



TQUK Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)

TQUK Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)

Qualification Specification

Qualification Numbers: 601/5284/9

601/6217/X



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualifications

The TQUK Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) and TQUK Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) are regulated by Ofqual.

Qualification Purpose

The purpose of the qualifications is to prepare learners for work roles in Health, Social Care and Children's and Young People's Settings by developing knowledge and understanding of the range of service provision and roles, principles and values within health and social care adults and children and young people, early years and childcare. Learners can then choose from units covering: protection and safeguarding; communication; equality and inclusion; person-centred support; working with others and the importance of healthy eating and drinking for adults.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of Entry level 3 in literacy and numeracy or equivalent.

The qualification is suitable for learners aged 14 years and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Diploma in Care (RQF)
- TQUK Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)

Structure

TQUK Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF)

Learners must achieve a minimum of 10 credits - 6 credits from mandatory group A and a minimum of 4 credits from optional group B.

Mandatory Units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Understand the range of service provision and roles within health and social care adults and children and young people, early years and childcare	A/602/6187	1	26	3
Understand the principles and values in health and social care - adults and children and young people, early years and childcare	J/602/6189	1	26	3

Optional Units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	R/602/6194	1	24	3
Introduction to communication in health and social care adults and children and young people, early years and childcare	T/602/6205	1	19	2
Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	R/502/9716	1	25	3
Introductory awareness of health and safety in health, social care and children's and young people's settings	D/502/9717	1	36	4

people's settings				
Introductory awareness of person-centred support in health, social care and children's and young people's settings	D/502/9718	1	18	2
Introductory awareness of working with others in health, social care and children's and young people's settings	H/502/9719	1	16	2
Introductory awareness of the importance of healthy eating and drinking for adults	Y/502/9720	1	24	3

TQUK Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (QCF)

Learners must achieve at least 25 credits: 20 credits from the mandatory units and a minimum of 5 credits from the optional units.

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understand the range of service provision and roles within health and social care adults and children and young people, early years and childcare	A/602/6187	1	26	3
Understand the principles and values in health and social care - adults and children and young people, early years and childcare	J/602/6189	1	26	3
Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	R/602/6194	1	24	3
Introduction to communication in health and social care adults and children and young people, early years and childcare	T/602/6205	1	19	2
Introductory awareness of equality and inclusion in health, social care and children's and young people's settings	R/502/9716	1	25	3
Introductory awareness of health and safety in health, social care and children's and young people's settings	D/502/9717	1	36	4
Introductory awareness of person-centred support in health, social care and children's	D/502/9718	1	18	2

and young people's settings				
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Optional Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Human growth and development	A/601/3407	1	18	2
Introduction to disability awareness	M/602/5022	1	8	1
Introduction to children and young people's development	F/602/6207	1	26	3
Understand the importance of engagement in leisure and social activities in health and social care	K/602/6301	1	29	3
Introduction to the physical care of babies and young children	H/602/6314	1	30	3
Introduction to the development of children and young people through play	K/602/6315	1	15	2
Encourage children and young people to eat healthily	H/602/6328	1	16	2
Introduction to a Healthy Lifestyle	T/602/6303	1	26	3
Introduction to Autistic Spectrum Condition	Y/602/6309	1	30	3
Introduction to Learning Disability	L/602/6310	1	30	3
Introduction to Physical Disability	R/602/6311	1	30	3

Introduction to Sensory Loss	L/602/6372	1	30	3
Introduction to Mental Health	Y/602/6374	1	30	3
Introduction to Dementia	D/602/6375	1	30	3
Introductory awareness of working with others in health, social care and children's and young people's settings	H/502/9719	1	16	2
Introductory awareness of the importance of healthy eating and drinking for adults	Y/502/9720	1	24	3

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is

TQUK Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) – 100 hours.

TQUK Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) - 250 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Guided learning hours is:

TQUK Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) – 86.

TQUK Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings (RQF) – 212.

