

## **H5WC 04 (SCDCCLD0420) — Undertake a Research Project**

### **Overview**

This standard identifies the requirements when undertaking a research project in an area of practice, using the skills of data collection, analysis and evaluation. You must be able to plan the research required for the project, collect the findings and present them in a format which is most suitable for the intended purpose.

## **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.

**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.

**Research methods** are methods of research and data collection, approaches to your research.

## **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.**

**Data analysis tools** are anything used to help analyse your data, such as software and statistical applications.

**Factors that may affect the health, wellbeing and development may include:** family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and 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 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.

### Plan research

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify the most appropriate area of practice to research.	
2	Explain your choice of area of practice to research.	
3	Review previous and ongoing relevant research in the area of study for its contribution to the proposed project.	
4	Consider different <b>research methods</b> .	
5	Identify the most appropriate research methods for your purpose.	
6	Clearly specify the main stages and tasks of the research.	
7	Seek agreements from those who will be involved in your research.	
8	Specify the procedures for reporting progress.	
9	Agree with <b>others</b> the procedures for reporting progress.	
10	Make preparations to collect data.	
11	Ensure your research plans meet the requirements for ethical and confidential research practice.	
12	Establish consent of all research participants.	

### Plan research (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
13	Establish evaluation criteria and methods to determine the success of the project.	

### Collect research findings

14	Identify any obstacles to the collection of necessary information.	
15	Take any action required to deal with the obstacles arising from information collecting.	
16	Collect data from primary and secondary sources.	
17	Use appropriate methods for collecting data.	
18	Ensure that sufficient information is collected from selected sources.	

### Analyse research findings

19	Analyse data, using appropriate methods.	
20	Collate the results of your analysis.	
21	Interpret findings.	
22	Present your results clearly and in the format most suitable for the intended purpose.	
23	Identify clearly the potential uses for the research findings.	
24	Apply the research findings, using appropriate methods.	

## 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 65 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

## Your practice

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

### Your practice (cont)

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

### Theory for practice

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

### Communication

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



## Personal and professional development

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

## Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

## Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

## Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

### Leading practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
52	How to contribute to the development of systems, Practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

### Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
56	How to access current and up-to-date information about the area to be researched.	
57	What other types of information might be needed, how and where to access this.	
58	How to ensure the validity and reliability of research-based information sources, such as peer review and meta-analysis.	
59	Appropriate research methodologies for use in childcare research including the strengths and weaknesses of each.	
60	The ethics of undertaking research and the importance of seeking agreements with those involved.	
61	How statistics are analysed, including how to extract meaningful information from statistical data.	
62	How to present information in a way that is appropriate and meaningful to the audience receiving it.	
63	How to develop <b>data analysis tools</b> .	
64	How and why to evaluate the success of research.	
65	How the research process and findings can enhance personal, professional and organisational knowledge.	

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

### Unit assessed as being complete

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

### Internal Verification

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

### Unit completion confirmed

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	