

H5MB 04 (SCDCCLD0334) — Deliver Services to Families, Children and Young People from Diverse Cultural and Language Communities

Overview

This standard relates to delivering services for children and families who are from diverse cultural and language backgrounds. This includes people from different nationalities who have migrated and it also includes people with distinctive cultural identities, such as the deaf community. Delivering services which are mindful of different cultural and language traditions shows your respect and validation for communities and is consistent with policies regarding human rights and equality and diversity.

This standard requires you to work with children and families to assess communication needs and specific cultural requirements, establish and maintain communication to support service delivery and monitor, and evaluate communication support 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.

Alternative method of communication. This should be a full service which allows fluent communication and understanding. Where possible in important situations, children and family members should not be used as interpreters.

Communication problems or issues can include misunderstandings, misinterpretations, unintentional insults, etc.

Cultural or religious practices can include acknowledging feasts, fasts and festivals, dietary requirements, rituals surrounding prayer, etc.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

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.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

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 18 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.

Work with families to assess cultural and communication requirements

	Performance Criteria	Evidence Number where this criteria has been met
1	Demonstrate an attitude which actively shows respect for diversity and recognises cultural, religious and ethnic differences.	
2	Explore different communication methods with the family, children or young person to facilitate communication.	
3	Reflect on the ethical considerations of using children or other family members as translators.	
4	Agree the family, child or young person's requirements for communication support.	
5	Establish with the family, child or young person if there are any cultural or religious practices which need to be taken into consideration when delivering services.	
6	Identify resources to support communication to facilitate the family, child or young person to engage with you and others .	
7	Provide information to the family about local language and communication support services in a format that can be easily understood.	

Maintain communication to support service delivery

	Performance Criteria	Evidence Number where this criteria has been met
8	Communicate with the family, child or young person with an open and welcoming approach.	
9	Agree with the family, child or young person their preferred alternative method of communication .	
10	Encourage the family, child or young person to express their requirements of the service by using their preferred communication method.	
11	Encourage the family, child or young person to share information about preferences, habits and routines by using their preferred communication method.	
12	Accurately record the information provided and the communication methods used.	

Monitor communication and support to ensure the needs of children and families continue to be met

13	Monitor the progress of the communication being able to meet the family child or young person's requirements.	
14	Identify any communication problems or issues arising as a result of communication differences.	
15	Agree with the family, child or young person and others how such problems or issues might be solved.	
16	Evaluate the effectiveness of resources and services used to support communication.	
17	Access the family, child or young person's views on the effectiveness of communication resources.	
18	Agree and implement any changes to communication services or resources.	

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 45 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.	
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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.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	Protocols for accessing resources around translation services and communication methods.	
40	How to access translation and interpreting services.	
41	The advantages and disadvantages of using outside agencies or services to support communication in the setting.	
42	Ethical considerations in involving family for translation and interpreting.	
43	Specific issues for children's development and learning in multilingual or bilingual settings.	
44	Why it is important to evaluate the effectiveness of communication, and strategies you can use to do this.	
45	Ways in which you could adapt the setting to support communication.	

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	