

# **F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers**

## **Elements of competence**

- GA7.1 Build empathy with children, young people, their families and carers**
- GA7.2 Safeguard and promote the welfare of children and young people**
- GA7.3 Share information with those that need it**

## **About this Unit**

This Unit is about communicating effectively with children, young people and their families and carers. It includes listening questioning, understanding and responding to what they say, and involving them in the design and delivery of services that affect them.

This Unit also reflects particular aspects of the common core skills and knowledge identified via 'Every Child Matters', as is applicable within England.

## **Target Group**

This Unit is applicable to all of those working with children, young people, their families and carers.

## **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

# F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

<b>Specific Evidence Requirements for this Unit</b>
<b>Simulation:</b>
Simulation is not permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself, children, young people and their families to look at their use of any proposed programmes or services.</p> <p><b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting held with the family member(s) on any proposed programmes, services that you are to make available for them. An account of any assessment you made on signs of possible abuse or neglect as well as the actions undertaken. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice</p> <p><b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>Working within the Youth Justice field can pose a number of challenges for Direct Observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be require to work closely with your assessor in the evidence gathering process.</p> <p><b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.</p> <p><b>Products:</b> These can be anonymised copies of any risk assessment forms, incident reports, agency approved records and forms, child protection forms. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to the staff or other organisations, eg brochures and publicity or marketing material.</p> <p>Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.</p> <p>In cases of signs and symptoms or child abuse/protection issues, you must follow current local child protection procedures in relation to the reporting, recording and storing of information.</p>

## F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

### General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria, ALL of the knowledge and parts of the scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

# F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

## Knowledge Specification for this Unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Build empathy with children, young people, their families and carers</b>	
1 The importance of building trust and empathy with the children, young people and their families and carers, with whom you work, and the methods for achieving this.	
2 Different styles and forms of communication that may be appropriate, including electronic channels and communication in different languages.	
3 The importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways.	
4 Possible barriers to communication, their causes, and ways to overcome them.	
5 The role and value of families and carers as partners in supporting their children to achieve positive outcomes.	
6 The importance of involving the child/young person and their families/carers in the process and how to do this.	
7 How children and young people see and experience the world in different ways, and the impact of this in communicating and engaging with them.	
8 The importance of ensuring understanding and of avoiding assumptions.	
9 Procedures and legislation relating to confidentiality issues applying to your job role.	
10 Limits of confidentiality applying to your job role, and the circumstances when it is necessary to go against a child/young person's expressed wishes in their best interests, and in such cases, the importance of ensuring that they understand what is happening and why.	
<b>Safeguard and promote the welfare of children and young people</b>	
11 What is meant by safeguarding, and the different ways in which children and young people might be harmed, including by other children and young people, and through the internet.	
12 The key roles of parents and carers in safeguarding and promoting the welfare of children and young people.	
13 When and how to discuss concerns with parents and carers, and factors that can affect parenting and increase the risk of abuse.	

## F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
14 Signs of possible abuse, recognising that these can be subtle, and how these can be expressed in play, artwork, and in the way that children and young people approach relationships with other children and/or adults.	
15 Different forms and extent of abuse, and their impact upon children's development.	
16 Relevant legislation and guidelines, and their impact for procedures applying to your job role.	
17 The boundaries of your own personal competence and responsibility, when to involve others and how to obtain advice and support.	
18 How assumptions, values and discrimination can influence practice, and may prevent some children and young people from having equality of opportunity and equal protection from harm.	
19 The Common Assessment Framework for Children and Young People (CAF), and where appropriate, how to use it.	
<b>Share information with those that need it</b>	
20 The roles of other agencies, local procedures on child protection and variations in the use of terminology.	
21 The importance of information sharing in the context of children and young people's well-being and safety.	
22 How inference or interpretation can result in a difference between what is said and what is understood, and how to address this.	
23 Different sources for relevant information.	
24 How consent is not always required to share information.	
25 The principles governing when young people are considered sufficiently mature to give consent to their information, in particular taking into account the Gillick test of competence.	
26 Those parties who need, and/or are entitled to, information and when, and the difference between information sharing on individual, organisational and professional levels.	
27 Requirements regarding confidentiality and how different confidentiality procedures may apply in different contexts.	
28 The differences between permissive statutory gateways and mandatory statutory gateways, and their implications for sharing information.	

# F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

## GA7.1 Build empathy with children, young people, their families and carers

Performance Criteria		DO	RA	EW	Q	P	WT
1	Use appropriate forms and styles of communication suited to the needs and abilities of children and young people, and their families and carers.						
2	Hold conversations at the appropriate time and place.						
3	Explain situations fully and accurately, setting out what has happened or will happen next and the reasons for such actions.						
4	Encourage questions and check for understanding.						
5	Inform, involve and help the child or young person, and their families and carers, to assess different courses of action and to understand the consequences of each.						
6	Identify what the child or young person, and their family or carers, hopes to achieve in reaching the best possible and fair conclusion.						
7	Listen actively and respond constructively to any concerns.						
8	Obtain, where appropriate, the consent of the child, or young person, and their family or carers, to an agreed course of action.						
9	Explain clearly to the child or young person, and their family and carers, what information you may have to share with others and why.						
10	Summarise situations in a manner which promotes understanding for the individual, taking into account their background, age and personality.						
11	Maintain accurate and up-to-date records of points discussed and the outcomes of your discussions.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

# F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

## GA7.2 Safeguard and promote the welfare of children and young people

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify and assess signs of possible abuse or neglect affecting a child or young person.						
2	Seek to verify, where possible, concerns and information gained from others.						
3	Consult, where appropriate, with the child, young person, their parent or carer, over factors that may be hindering realisation of their potential or impairing their health and well-being.						
4	Involve the child or young person, where appropriate, in decisions affecting them, taking into account their age, ability, wishes and feelings.						
5	Make considered judgements about how to act to safeguard and promote a child or young person's welfare.						
6	Act promptly and correctly in taking action to safeguard and protect the welfare of children and young people.						
7	Maintain accurate and up-to-date records of your actions and the outcomes.						

## GA7.3 Share information with those that need it

Performance Criteria		DO	RA	EW	Q	P	WT
1	Identify all relevant available information and determine any gaps to be addressed.						
2	Determine and agree with the appropriate person(s) how any information that is still required will be obtained, including who is to provide it and by when.						
3	Assess correctly the relevance and status of available information, distinguishing between observation or opinion.						
4	Identify those parties with whom information needs to be shared, or who are entitled to receive it, and make the required information available promptly and accurately.						
5	Communicate information clearly and unambiguously, encourage questions and check for understanding.						
6	Seek consent, where possible and appropriate, from the child or young person, and their family or carer, for the sharing of information.						
7	Respect the skills and expertise of other professionals.						
8	Maintain accurate and up-to-date records of the information provided and the outcomes.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

# F79A 04 (GA7) Communicate and Engage with Children, Young People, and their Families and Carers

*To be completed by the candidate*

**I submit this as a complete Unit**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

## **Assessor/internal verifier feedback**

*To be completed by the internal verifier if applicable.*

***This section only needs to be completed if the Unit is sampled by the internal verifier.***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....