to breathe through their mouth
- knowing to seek immediate medical help for embedded foreign bodies in eye, ear or nose
- how to recognise and treat common eye injuries such as blows to the eye (checking for injuries to the eyeball), injuries to the eye socket, associated injuries to the head or face
- considering neck injury and how to treat appropriately if there is a direct blow to the face.

4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness

Chronic medical conditions

This will include:

- recognising the signs and symptoms of sickle cell anaemia
- how to manage sickle cell anaemia by administering the infant/child's regular pain relief if available, reassuring the child and keeping the child warm, sending for medical help, and child or infant's parents.
- recognising the signs and symptoms of diabetes
- how to manage diabetes by recognising the signs of hypoglycaemia; providing sugar immediately if conscious; putting in the recovery position if unconscious, checking if insulin is prescribed in the case of a known diabetic and when to send for urgent medical attention
- recognising the signs and symptoms of asthma such as difficulties or problems with speech, changes in colour of face and lips; coughing and wheezing
- how to manage asthma by helping the infant/child to use inhalers; use the correct sitting position and sending for urgent medical help.

Serious sudden illness

This will include:

- recognising the signs and symptoms of meningitis such as rashes
- how to manage meningitis by obtaining urgent medical help
- recognising the signs and symptoms of febrile convulsions such as high temperature

- how to manage febrile convulsions by ensuring the infant/child is not restrained in anyway, moving objects that could cause injury, preventing choking
- observing, monitoring and recording A, B, C.

5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold

This should include:

- the definition of hypothermia, in an infant and child,
- signs and symptoms of hypothermia such as the colour and temperature of the skin to touch
- how to manage hypothermia by:
 - obtaining urgent medical help
 - preventing further body heat loss
 - warming the child/infant gradually if possible
- the definition of hyperthermia in an infant and child
- signs and symptoms of hyperthermia such as heat stroke and heat exhaustion
- how to manage hyperthermia by:
 - use of fans to cool
 - loosening clothing
 - tepid sponging
 - providing cool liquids to drink
 - obtaining medical help.

6. Know how to provide first aid to an infant and a child who has sustained an electric shock

This should include:

- the safe management of incidents involving electricity, i.e. not touching the infant/child if still in contact with electric wire; turning electricity off and understanding how to remove the infant/child from electric contact safely
- personal safety
- treatment for electric shock
 - look for signs and symptoms of shock and manage symptoms
 - treat the burn area at the site of contact
- observe, monitor and record A,B,C
 - obtain urgent medical help/refer the casualty to hospital.

7. Know how to provide first aid to an infant and a child with burns or scalds

This will include:

- identifying the types of burns and scalds including superficial burns; partial thickness burns, full thickness burns and the relevance of the extent of burns and scalds
- treatment for burns from superficial to severe burns such as:
 - when to remove light clothing
 - when not to remove burnt clothing
 - when to cool with water
 - when to keep the burn covered
 - when to seek medical help.

8. Know how to provide first aid to an infant and a child who has been poisoned

This should include:

- knowing the different types of poisoning such as those that can be inhaled; absorbed; swallowed; those that are chemicals; plants and toxins in food
- recognising when an infant/child has been affected by common poisonous substances
- observing, monitoring and recording A, B, C
- knowing they need to seek urgent medical attention
- gathering information about the poison i.e. labels on containers or keeping any remaining substance to go with casualty, keeping any vomit to go with casualty to hospital
- knowing where to get information about procedures for treating those affected by poisonous substance such as National Poisons Information Service (NPIS).

9. Know how to provide first aid to an infant and a child who has been bitten or stung

This should include:

- knowing how to recognise signs and symptoms of bites and stings from different sources such as wasp and bee stings, human bites, animal bites
- how to treat with a cold compress where appropriate
- the correct method of removal of stings
- treatment for anaphylactic shock
- knowing that in all cases of human or animal bites the infant or child should receive medical attention
- when and how to seek medical attention, or emergency services.

Section 4: Assessment and quality assurance information for tutors and assessors

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
 - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
 - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers¹

For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"* which forms part of the Resource Centre on cachezone.

¹ Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Teaching Agency (formerly Training and Development Agency for Schools) Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and with the expertise to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

CACHE Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Paediatric First Aid Guidance

We have provided a **Paediatric First Aid Guidance** document which describes the requirements of tutors/trainers, assessors and internal quality assurers for units PEFAP 001 and MPII 002.

This document can be found under the **CACHE Level 2 Award in Paediatric First Aid (QCF)** qualification on our secure website, cachezone.

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on [cachezone](#).

QCF Support Materials Feedback Form

Qualification: CACHE Level 2 Certificate for the Children and Young People's Workforce (QCF)

Name: _____ **Are you:** a Tutor / a Learner

Centre name: _____ **Centre no.:** _____

Contact details: * **Tel.:** _____

Email: _____

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1. This document is presented in a clear and accessible way and I can easily find the information I need.

1	2	3
---	---	---

--	--	--

2. This document contains all the information I need to teach or study this qualification.

--	--	--

3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

--	--	--

4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

--	--	--

Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: gcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: 01727 818613



Section 6: Publication history

This section identifies important changes made to this document since its first publication in August 2010.

All page numbers refer to this version of the document.

- **p.12, Introduction to the qualification:** Reference to the Children's Workforce Development Council (CWDC) removed.
- **p.14:** Text and table added relating to the addition of an equivalent unit
- **p.15, Paediatric First Aid:** Paragraph added relating to units PEFAP 001 and MPII 002
- **p.15, Paediatric First Aid:** Additional guidance (paragraphs 2-6) added
- **p.75, Unit PEFAP 001:** Paragraph added relating to assessment for unit
- **pp.80-82, Unit PEFAP 001:** Unit guidance added
- **p.83, Unit MPII 002:** Paragraph added relating to assessment for unit
- **pp.88-91, Unit MPII 002:** Unit guidance added

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).