

H5M7 04 (SCDCCLD0330) — Maintain a Service for Children and Families

Overview

This standard identifies the requirements when promoting the maintenance of a service for children and families in order to meet the requirements of users. You must be able to negotiate and establish service requirements with children and families, establish systems for the correct exchange of information and evaluate services to ensure the needs of children and families are met.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Children with whom you are working, except where otherwise stated.

Colleagues. Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid.

Families. Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 36 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Negotiate requirements with children and families

	Performance Criteria	Evidence Number where this criteria has been met
1	Encourage families to express their requirements of the service for their children .	
2	Provide detailed and accessible information about the service to families.	
3	Communicate with families using an open and welcoming approach that is likely to promote trust.	
4	Demonstrate a non-judgmental attitude that values diversity and cultural, religious and ethnic differences.	
5	Discuss the options and choices of services available with families.	
6	Encourage families to ask questions about the options and choices available to them.	
7	Clarify any details with families that they may have about the options and choices of services available to them.	
8	Agree with families the information recorded regarding the options and choices of services that are available.	
9	Encourage families to share information about their children's preferences, habits and routines.	
10	Encourage families to express any concerns or worries about their children and any special considerations relevant to their children's care.	

Negotiate requirements with children and families

	Performance Criteria	Evidence Number where this criteria has been met
11	Accurately record the information provided by families.	
12	Reassure families of the confidentiality of them providing you with information.	
13	Ensure colleagues are aware of the details of the care that is to be provided for children.	

Establish agreements with children and families

14	Identify the roles and responsibilities of family members and practitioners.	
15	Agree the roles and responsibilities of family members and practitioners.	
16	Ensure that families are aware of current legislation, policies and procedures.	
17	Establish that families' contact details are correct.	
18	Ensure that families understand the policy in relation to contacting them.	
19	Ensure that families understand and agree the details of the contract.	
20	Ensure that families have been given a copy of the contract that has been signed by both parties.	
21	Make arrangements for reviewing the agreement with families on a regular basis.	

Establish systems for the exchange of information with children and families

	Performance Criteria	Evidence Number where this criteria has been met
22	Agree with families the information that needs to be exchanged in order to provide optimum care for children.	
23	Help families to identify the benefits to themselves and their children of sharing and exchanging information.	
24	Agree with families what information should be provided on a daily and weekly basis and for the longer term.	
25	Agree with families the format for exchanging different information.	
26	Arrange regular opportunities for exchanging information with families at times that are convenient.	
27	Ensure families understand policies in relation to confidentiality.	
28	Ensure families understand the boundaries and limits of confidentiality.	

Evaluate services to ensure the needs of children and families are met

29	Regularly review children's individual needs to ensure that they are being met through the practices and procedures employed within the setting.	
30	Examine written documentation to confirm the children are thriving.	
31	Discuss services with families.	
32	Seek the views of families about services provided to them.	
33	Regularly liaise with colleagues to discuss issues affecting the provision of services.	

Evaluate services to ensure the needs of children and families are met (cont)

	Performance Criteria	Evidence Number where this criteria has been met
34	Obtain colleagues' views on how to improve the provision of services.	
35	Implement any agreed changes in order that the requirements of families and the needs of their children can be met.	
36	Keep accurate records of meetings and discussions.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 37 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
----	--	--

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	