Assessment

The qualifications are assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Units

Title:		Understand the range of service provision and roles within health and social care, adults and children and young people, early years and childcare A/602/6187	
Level:		1	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the range of service provision available in health and social care (adults and children and young people), early years and childcare	1.1	Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area
		1.2	Outline the purpose of provision offered by different types of service
		1.3	Give examples of who would access different types of service provision
		1.4	Outline the difference between statutory, and independent service provision
		1.5	Outline how informal care contributes to service provision
2	Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare	2.1	Identify the range of job roles within different types of service
		2.2	Identify the knowledge and skills required to work in a job role in the sector
		2.3	Outline a range of progression routes for a worker within the sector
Assessment requirements: N/A			

Title:		Understand the principles and values in health and social care, adults and children and young people, early years and childcare J/602/6189	
Level:		1	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1	Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare
		1.2	Identify guidance and standards that underpin the principles and values
2	Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1	Describe why those who access services should be valued as individuals
		2.2	Give examples of ways to value adults who access services
		2.3	Give examples of ways to value children and young people who access services
		2.4	Outline what is meant by person centred practice or child centred practice
		2.5	Define confidentiality in the context of the sectors
		2.6	Identify how confidentiality promotes respect for and values individuals
Assessment requirements: N/A			

Title:		Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare R/602/6194	
Level:		1	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1	Define 'protection of vulnerable adults'
		1.2	Define 'safeguarding children'
		1.3	Explain the term 'harm, abuse and neglect' in the context of: – Protecting vulnerable adults – Safeguarding children
		1.4	Give examples of the indicators of harm, abuse and neglect
		1.5	Identify what actions should be taken if there are concerns about harm, abuse and neglect
		1.6	Describe the boundaries of confidentiality and when to share information
		1.7	Explain who is responsible for protecting vulnerable adults and safeguarding children
		1.8	Identify what organisations should do to protect vulnerable adults and safeguard children
		1.9	Identify sources of support and information in relation to protection and safeguarding
Assessment requirements: N/A			

Title:		Introduction to communication in health and social care, adults and children and young people, early years and childcare T/602/6205	
Level:		1	
Credit value:		2	
Guided learning hours:		19	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Know different methods of communication	1.1	Identify a range of communication methods
2	Understand how to communicate with individuals	2.1	Outline how to identify an individual's communication and language needs, wishes and preferences
		2.2	Identify a range of barriers to communication
		2.3	Identify factors that promote communication and overcome barriers
Assessment requirements: N/A			

Title:		Introductory awareness of equality and inclusion in health, social care and children's and young people's settings R/502/9716	
Level:		1	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of equality and inclusion within health, social care and children's and young people's settings	1.1	Define the terms equality and inclusion
		1.2	Outline how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings
2	Know the affects of discriminatory attitudes and behaviours on individuals	2.1	Identify discriminatory attitudes
		2.2	Give examples of how discriminatory attitudes can affect individuals
		2.3	Identify discriminatory behaviours
		2.4	Give examples of how discriminatory behaviours can affect individuals
3	Know the factors that affect equality and inclusion of individuals	3.1	Identify social and physical barriers that may prevent equality and inclusion
		3.2	Outline how barriers to equality and inclusion may be overcome
		3.3	Outline behaviours that may promote equality and inclusion
Assessment requirements: this unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Title:		Introductory awareness of health and safety in health, social care and children's and young people's settings Y/502/9717	
Level:		1	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the main responsibilities of workers and employers for health and safety in health, social care and children's and young people's settings	1.1	Outline key areas of health and safety related to a work setting
		1.2	Outline employers' responsibilities for health and safety
		1.3	Outline workers' responsibilities for health and safety
		1.4	Give examples of health and safety training required in the work setting
2	Understand the importance of assessing risk in relation to health and safety	2.1	Outline what is meant by risk
		2.2	Give examples of hazards and their associated risks
		2.3	Outline the purpose of a risk assessment
		2.4	Identify occasions when a risk assessment is necessary
3	Understand the importance of key areas of health and safety in relation to health, social care and children's and young people's settings	3.1	Outline the importance of protecting your own security and the security of others in the work setting
		3.2	Outline the importance of safe moving and handling principles
		3.3	Identify accidents and sudden illness that may occur in a health, social care, children's or young people's setting
		3.4	Identify who might deal with accidents and sudden illness in the work setting
4	Know what contributes to the reduction of the spread of infection in health, social care	4.1	Describe how infection is spread
		4.2	Identify methods that reduce the spread of infection

