

# Unit 12: Support Children and Young People in Residential Childcare to Manage Their Health

**Unit reference number:** D/506/7594

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 17

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## Unit summary

In this unit, you will gain knowledge, understanding and skills in order to support children and young people to access the services and support they need to maintain their health and wellbeing. You will gain an understanding of health service provision in relation to children and young people in residential childcare. This includes the range and function of health agencies and services available, factors that may jeopardise access to these and ways of helping children and young people to overcome barriers to accessing health service provision.

The unit will enable you to address concerns about the health of children and young people, while supporting them to manage their own health needs and to make healthy lifestyle choices.

## Additional information

**Primary health services** include GP, dentist, optometrist

**Concerns** may include:

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour
- Escalation of previously un-concerning day to day behaviour

**Health needs** e.g.

- Physical
- Mental
- Emotional
- Sexual

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand health service provision in relation to children and young people in residential childcare</p>	<p>1.1 Describe the range and function of health agencies and services available locally</p> <p>1.2 Explain the impact on a child or young person if they are not able to register with primary health services</p> <p>1.3 Describe factors that may jeopardise access to health services for children and young people</p> <p>1.4 Describe ways to help children and young people overcome barriers to accessing health service provision</p>
<p>2 Be able to address concerns about the health of children and young people</p>	<p>2.1 Assess concerns about the health of children or young people to decide what action is necessary</p> <p>2.2 Take action to address concerns following agreed procedures</p> <p>2.3 Record and report concerns following agreed procedures</p> <p>2.4 Seek support where concerns are beyond own experience, competence or job role</p>
<p>3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding</p>	<p>3.1 Support children or young people to recognise their own health needs</p> <p>3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments</p> <p>3.3 Support children or young people to access health services and complete recommended treatments</p> <p>3.4 Support children or young people who manage their own medication or treatment to do this safely</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support children and young people to make healthy lifestyle choices</p>	<p>4.1 Describe factors associated with a healthy lifestyle</p> <p>4.2 Evaluate how own actions model a healthy lifestyle</p> <p>4.3 Support children or young people to understand the choices they can make about their lifestyle</p> <p>4.4 Support children or young people to sustain healthy lifestyle choices</p>

## Unit amplification

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### **1 Understand health service provision in relation to children and young people in residential childcare**

*The range and function of health agencies and services available locally:* e.g. long-term/short-term/respite; residential childcare; community; rehabilitation; learning disabilities; mental health services; delivery approaches; specific service provision to meet needs; funding; roles/responsibilities; partnership working; lines of reporting

*The impact on a child or young person if they are not able to register with primary health services:* e.g. child protection; vulnerable groups; psychological impact; emotional impact e.g. self-confidence; self-esteem; depression; disengaged from services; at risk; ill health impact on mental health; stress; discrimination; illness; injury; emotional distress; poor lifestyle choices; changes in behaviour; escalation of previously un-concerning day to day behaviour

*Factors that may jeopardise access to health services for children and young people:* e.g. barriers to communication e.g. sensory impairment; speech and language difficulties; English as additional language; environment; attitudinal barriers e.g. the child; carers; self; practitioners; other children and young people; organisational barriers e.g. policies and procedures; discrimination; resources; knowledge

*Ways to help children and young people overcome barriers to accessing health service provision:* e.g. overcoming barriers e.g. adapting the environment and resources; knowledge of child's needs; stage of development and abilities; using interpreters; advocacy; adaptation of materials and resources; specialist aids and equipment

## Information for tutors

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### Suggested resources

#### Books

Cairns K *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg V A *Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsberg K *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Tough P *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

#### Websites

[www.4children.org.uk](http://www.4children.org.uk) – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

[www.barnardos.org.uk](http://www.barnardos.org.uk) – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

[www.gov.uk](http://www.gov.uk) – the government services and information website where information relating to childcare can be found

[www.ncb.org.uk](http://www.ncb.org.uk) – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

[www.nspcc.org.uk](http://www.nspcc.org.uk) – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

#### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the health service provision in relation to children and young people in residential childcare. A professional discussion or reflective account could be used to provide the evidence for the assessment criteria within this learning outcome, where the learners will be required to explore the support provided by health agencies to children and young people; exploring the effect on children and young people if they are unable to access these services. The professional discussion or reflective account should also cover barriers to accessing services for children and young people and how these can be addressed.

Evidence for learning outcome 2 could come from direct observation, covering ACs 2.1, 2.2, 2.3 and 2.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner identifying the necessary actions to take if there are concerns over a child or young person's health, following agreed ways of working. In addition, learners should demonstrate how they report and record concerns relating to a child or young person's health, asking for guidance, as necessary. The evidence could be supplemented by a professional discussion and anonymised work products, for example, records of concerns being recorded and reported in line with agreed procedures (AC 2.3).

For learning outcome 3, learners will need to demonstrate an ability to support children and young people to manage their own health needs. Evidence for learning outcome 3 could come from direct observation, covering ACs 3.1, 3.2, 3.3 and 3.4. The observation should demonstrate the support provided to enable children and young people to recognise and manage their own health requirements; including accessing relevant services and treatments. Witness testimony could also provide evidence for the assessment criteria within this learning outcome.

A reflective account, professional discussion or a report could be used to supplement the observation where the learners will need to explore the value to children and young people of managing their own health needs and treatments.

Evidence for ACs 4.3 and 4.4 could come from direct observation. Learners should demonstrate how they enable children and young people to be aware of and select lifestyle choices to support their well-being. For ACs 4.1 and 4.2, the learners will need to demonstrate an understanding of aspects contributing to a healthy lifestyle for children and young people; reviewing how their role modelling contributes to this. Evidence for ACs 4.1 and 4.2, could be drawn from a professional discussion or reflective account.