



Oxford Cambridge and RSA

<b>Unit Title:</b>	<b>Support children and young people's health and safety</b>
OCR unit number:	9
Sector Unit number:	TDA 2.8
Level:	2
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	T/601/7410

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Know the legislative and policy framework for health and safety	1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting  1.2 Describe how health and safety is monitored and maintained in the setting  1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely  1.4 Identify the lines of responsibility and reporting for health and safety in the setting	Centres must ensure that all assessment criteria are met.
2. Be able to recognise and manage risks to children	2.1 Demonstrate how to identify <b>potential</b>	<b>Potential hazards</b> to the health, safety and security of

<p>and young people's health, safety and security</p>	<p><b>hazards</b> to the health, safety and security of children and young people</p> <p>2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people</p> <p>2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security</p>	<p>children and young people eg:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• security</li> <li>• fire</li> <li>• food safety</li> <li>• personal safety</li> </ul>
<p>3. Be able to support children and young people to assess and manage risk</p>	<p>3.1 Outline the importance of taking a <b>balanced approach to risk management</b></p> <p>3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves</p>	<p><b>Balanced approach to risk management:</b></p> <ul style="list-style-type: none"> <li>• taking into account the child or young person's age, needs and abilities</li> <li>• avoiding excessive risk taking</li> <li>• not being excessively risk adverse</li> <li>• recognising the importance of risk and challenge to children and young people's development</li> </ul>
<p>4. Be able to respond to emergency situations</p>	<p>4.1 Recognise and respond to <b>emergency situations</b></p> <p>4.2 Follow the setting's procedures for dealing with emergency situations</p> <p>4.3 Give reassurance and comfort to those involved in the emergency</p>	<p><b>Emergency situations</b> including:</p> <ul style="list-style-type: none"> <li>• accidents</li> <li>• illness</li> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people</li> </ul>

	<p>4.4 Give other people providing assistance clear information about what has happened</p> <p>4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies</p>	
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## Assessment

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This unit needs to be assessed in line with the Training and Development Agency (TDA) 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.

Assessment criteria 2.1, 2.2, 2.3 and 3.2 must be assessed in the workplace. Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

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

## Guidance on assessment and evidence requirements

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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.

## National Occupational Standards (NOS) mapping/signposting

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CCLD202 (STL3) Help to keep children safe

Supports progression to Children and Young People's Core Unit 3.4 Support children and young people's health and safety (level 3)

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

## Functional skills signposting

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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

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

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