	and children's and young people's settings	4.3	Describe the standard method of washing hands
		4.4	Identify when personal protective equipment should be used
Assessment requirements: this unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Title:		Introductory awareness of person-centred support in health, social care and children's and young people's settings D/502/9718	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand what is meant by person-centred support in health, social care and children's and young people's settings	1.1	Define person-centred support
		1.2	Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes
		1.3	Give examples of how to provide person-centred support when supporting individuals in day-to-day activities
2	Know the importance to individuals of person-centred support in health, social care and children's and young people's settings	2.1	Outline the benefits to an individual of person-centred support
		2.2	Give examples of how individuals can be in control of their care needs
		2.3	Outline how assessing risk can assist person-centred support
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Optional Units

Title:		Human growth and development A/601/3407	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know about human growth and development.	1.1	Identify the main stages of growth and development across the human lifespan.
		1.2	Outline what is meant by physical, intellectual, emotional and social development.
2	Know factors which affect human growth and development.	2.1	Identify factors which may affect physical growth and development.
		2.2	Outline circumstances or life events which may affect an individual's emotional and social wellbeing.
		2.3	Outline the effects of ageing in the later stages of life.
Assessment requirements: n/a			

Title:		Introduction to disability awareness M/602/5022	
Level:		1	
Credit value:		1	
Guided learning hours:		8	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the difference between the terms disability and impairment	1.1	Identify what disability means
		1.2	Outline conditions which cause disability
		1.3	Identify what impairment means
2	Know how key legislation protects people who have a disability	2.1	List current disability related legislation
		2.2	Outline the rights of disabled people in line with current disability related legislation
3	Understand attitudes and barriers faced by people who have a disability	3.1	Outline the types of difficulties faced by disabled people including: <ul style="list-style-type: none"> - social and financial issues - negative attitudes - physical barriers - institutional barriers
4	Understand the social model of disability and how it is put into practice	4.1	Identify what is meant by the 'social model' of disability
		4.2	Explain key differences between the 'medical model' of disability and the 'social model' of disability
		4.3	Outline the reasons why the social model focuses on 'disability' and not 'impairment'
		4.4	Outline the type of 'language' used when applying the social model
		4.5	Explain how the social model of disability can be used in practice
Assessment requirements: n/a			

Title:		Introduction to children and young people's development F/602/6207	
Level:		1	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the main stages of children and young people's development	1.1	Outline the expected pattern of development for children and young people from birth to 19 years to include: <ul style="list-style-type: none"> - Physical development - Communication - Intellectual development - Social, emotional and behavioural development
2	Know the factors that affect children and young people's development	2.1	Identify the factors that affect children and young people's development to include: <ul style="list-style-type: none"> - Background - Health - Environment
3	Know how to support children and young people's development	3.1	Outline different ways to support children and young people's development to include: <ul style="list-style-type: none"> - Physical development - Communication - Intellectual development - Social, emotional and behavioural development
Assessment requirements: n/a			

Title:		Understand the importance of engagement in leisure and social activities in health and social care K/602/6301	
Level:		1	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand why leisure and social activities are important for an individual's well being and relationships	1.1	Outline why leisure and social activities are important for an individual's well being
		1.2	Outline how leisure and social activities support relationships
2	Know a range of leisure and social activities	2.1	Identify a range of leisure and social activities that take place within: <ul style="list-style-type: none"> - A local community - A person's own home - A residential or group living home - Day care provision
3	Understand how a person centred approach supports individuals in leisure or social activities	3.1	Describe how to find out about the interests and preferences of individuals
		3.2	Outline the benefits for individuals of a person centred approach when taking part in leisure or social activities
		3.3	Describe different types of support that individuals may need to take part in leisure and social activities within: <ul style="list-style-type: none"> - The community - Their own home - A residential home or group living arrangement
		3.4	Give examples of how to promote independence through leisure and social activities

