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| **Activity Brief** | | | | | **CYP** | | **Number** | **12** |
| **Task Type:** | **Assignment with questions and Answers** | **Level:** | **3** | **Pathway:** | | **CYP-R** | **Date Reviewed:** | **14/04/2022** |
| **Task Name:** | **Unit 12: Support Children and Young People in Residential Childcare Manage Their Health** | | | | | | | |

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| **Description of Task:** |
| **Assignment with questions and answer to demonstrate your knowledge and understanding.** |

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| **Scope of Task** | |
| The following areas are to be covered / discussed / referred to in your answers: | |
| * Service provision * Concerns | * Health needs * Lifestyle choices |
| **Values:**   * Equality | **Core Skills:**   * Literacy |
| **British Values**   * Rule of Law * Mutual respect * Tolerance of each other * Democracy * Freedom of speech | **Legislation**   * United Nations Convention on the Rights of the Child (UNCRC) 1989 * Human Rights Act 1988 * Education Act 2011 * Equality Act 2010 * Local Safeguarding Children Boards (Amendment) Regulations 2010 * Working Together to Safeguard Children 2018 * Children Leaving Care Act 2014 * General Data Protection Regulations 2018 * Special Education Needs and Disability Act 2001 * Children and families Act 2014 * National Care Standards * Every Child Matters 2003 * SENCO * Common Assessment Framework * Children Act 2004 and 2006 * The Children Act 1989 (as amended). * The Children and Social Work Act 2017. * The Safeguarding Vulnerable Groups Act 2006. * Keeping Children Safe in Education 2019. |

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| **Task Questions** |
| * ***Answer the following questions giving examples from your practice to enhance your answers****.* * ***Please read the guide at the bottom of the brief to support you.*** * ***There is a list of books and useful websites at the end of the brief.*** * ***Please also refer to the unit amplification on the standards sent to you when joining the course.*** * ***This activity brief covers knowledge only.***  1. Describe the range and function of health agencies and services available locally. 2. Explain the impact on a child or young person if they are not able to register with primary health services. Give examples from your practice. 3. Describe factors that may jeopardise access to health services for children and young people; 4. Describe ways to help children and young people overcome barriers to accessing health service provision. 5. Describe factors associated with a healthy lifestyle. Use examples from practice. 6. Evaluate how own actions model a healthy lifestyle |

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| **Activity Resources** |
| **Additional 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) * [www.barnardos.org.uk](http://www.barnardos.org.uk) * [www.gov.uk](http://www.gov.uk) * [www.ncb.org.uk](http://www.ncb.org.uk) * [www.nspcc.org.uk](http://www.nspcc.org.uk) * <https://kidshealth.org> * <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action> |

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| **EVIDENCE SHEET** | | | | | | | | | | | | |
| **Learner Name** |  | | | | | | | | | | **Evidence Reference** |  |
| **Activity (X)** | **RA** |  | **QA** | **X** | **PD** |  | **AS** |  | **WS** |  |  | |
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| **Evidence Continuation Sheet** |
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| **Assignment Guide** |
| **This guide is to support you, with tips and links (more available by searching). You need to significantly expand your answers by researching the questions. Remember to reference your sources.**   1. **Health care agencies could include:**  * Respite care services * Rehabilitation * Mental health services   **Services could include:**   * Schools * Churches * Library * Community groups (scouts, guides etc)  1. **The impact of not registering for health care services could include:**  * Disengagement from services * Ill health * Mental health issues * Stress * Fear of joining service   **Things to consider:**   * Could this be a life choice? * Could this be an escalation of a behaviour?  1. **Factors that jeopardise access could be:**  * Communication difficulties such as language or sensory impairment * Attitude of child and parent * Access (location) * Disability.  1. **Ways to overcome barriers could be:**  * Being an advocate * Education and health promotion * The use of planned transition * Adapting environment.  1. **What is a healthy lifestyle?**  * Good diet * Somewhere nice to live * Company and relationships * Interaction and inclusion * Respect and dignity * Well-being and choice. |

