

Unit Title:	Support children and young people's health and safety
OCR Unit No:	11
Sector Unit No:	CYP 3.4
Level:	3
Credit value:	2
Guided learning hours:	15
Unit accreditation number:	D/601/1696

Unit purpose and aim

This unit aims to provide the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely 1.3 Identify sources of current guidance for planning healthy and safe environments and services 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service	Factors may include: <ul style="list-style-type: none"> the individual needs, age and abilities of the children and young people specific risks to individuals such as pregnancy, sensory impairments the needs of carers where relevant the function and purpose of environments and services offered duty of care desired outcomes for the children and young people lines of responsibility and accountability
2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and	Potential hazards may include: <ul style="list-style-type: none"> physical security

	other visitors and colleagues	<ul style="list-style-type: none"> • fire • food safety • personal safety
	<p>2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits</p> <p>2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk</p> <p>2.4 Explain how health and safety risk assessments are monitored and reviewed</p>	
3 Understand how to support children and young people to assess and manage risk for themselves	<p>3.1 Explain why it is important to take a balanced approach to risk management</p> <p>3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements</p> <p>3.3 Give example from own practice of supporting children or young people to assess and manage risk</p>	<p>Balanced approach to risk management may include:</p> <ul style="list-style-type: none"> • taking into account child or young person's age, needs and abilities • avoiding excessive risk taking • not being excessively risk averse • recognising the importance of risk and challenge to a child or young persons development
4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	<p>4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness</p> <p>4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies</p>	<p>Accidents, incidents, emergencies and illness may include:</p> <ul style="list-style-type: none"> • accidents involving children, young people or adults • incidents –all types • emergencies such as fire, missing children or young people, evacuation • recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- UK Codes of Practice for Social Care Workers

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.