

H5MS 04 (SCDHSC0310) — Work with Children and Young People to Prepare Them for Adulthood, Citizenship and Independence

Overview

This standard identifies the requirements when working with children and young people to prepare them for adulthood, citizenship and independence. This includes how you will support children and young people to access support, advice and information about adulthood, citizenship and independence. It also includes working with children and young people to identify the skills and abilities they will need to be effective citizens and adults, and to prepare children and young people to move on and become independent.

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 or others who are able 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.

Active participation is a way of working that regards all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Danger is the possibility of harm and abuse happening.

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.

Life chances are the chances children and young people have to maximise and realise their full potential, educationally and socially.

Others are your colleagues and other professionals whose work contributes to the individual'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.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ 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 24 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.

Support children and young people to access support, advice and information about adulthood, citizenship and independence

	Performance Criteria	Evidence Number where this criteria has been met
1	Seek advice, support and training to equip you to work with a child or young person to assess their needs and prepare them for adulthood, citizenship and independence.	
2	Promote the active participation of the child or young person to assess and communicate their own support preferences and needs in terms of their independence, citizenship and becoming an adult.	
3	Identify with the child or young person appropriate sources of support that will help them understand aspects of independence, citizenship and adulthood relevant to needs.	
4	Help the child or young person access appropriate support materials, information and individual assistance to enable them to prepare to move into independent and/or semi-independent accommodation.	
5	Support the child or young person to understand and evaluate the support materials, and identify any materials that are discriminatory or exclusive.	
6	Provide individualised support to enable the child or young person to understand any information that will help prepare them for adulthood, citizenship and independence.	

Support children and young people to access support, advice and information about adulthood, citizenship and independence (cont)

	Performance Criteria	Evidence Number where this criteria has been met
7	Support the child or young person to access individual assistance to help them make the transition to independence, citizenship and adulthood.	

Identify with children and young people the skills and abilities needed to become adults and effective citizens

8	Work with the child or young person to identify the skills, abilities and behaviour that will enhance their life chances and equip them to be responsible adults and effective citizens.	
9	Help the child or young person to identify skills, abilities and behaviour patterns they need to acquire to enable them to become responsible adults and effective citizens.	
10	Support the child or young person to identify personal experiences and behaviour that they think may affect their ability to become responsible adults and effective citizens.	
11	Give guidance to the child or young person about socially acceptable behaviour that will prepare them for being responsible adults and effective citizens.	
12	Use documents, materials, everyday experiences and specific individual and group activities to initiate discussion on the positive aspects of citizenship and adulthood, and any associated risks of danger, harm and abuse .	
13	Support the child or young person to understand the rights and responsibilities involved in being an adult and an effective citizen.	

Identify with children and young people the skills and abilities needed to become adults and effective citizens (cont)

	Performance Criteria	Evidence Number where this criteria has been met
14	Where the child or young person has specific needs in relation to understanding the rights and responsibilities involved in being an adult and effective citizen, support them to access specialist support	

Prepare children and young people to move on and become independent

15	Contribute to developing, implementing and changing plans to prepare a child or young person for adulthood, citizenship and independence.	
16	Provide information about moving on and becoming independent that is understandable, accessible, non-discriminatory, inclusive and that meets the individual needs of the child or young person.	
17	Contribute to the assessment of the child or young person's needs in relation to moving into independent or semi-independent living.	
18	Contribute to developing plans for the move into independent or semi-independent living.	
19	Contribute to liaising with housing and other relevant services to ensure the preferences and needs of the child or young person are paramount.	
20	Assist the child or young person to receive continued support in their relationships, identity, educational and practical life skills when they move on.	
21	Use documents, materials, everyday experiences and specific individual and group activities to illustrate and help communications about skills, knowledge and risks associated with independent living.	

Prepare children and young people to move on and become independent (cont)

	Performance Criteria	Evidence Number where this criteria has been met
22	Work with others to acquire any specialist support for the young person to ensure that they are not disadvantaged, discriminated against nor excluded.	
23	Support the child or young person who is distressed about leaving the existing environment to express their feelings, fears and concerns about moving on.	
24	Contribute to developing, implementing and changing plans to support a young person who is living independently.	

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 52 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 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, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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

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	Theories underpinning our understanding of human development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
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Communication

25	Factors that can affect communication and language skills and their development in children and young people.	
26	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Health and Safety

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

Safeguarding

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

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports.	
35	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
36	How stereotypes can limit the child or young person's ability to move on and become an active citizen.	
37	How and where to access information and support that can inform your practice when preparing children and young people for adulthood, citizenship and independence.	
38	Theories relevant to the children and young people with whom you work about identity and self-esteem.	
39	Theories relevant to the children and young people with whom you work about loss and change.	
40	The effects of stress and distress on children and young people.	
41	Working in integrated ways that promote children and young people's wellbeing.	
42	Methods of effective communication and engagement with children and young people, their parents, families and carers when preparing them for adulthood, citizenship and independent living.	
43	Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour.	
44	Methods of working with, engaging and sustaining a child/young person's interest when preparing them for adulthood, citizenship and independence.	
45	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
46	Types of support for disabled children, young people and parents.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
47	Resources, information and advice which can support children and young people's preparation for adulthood, citizenship and independence.	
48	The skills and abilities children and young people that will need to plan and prepare them for adulthood, citizenship and independence.	
49	Issues that need to be taken account of by children and young people when they move on and become independent, including how to protect themselves from harm and abuse.	
50	Difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as 'in need', when preparing them for adulthood, citizenship and independence.	
51	The type of opportunities that occur naturally that can be used to help children to communicate their feelings about adulthood, citizenship and independence.	
52	The type of opportunities that occur naturally that can be used to reinforce behaviour that illustrates that children and young people are ready for adulthood, citizenship and independence.	

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	