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| **Referencing** | |
| **This guide shows you how to reference your work. The examples used within it are just to demonstrate how to reference. The web links in red give more guidance on referencing.**  Referencing, is an important skill to learn if you are completing an academic programme in the United Kingdom. Clear and structured referencing allows the Assessor or Verifier to access your research sources and review them themselves, helps to protect you against claims of plagiarism, and provides evidence of your external research.  We have included below a list of the main sources of information for your work, but please feel free to locate information via other sources if possible and relevant. Once you have your resources, there are many different ways to reference them, but the style preferred for your QCF Diploma is the Harvard Referencing Style; examples and instructions on how to do this are listed below. For a complete list of how to use the Harvard Referencing System, you can purchase a book or look at one of the many excellent downloadable instruction systems online, such as the De Montfort University guide available for free online at: <http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>.  Some websites, for example; Neil’s Toolbox (<http://www.neilstoolbox.com/>), offer free tools such as the Harvard Reference Generator.  **Basic Guide to using the Harvard Referencing System**   1. Always show when you have used a quote by placing it in speech marks: “...................” 2. Short quotes can be used mid-paragraph, but longer ones should be given a line of their own as well as being shown in speech marks. It is also common to italicise the longer quote. This brief quote can be “used mid-paragraph” (Cox, 2010) without any problem “but longer ones should be given a line of their own as well as being shown in speech marks” (Cox, 2010). 3. The name of the original author, researcher, etc. and the date of publication should be given in brackets at the end of each quote: (D Cox, 2010) or (Cox, 2010). 4. The content of a quote will not be included within the mark of an essay, though the relevancy of the quote will. You can copy the meaning of someone else’s work without copying their words by rewriting their work as your own. Paraphrasing is a good way to demonstrate understanding and have the content marked, but remember that the paragraph must include the author’s details. ‘In 2010, Miss D Cox stated that....’ or their name and date, i.e. (Cox, 2010). 5. The reference list at the end of your activity must be in alphabetical order. This makes it easy to find a particular reference from the text.   “In the UK many people were not aware of HIV until the mid-80s as it had received little coverage in the press and what it had received falsely branded it a gay disease (bbc.co.uk). Throughout the 80’s and early 90s, despite the evidence to the contrary – including the deaths and diagnoses of haemophiliacs and drug users with AIDS – the papers still branded it as the ‘gay plague’ and, in the Sun’s case, the ‘gay bug’. (avert.org 2009)”  avert.org, (2009) History of HIV and AIDS in the UK 1981-1995. Accessed online 09.05.2009 at http://www.avert.org/uk-AIDS-history.htm  BBC.co.uk, Mystery disease kills homosexuals. Accessed online 09.05.2009 at http://news.bbc.co.uk/onthisday/hi/dates/stories/december/10/newsid\_4020000/4020391.stm  Beharrell, P (1993) ‘AIDS and the British Press’, in J. Eldridge (ed.) Getting the Message: News Truth an....”  **Examples of the main types of references**   * Websites (the website address should be underlined). * Author or Source, Year. Title. Available at: web site address/URL and [Accessed date].   National Society for Epilepsy. 2008. Epilepsy - did you know ...? [Online] (Updated 16 Jan 2005). Available at: http://www.epilepsysociety.org.uk/AboutEpilepsy/Whatisepilepsy/Epilepsy-didyouknow [Accessed 10 April 2010].   * Books: Author, Initials/first name. Year. Title of book. Edition (if stated). Place: Publisher.   Appleton, R. and Marson, T. 2009. Epilepsy (The Facts). 3rd ed. Oxford: Epilepsy Action in assoc. with Oxford University Press.   * Journals: Author, Initials. Year. Title of article. Full Title of Journal, Volume number (Issue/Part number), Page numbers.   Perry, C., 2001. What health care assistants know about clean hands. Nursing Times, 97(22), pp.63-64. |

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| **Referencing Table** | |
| **Unit** | **Assessment Criteria** |
| **12** | 1.1, 1.2, 1.3, 1.4, 4.1, 4.2 |