

<b>Title:</b>	Person-Centred Care for Children
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	A/652/0239
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand person-centred care for children in healthcare, adapting care to individual needs and preferences.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to understand person-centred care for children.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explain what person-centred care is for children.

The learner must:

- 1.1 Define **person-centred care** in a children's healthcare context.
- 1.2 Describe why person-centred care is **important** in children's healthcare.

2. Be able to apply person-centred care principles in simulated activities.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to demonstrate supporting children in a way that meets their individual needs.

The learner must:

<p>2.1 <b>Adapt care</b> to the child's preferences.</p> <p>2.2 Identify how to encourage <b>children's independence</b> in healthcare settings.</p> <p>2.3 Demonstrate <b>communication</b> that supports the child.</p>
<p>3. Be able to reflect on practice.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to consider own approach to person-centred care.</p> <p>The learner must:</p> <p>3.1 Identify what communication <b>worked well</b>.</p> <p>3.2 Suggest <b>improvements</b> for future care.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Person-Centred Care</b></p>	<p><b>Definition:</b></p> <p>Person-centred care means providing care that respects the child's needs, preferences, feelings, and individuality.</p> <p><b>Teaching must include:</b></p> <p>Learners should be able to define it in terms of:</p> <ul style="list-style-type: none"> <li>• Treating children with respect and dignity</li> <li>• Considering personal preferences (e.g., routines, comfort items)</li> <li>• Ensuring the child is involved in decisions about their care</li> <li>• Supporting emotional and social needs, not just physical care</li> </ul> <p>Learners must provide a simple definition appropriate for Level 1.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies of children receiving personalised care</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion: “What would person-centred care look like for this child?”</li> <li>• Visual prompts showing different care approaches</li> </ul>
<p><b>Important</b></p>	<p><b>Definition:</b>          Person-centred care is important because it supports the child’s wellbeing, promotes trust, and encourages cooperation during healthcare.</p> <p><b>Teaching must include:</b>          Learners should describe why it is important, for example:</p> <ul style="list-style-type: none"> <li>• Helps children feel safe and valued</li> <li>• Reduces anxiety or distress during treatments</li> <li>• Supports cooperation and participation in care</li> <li>• Promotes positive health outcomes and emotional wellbeing</li> </ul> <p>Learners must describe at least two reasons.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario discussion: “What might happen if care is not person-centred?”</li> <li>• Reflection on children’s experiences during healthcare</li> </ul>
<p><b>Adapt Care</b></p>	<p><b>Definition:</b>          Adapting care means tailoring care activities to suit the child’s likes, dislikes, and individual needs.</p> <p><b>Teaching must include:</b>          Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Recognise a child’s preferences and choices</li> <li>• Adjust care approaches (e.g., use preferred methods for hygiene, comfort items, routines)</li> <li>• Ensure care is safe while respecting the child’s wishes</li> </ul> <p>Learners must demonstrate adapting care in a simulated scenario.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play or simulation of providing care based on child preferences</li> <li>• Discussion: “How did adapting care help the child?”</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflection on challenges when preferences cannot always be met</li> </ul>
<p><b>Children’s Independence</b></p>	<p><b>Definition:</b> Encouraging independence means supporting children to do tasks they can manage themselves safely, building confidence and skills.</p> <p><b>Teaching must include:</b> Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Give children opportunities to wash, dress, or feed themselves where safe</li> <li>• Encourage participation in routine care tasks</li> <li>• Support children to make choices about their care</li> </ul> <p>Learners must identify at least two ways to encourage independence.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Simulated activities showing children completing tasks with support</li> <li>• Group discussion: “What tasks can children do themselves safely?”</li> </ul>
<p><b>Communication</b></p>	<p><b>Definition:</b> Effective communication means speaking, listening, and using gestures or visual prompts to help the child understand and participate in care.</p> <p><b>Teaching must include:</b> Learners should:</p> <ul style="list-style-type: none"> <li>• Use clear, simple language appropriate for the child’s age</li> <li>• Listen actively to the child and respond to their questions or concerns</li> <li>• Use non-verbal cues, visual aids, or demonstrations if needed</li> <li>• Demonstrate in a simulated scenario, ensuring safety and respect</li> </ul> <p>Learners must carry out a simulated demonstration of supportive communication.</p>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios with peers acting as children</li> <li>• Observation of videos showing positive communication</li> <li>• Reflection on effectiveness and challenges</li> </ul>
<p><b>Worked Well</b></p>	<p><b>Definition:</b> This AC focuses on reflecting on the communication used in the simulated demonstration (2.3).</p> <p><b>Teaching must include:</b> Learners should identify:</p> <ul style="list-style-type: none"> <li>• Which methods or techniques helped the child understand or feel supported</li> <li>• Examples of verbal and non-verbal communication that worked</li> <li>• How listening and responding appropriately improved the child's experience</li> </ul> <p>Learners must link their reflection directly to their simulated demonstration in AC 2.3.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Self-reflection worksheets</li> <li>• Group discussion: "What went well in the simulation?"</li> <li>• Peer feedback on observed communication</li> </ul>
<p><b>Improvements</b></p>	<p><b>Definition:</b> Learners consider how they could improve communication and care for the child next time.</p> <p><b>Teaching must include:</b> Learners should suggest improvements such as:</p> <ul style="list-style-type: none"> <li>• Using different words, gestures, or visual aids</li> <li>• Spending more time listening or explaining</li> <li>• Adjusting care based on child's preferences or comfort</li> <li>• Planning future simulated interactions to improve engagement and understanding</li> </ul> <p>Learners must link suggestions to their simulated demonstration in AC 2.3.</p> <p><b>Teaching could include:</b></p>

	<ul style="list-style-type: none"><li>• Reflection worksheets or discussion circles</li><li>• Scenario review: “What could I do differently next time?”</li><li>• Peer feedback and facilitator guidance</li></ul>
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