Assessment requirements: n/a

Title:		Introduction to the physical care of babies and young children H/602/6314	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the physical care needs of babies and young children	1.1	Identify care needs for babies and young children's <ul style="list-style-type: none">- skin- hair- teeth- nappy area
2	Know how to support physical care routines for babies and young children	2.1	Outline how to treat babies or young children with respect and sensitivity during physical care routines
		2.2	List ways of engaging with babies or young children during physical care routines that make the experience enjoyable
		2.3	Outline the principles of toilet training
3	Know how to support safe and protective environments for babies and young children	3.1	Describe how to provide a safe and hygienic environment for babies and young children
		3.2	Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
		3.3	Identify what to do if concerned about the well-being of babies and young children
4	Know the nutritional needs of babies and young children	4.1	Outline the nutritional needs of babies
		4.2	Outline the nutritional needs of young children
		4.3	Give examples of healthy balanced meals for young children

		4.4	.List nutritional allergies that may be experienced by babies and young children
Assessment requirements: n/a			

Title:		Introduction to the development of children and young people through play K/602/6315	
Level:		1	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of play for children and young people's development and well being	1.1	Identify how play supports children and young people's development and well-being
		1.2	Outline the difference between adult directed play and child initiated play
2	Know factors that promote inclusive and stimulating play environments	2.1	Outline what is meant by inclusive and stimulating play
		2.2	Describe an environment that supports inclusive and stimulating play
		2.3	Identify a range of activities that promote inclusive and stimulating play
Assessment requirements: n/a			

Title:		Encourage children and young people to eat healthily H/602/6328	
Level:		1	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know about healthy eating for children and young people	1.1	Identify healthy eating principles for children and young people
		1.2	Identify factors that influence food choice
2	Know about activities to encourage children and young people to eat healthily	2.1	Outline a range of activities that encourage children and young people to eat healthily
Assessment requirements:			

Title:		Introduction to a Healthy Lifestyle T/602/6303	
Level:		1	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know what contributes to a healthy lifestyle	1.1	Outline factors that contribute to a healthy lifestyle
		1.2	Outline benefits of living a healthy lifestyle
2	Know how activities contribute to a healthy lifestyle	2.1	List activities in the local area that support a healthy lifestyle
		2.2	Select activities that support a healthy lifestyle
		2.3	identify the benefits of selected activities on personal well-being as a result of taking part in activities
3	Know what contributes to an unhealthy lifestyle	3.1	List activities and choices that hinder a healthy lifestyle
		3.2	Outline how these activities and choices can have a negative effect on personal well-being
4	Know how to develop a personal healthy lifestyle plan	4.1	Identify positive and negative aspects of own lifestyle
		4.2	Produce an action plan to improve own health and well-being
Assessment requirements: n/a			

Title:		Introduction to Autistic Spectrum Condition Y/602/6309	
Level:		1	
Credit value:		30	
Guided learning hours:		3	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with an autistic spectrum condition	1.1	Outline why it is important to recognise and value an individual with an autistic spectrum condition as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with an autistic spectrum condition
2	Understand the concept of Autistic Spectrum Condition	2.1	Outline what is meant by the term 'autistic spectrum condition'
		2.2	Give examples of behavioural characteristics associated with autistic spectrum condition
		2.3	Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition
		2.4	Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition
3	Understand the importance of effective communication for individuals with an autistic spectrum condition	3.1	Identify the benefits of effective communication on the lives of individuals with an autistic spectrum condition
		3.2	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
		3.3	Outline the use of visual communication systems for individuals with an autistic spectrum condition
Assessment requirements: n/a			

Title:		Introduction to Learning Disability L/602/6310	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with a learning disability	1.1	Outline why it is important to recognise and value an individual with a learning disability as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with a learning disability
2	Know the main causes of learning disability	2.1	Outline what is meant by the term 'learning disability'
		2.2	Give examples of causes of learning disability
3	Understand the importance of effective communication for individuals with a learning disability	3.1	Identify the impact of effective communication on the lives of individuals with a learning disability
		3.2	Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability
		3.3	Give examples of different methods of communication that can be used where individuals have difficulty with spoken language
Assessment requirements: n/a			

Title:		Introduction to Physical Disability R/602/6311	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with a physical disability	1.1	Outline why it is important to recognise and value an individual with a physical disability as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with a physical disability
2	Know the main causes of physical disability	2.1	Give examples of conditions that cause physical disability
3	Know how the challenges of living with a physical disability can be addressed	3.1	Identify factors that have a disabling effect on an individual
		3.2	Give examples of how to challenge discriminatory attitudes
		3.3	Outline the effects that having a physical disability can have on an individual's day to day life
		3.4	Give examples of how individuals can be in control of their care needs
		3.5	Outline the importance of promoting independence for individuals with physical disability
		3.6	Give examples of ways to promote the inclusion of individuals with physical disability in society
Assessment requirements: n/a			

Title:		Introduction to Sensory Loss L/602/6372	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with sensory loss	1.1	Outline why it is important to recognise and value an individual with sensory loss as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with sensory loss
2	Know the main causes of sensory loss	2.1	Outline the main causes of sensory loss
3	Understand the importance of effective communication for individuals with sensory loss	3.1	Outline factors that need to be considered when communicating with individuals with: <ul style="list-style-type: none"> - Sight loss - Hearing loss - Deafblindness
		3.2	Identify the benefits of effective communication on the lives of individuals with sensory loss
		3.3	Outline how information can be made accessible to individuals with sensory loss
Assessment requirements: n/a			

Title:		Introduction to Mental Health Y/602/6374	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with mental health problems	1.1	Outline why it is important to recognise and value an individual with mental health problems as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with mental health problems
2	Know the main factors that can cause mental health problems	2.1	Outline factors that affect mental health
		2.2	Give examples of a range of mental health problems
3	Understand the importance of effective communication with individuals who have mental health problems	3.1	Identify the benefits of effective communication on the lives of individuals with mental health problems
		3.2	Outline why it is important to use active listening skills with individuals who have mental health problems
Assessment requirements: n/a			

Title:		Introduction to Dementia D/602/6375	
Level:		1	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know the importance of a person centred approach when working with individuals with dementia	1.1	Outline why it is important to recognise and value an individual with dementia as a person first
		1.2	Give examples of how to use a person centred approach when working with individuals with dementia
2	Know the main causes and effects of dementia	2.1	Outline what is meant by the term 'dementia'
		2.2	Give examples of causes of dementia
		2.3	Outline the effects of dementia on individuals, families and carers
3	Understand the importance of effective communication for individuals with dementia	3.1	Identify the benefits of effective communication on the lives of individuals with dementia
		3.2	Outline how memory loss affects the use of spoken language in an individual with dementia
		3.3	Give examples of techniques that can be used to facilitate communication with an individual with dementia
Assessment requirements: n/a			

Title:		Introductory awareness of working with others in health, social care and children's and young people's settings H/502/9719	
Level:		1	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know how to work together with others	1.1	Outline why it is important to work with others
		1.2	Outline ways of working together with others
		1.3	Give examples of ways that work well when working with others
		1.4	Give examples of ways that do not work well when working with others
2	Understand partnership working in health, social care and children's and young people's settings	2.1	Outline what partnership working means in health, social care and children's and young people's settings
		2.2	Give examples of who partners might be
		2.3	Outline the benefits of partnership working in health, social care and children's and young people's settings
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles			

Title:		Introductory awareness of the importance of healthy eating and drinking for adults Y/502/9720	
Level:		1	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of healthy eating	1.1	Outline what is meant by a balanced diet
		1.2	Give examples of the effects on health if a diet is not balanced
		1.3	Give examples of ways that food can contribute to helping an individual to stay healthy
		1.4	Outline ways to inform individuals to eat a balanced diet
2	Understand the importance of drinking enough to stay healthy	2.1	State the recommended daily fluid intake to stay healthy
		2.2	Outline how drinking enough can help to stay healthy
		2.3	Identify the effects to health of not drinking enough
		2.4	Give examples of signs of not drinking enough
		2.5	Outline ways to encourage individuals to drink enough to stay healthy
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles			