



Higher National Unit Specification

General information

Unit title: Responding to Child Sexual Exploitation (SCQF level 9)

Unit code: HG37 36

Superclass: PN

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Unit purpose

The purpose of this Unit is to raise awareness and understanding of how children and young people become involved in Child Sexual Exploitation (CSE) to consider the impact of their involvement and recognise how practitioners can respond in order to protect and support children and young people affected by sexual exploitation.

The Jay Report on sexual exploitation of children and young people in Rotherham (2014) flagged up the serious harm to which children and young people in care can be exposed. As Jay said, this cannot be looked on as an isolated incident. Children and young people in care are especially vulnerable to sexual exploitation and practitioners have a responsibility to confront this. In addition, the Standards for Residential Child Care (SSSC, 2015) state that residential child care practitioners should 'demonstrate a critical understanding of children and young people's rights and the legal, policy and practice requirements that arise from them' (Standard 3.3). One of the key rights is the right to protection from sexual exploitation. In addition, they should be able to have knowledge and a critical understanding of children and young people's development and learning and the factors that affect it and which may contribute to child sexual exploitation. (Standard 3.2).

Practitioners should also have a critical understanding of the contribution of other professionals to the service and other relevant statutory and voluntary services (Standard 3.8) and practitioners should lead and contribute to the development of an environment which is caring and nurturing, safe and inclusive (Standard 4.2). All of these standards demonstrate the importance of focussing on child sexual exploitation and how to address this in residential child care.

Higher National Unit Specification: General information (cont)

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Outcomes

On successful completion of the Unit learners will be able to:

- 1 Critically examine the development of meanings and terminology in relation to CSE.
- 2 Critically analyse key vulnerability factors, risk indicators and the spectrum of experiences in relation to CSE.
- 3 Critically analyse and evaluate the effects of gender and diversity in CSE.
- 4 Critically evaluate the development of professional strategies to increase confidence in direct work with children and young people affected by CSE.
- 5 Critically analyse and evaluate multi-agency partnerships and their effectiveness in responding to CSE.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Recommended entry to the Unit

In order to access the PDA level 9 Residential Child Care award learners must be able to demonstrate appropriate experience of working in a residential child care setting and have gained 120 credits at SCQF levels 7 and 8 which are recognised as meeting the requirements for registration with the Scottish Social Services Council in residential child care.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Critically examine the development of meanings and terminology in relation to CSE.

Knowledge and/or Skills

- ◆ Triangles of abuse
- ◆ Pattern of control
- ◆ Developments in definition of child sexual exploitation
- ◆ Current relevant National Guidance and child protection policy context

Outcome 2

Critically analyse key vulnerability factors, risk indicators and the spectrum of experiences in relation to CSE

Knowledge and/or Skills

- ◆ Adolescent development
- ◆ Vulnerability factors
- ◆ Risk indicators
- ◆ The Grooming line
- ◆ Models of CSE

Outcome 3

Critically analyse and evaluate the effects of gender and diversity in CSE.

Knowledge and/or Skills

- ◆ Diversity research
- ◆ Issues relating to boys
- ◆ Learning disability
- ◆ LGBT and transgender issues
- ◆ Black and minority ethnic groups

Higher National Unit Specification: Statement of standards (cont)

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Outcome 4

Critically evaluate development of professional strategies when working with children and young people affected by CSE.

Knowledge and/or Skills

- ◆ Relationship between disclosure and response
- ◆ Barriers to professionals responding to CSE
- ◆ Key lessons from serious case reviews
- ◆ Gathering information and assessing risk
- ◆ Intervention plans and prevention

Outcome 5

Critically analyse and evaluate multi-agency partnerships and their effectiveness in responding to CSE.

Knowledge and/or Skills

- ◆ Disruption and prosecution
- ◆ Relevant legislation
- ◆ Internal trafficking
- ◆ Peer exploitation and consent
- ◆ Assertive outreach and advocacy
- ◆ Multi agency roles in supporting young people to exit from CSE

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ critically analyse definitions and models of CSE, including triangles of abuse and pattern of control.
- ◆ critically evaluate three of the reasons why sexual exploitation is not a choice children and young people make, including a discussion of grooming.
- ◆ critically analyse five vulnerability factors which affect children and young people at risk of sexual exploitation.
- ◆ critically analyse five potential indicators of risk of child sexual exploitation.
- ◆ critically evaluate three reasons why professionals might fail to respond to concerns in relation to child sexual exploitation.
- ◆ critically analyse three diversity or gender issues and their impact on responses to CSE.
- ◆ critically evaluate two pieces of key legislation used to prosecute adults who sexually exploit children and young people and examine its effectiveness.

Higher National Unit Specification: Statement of standards (cont)

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- ◆ critically analyse the roles and responses of children's services agencies where concerns are expressed about a child or young person being sexually exploited.
- ◆ critically evaluate multi-organisational procedures for recording and reporting a child sexual abuse inquiry.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

The support notes below identify recommended reading, relevant policy and legislation however, understanding of CSE is constantly evolving as we learn from young people about their experiences. New research and innovative practice is influencing policy and legislation and therefore it is essential that a contemporary internet search is also undertaken to ensure learners are working from the most recent information.

Guidance on the content and context for this Unit

The purpose of this Unit is to enable the learner to develop awareness and understanding of how children and young people become involved in Child Sexual Exploitation (CSE), to consider the impact of their involvement and recognise how practitioners can respond in order to protect and support children and young people affected by sexual exploitation. The key point at the outset of the Unit is to ensure learners are able to demonstrate an understanding of CSE as child abuse and requiring a child protection response

Outcome 1

Learners need to study the historical development of the definition of CSE as this reflects the work of the voluntary sector, local authorities, and campaign agencies in shifting the terminology from 'child prostitution' where the young person was seen to be complicit in their situation to 'child sexual exploitation' that recognised the coercive and abusive nature of the relationships. A conceptual shift is needed to safeguard older children from abuse outside the home.

Discussion should include key factors of an equal and consensual relationship, compared to key factors of a controlling and abusive relationship and the dynamics of an abusive relationship

Higher National Unit Support Notes (cont)

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Relevant Source material

Whose Daughter Next? www.barnardos.org.uk/research/documents/WHODAUGT.PDF

This report and video, which was part of Barnardo's campaign to raise awareness of the plight faced by children abused through prostitution, succeeded in influencing government policy.

The report calls for adults who abuse and exploit children for sex, power or money to be prosecuted in a way that reflects the seriousness of the crime. As a result, the government now recognises that men who buy and sell sex from children should be called into account for breaking the law, while children abused in this way should be treated as children in need.

The Barnardo's 'triangles of abuse' were developed as part of the Barnardo's research report 'Whose Daughter Next' written by Sara Swann. The triangles attempted to facilitate this shift in culture away from the idea that children involve themselves in the sex industry and draw attention to the supply and demand element of child sexual exploitation.

In this triangle, there was reference made to 'child prostitute/ rent boy, pimp/facilitator and punter/ customer'. Swann argued that the reality is an abused young person. This triangle reframed the terminology and identified the child prostitute/rent boy as an abused child, the punter/customer as the child sex offender and the pimp/facilitator as the child abuser. This model also showed that there was actually something more going on — a supply and demand element that required the welfare system to not just think about the children/young person but to address the demand as well. From a safeguarding perspective anyone under 18 affected by/involved in CSE is suffering abuse — regardless of whether they appear to be actively choosing certain things. It highlights that they need protection from these adults.

Definitions can be located through reference to the following reports and legislation:

No Son of Mine, Palmer, Tink 2001
www.barnardos.org.uk/no_son_of_mine_2001_publications

The following definition is in Scotland's national guidance on child protection 2014
www.gov.scot/Publications/2014/05/3052

The following definition and guidance for professionals on child sexual exploitation has been agreed for use by the Safeguarding Board for Northern Ireland and its member agencies.
www.deni.gov.uk/publications/child-sexual-exploitation-cse

GIRFEC National Guidance
Guidance, reports and updates on the GIRFEC approach.
www.gov.scot/Topics/People/Young-People/gettingit/right/publications

Report on tackling child sexual exploitation in Scotland, 2014
www.scottish.parliament.uk/parliamentary_business/currentcommittees/71818.aspx

Higher National Unit Support Notes (cont)

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National Action Plan as recommended in above report.
www.news.scotland.gov.uk/News/tackling-child-abuse-1239.aspx

Exploring the scale and nature of child sexual exploitation in Scotland, Brodie and Pearce, University of Bedfordshire, 2012.

This report provides a summary of known evidence about the scale and nature of child sexual exploitation in Scotland, based on existing statistics and research and workshops with practitioner experts. www.gov.scot/Resources/0040/00404853.pdf

The sexual exploitation of children: it couldn't happen here, could it? Ofsted 2014

The report draws on evidence from inspection and case examination in eight local authorities and from the views of young people, parents, carers, practitioners and managers.

www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report

'What's Going On' to Safeguard Children and Young People from Child Sexual Exploitation? How partnerships respond to child sexual exploitation. Jago et al (2011)

This reports presents the findings of a two-year study into the extent and nature of the response of LSCBs to the 2009 government guidance on safeguarding children and young people from sexual exploitation.

www.beds.ac.uk/intcent/publications

Fraser Guidelines and Gillick competences — A child's legal rights

www.nspcc.org.uk/preventing-abuse/child-protection-system-legislation-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/

Learners should also examine the emotional impacts of dealing with CSE, both on themselves as practitioners and on the children and young people with whom they work.

Outcome 2

The focus for this Outcome is the research that has identified factors that indicate that a young person may be at risk of CSE. Learners need to be able to articulate why this research is important and how it can be used to ensure that we provide the appropriate support and intervention to young people. The following support materials will help learners to highlight that services need to respond to all young people with appropriate intervention as opposed to only young people considered at high risk. Learners should be encouraged to view all of these materials.

Higher National Unit Support Notes (cont)

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Relevant Source material

Desperately Seeking Adulthood

A wake up call on sexual exploitation, Community Care no1870 (7 Jul), Pemberton C, 2011

www.communitycare.co.uk/static-pges/articles/sexual-exploitation/

Running from Hate to what you think is Love. Smeaton, E 2013

considers the relationship between running away and sexual exploitation.

www.barnardos.org.uk/resources/research_and_publications/publication-view.jsp?pid=PUB-210

Reducing Risk: Barnardo's support for sexually exploited young people: A two-year evaluation, Scott S, and Skidmore P, 2006

This two-year evaluation (2006) demonstrated that Barnardo's CSE services facilitate positive Outcomes for children and young people affected by CSE. The evaluation also considers key vulnerability factors, grooming and risk indicators that may make a child or young person more vulnerable to child sexual exploitation

www.barnardos.org.uk/reducingtherisk

'If only someone had listened': Inquiry into Child Sexual Exploitation in Gangs and Groups, Officer for Children's Commissioner, England, 2013

This report outlines the urgent steps needed so that children can be effectively be kept safe — from decision making at senior levels to the practitioner working with individual child victims – whether a social worker, police officer, health clinician, teacher or anyone else who has contact with children.

www.childrenscommissioner.gov.uk/inquiry-child-sexual-exploitation-gangs-and-groups

Sexual Exploitation Risk Assessment Framework, Clutton S and Coles J, 2007

The Newport study allowed for the successful piloting of a sexual exploitation risk assessment framework (SERAF) which identifies children and young people at risk and provides an information and intervention pathway for preventing and responding to child sexual exploitation.

www.barnardos.org.uk/risk_assessment_framework_report-english-version

Loverboys programme, Zwolle — limited info on service

No Son of Mine, Palmer T, 2001

Higher National Unit Support Notes (cont)

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Following on from Barnardo's *Whose Daughter Next* report and film, this report draws attention to the sexual exploitation of boys and young men.

www.barnardos.org.uk/no-son-of-mine-report/publication-view.jsp?pid=PUB-1206

Hidden in Plain Sight, Barnardo's 2014

A scoping study into the sexual exploitation of boys and young men in the UK: Policy briefing

www.barnardos.org.uk/hidden_in_plain_sight-4pdf

"What's Going On" to Safeguard Children and Young People from Child Sexual Exploitation? How partnerships respond to child sexual exploitation. Jago et al (2011)

This reports presents the findings of a two-year study into the extent and nature of the response of LSCBs to the 2009 government guidance on safeguarding children and young people from sexual exploitation.

www.beds.ac.uk/intcent/publications

Adolescent development and the impact of trauma is also important to consider when looking at CSE. Some useful information may be found using the following:

Teenage Brain and risk taking

Research by Rees, Hicks and Stein (2011) and publications by Withscotland (2012) specifically looked at adolescent development and neglect.

National Institute of Mental Health The teen brain: still under construction

Perry, B The impact of abuse and neglect on the developing brain

BWise 2 Sexual Exploitation, Barnardo's 2007 www.barnardos.org.uk/resources

— Four stages of Grooming/Grooming Line

The word grooming is used to describe the process that abusive adults use to trick a child or young person into believing they are trustworthy so that they can eventually sexually exploit the young person.

The grooming line is based on Barnardo's experience from work with children and young people who have been victims of sexual exploitation as well as theoretical work from other experts in this field. By being aware of the whole pattern of these behaviours you will be able to quickly spot things that you might need to be suspicious of if they happen. This will mean children and young people are better able to look out for themselves and their peers.

— Wheel of Power and Control and Wheel of Equal, Consensual and Respectful relationships

Higher National Unit Support Notes (cont)

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Adapted with kind permission from original work by Duluth Domestic Abuse Intervention Project, Minnesota, USA. www.duluth-model.org

Outcome 3

This Outcome looks at how learners can begin to analyse and evaluate the effects of gender issues. This is particularly relevant to residential child care as gender issues around staff, gendered behaviours and the composition of the group care setting can all have an impact on vulnerability to, and addressing of, CSE.

Learners should be encouraged to read how sexuality is viewed in relation to other diversity research in areas such as learning disability, LGBT and transgender issues, boys and young men, and Black and minority ethnic groups. They should also seek out research on gender in residential child care.

Relevant source materials include:

Hidden in Plain Sight, Barnardo's 2014

A scoping study into the sexual exploitation of boys and young men in the UK: Policy briefing

www.barnardos.org.uk/hidden_in_plain_sight-4pdf

Unprotected, overprotected: meeting the needs of young people with learning disabilities who experience, or are at risk of, sexual exploitation, Anita Franklin, Phil Raws and Emilie Smeaton, 2015.

This exploratory research study aimed to increase understanding of how to meet the needs of children and young people with learning disabilities who experience, or are at risk of, child sexual exploitation (CSE). This UK-wide research study was commissioned by Comic Relief and addresses a significant gap in current understanding of the sexual exploitation of children and young people with learning disabilities.

www.bild.org.uk/information/unprotected-overprotected

Digital Dangers, The impact of technology on the sexual abuse and exploitation of children and young people, Barnardo's and Marie Collins Foundation, 2015

www.barnardos.org.uk/digitaldangers

GLBTQ RCC NYC USA: Gay, Lesbian, Bisexual, Transgender, Questioning and residential child care in New York City, United States of America, Mike Sutherland, Scottish Journal of Residential Child Care

<https://www.celcis.org/knowledge-bank/search-bank/journal/scottish-journal-residential-child-care-vol-8-no-1/>

Higher National Unit Support Notes (cont)

Unit title: Responding to Child Sexual Exploitation (SCQF level 9)

Outcome 4

In this Outcome learners will begin to look at how they can develop professional strategies when working with children and young people affected by CSE. The following links will help to set the context for practice.

Sexual Exploitation of Looked After Children in Scotland, Care Inspectorate Report 2013.

This research report gives a comprehensive outline of the issues of CSE in residential child care in Scotland.

<https://www.celcis.org/knowledge-bank/search-bank/sexual-exploitation-looked-after-children-scotland/>

Child Sexual Exploitation Conference Report: Implications from Rotherham for Scotland 2014.

This is a good resume of the issues arising from the Rotherham inquiry and their implications for Scotland.

<https://www.celcis.org/knowledge-bank/search-bank/child-sexual-exploitation-conference-implications-rotherham-scotland/>

Real Love Rocks: Education and training resource for children, young people, parents, carers and professionals.

www.barnardosrealloverocks.org.uk

Still Running: Safe on the Streets Research Team, UK, 1999

This report was one of the most extensive pieces of research carried out in the UK. The summary of findings can be found at this link

https://www.york.ac.uk/inst/swrdu/Publications/still_running_summary.pdf

Independent Inquiry into the Child Sexual Exploitation in Rotherham (1997 -2013), Jay A, 2014

The Independent inquiry commissioned by Rotherham Borough Council into child sexual exploitation and conducted by Professor Alexis Jay OBE, found that a conservative estimate of 1,400 children were sexually exploited over the full Inquiry period from 1997 to 2013.

www.rotherham.gov.uk/downloads/file/1407/independent_inquiry_cse_in_rotheham

15 lessons from Rotherham – Let's not make the same mistakes in Scotland, Barnardo's 2014

www.barnardos.org.uk/news/media_centre/15-Lessons-from-Rotherham-Let8217s-not-make-the-same-mistakes-in-Scotland/press_releases.htm?ref=98846

Higher National Unit Support Notes (cont)

Unit title: Responding to Child Sexual Exploitation (SCQF level 9)

Outcome 5

Critically evaluate processes for information sharing and multi-agency partnerships in response to CSE.

This will require learners to be able to evaluate the role of children's services agencies and identify how to proceed where concerns are expressed about a child or young person being sexually exploited.

Relevant Source materials include:

Reducing Risk: Barnardo's support for sexually exploited young people: A two year evaluation, Scott S, and Skidmore P, 2006

This two-year evaluation (2006) demonstrates that Barnardo's CSE services facilitate positive Outcomes for children and young people affected by CSE. The research also provides an account of how Barnardo's services work with young people and summarises the core features of the Barnardo's 4As model of practice: Access, Attention, Assertive outreach and Advocacy.

www.barnardos.org.uk/reducingtherisk

Fraser Guidelines and Gillick competences — A child's legal rights

www.nspcc.org.uk/preventing-abuse/child-protection-system-legislation-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/
Challenges up to 18 — which agency responds. GIRFEC reporting principles

Relevant Source materials include:

Scottish Legislation dealing with issues related to CSE

Civic Government (Scotland) Act 1982 s52
It is illegal to have indecent photographs of children

Criminal Justice (Scotland) Act 2003. s22 of this Act prohibits trafficking for the purpose of prostitution or making or producing obscene material including any child under the age of 18.

Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 — Concept of grooming is recognised 'meeting a child following certain preliminary contact'.

Sexual Offences (Scotland) Act 2009 s6, s23 and s33

Criminal Justice and Licensing (Scotland) Act 2010 s99 of this Act allows for the closing of premises associated with human exploitation.

Higher National Unit Support Notes (cont)

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The Children and Young People (Scotland) Act 2014. The Act covers a variety of areas relating to the wellbeing of children and young people. Its provisions include the following:

- ◆ Permanence planning for looked after children
- ◆ Enshrining elements of the Getting it Right for Every Child (GIRFEC) approach in law
- ◆ New duties created in relation to the UNCRC and the strengthening of the Children's Commissioner role

Human Trafficking and Exploitation (Scotland) Act 2015

With regard to child sexual exploitation, if a young person is transferred, moved, harboured, received, or control of them is exchanged, for any of the following offences, then the offence of human trafficking may be labelled:

- ◆ Sections 9 to 12 of the Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 (sexual services of children and child pornography),
- ◆ Part 1 of the Sexual Offences (Scotland) Act 2009 (rape, etc.)
- ◆ Part 4 of the Sexual Offences (Scotland) Act 2009 (children), or 5
- ◆ Part 5 of the Sexual Offences (Scotland) Act 2009 (abuse of a position of trust)

www.gov.scot

Report on tackling child sexual exploitation in Scotland, 2014

www.scottish.parliament.uk/parliamentary_business/currentcommittees/71818.aspx

National Child Protection guidance 2014

www.gov.scot/Publications/2014/05/3052

Report of inspection of Rotherham metropolitan borough council, Casey L, 2015

www.gov.uk/government/publications/report-of-inspection-of-rotherham-metropolitan-borough-council

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Serious Case Reviews

Serious Case Review into Child Sexual Exploitation in Derby, Derby Safeguarding Board, 2010

www.derbyscb.org.uk/docs/BD09SCRExecutiveSummary.pdf

Serious Case Review into Child Sexual Exploitation in Oxfordshire: from the experiences of Children A, B, C, D, E, and F, Oxfordshire Safeguarding Children Board, 2015

www.oscb.org.uk/wp-content/uploads/SCR-into-CSE-in-Oxfordshire

Review into the sexual abuse and exploitation of a number of girls by a small number of men between 2006 and 2011, February 2013 — Torbay — Case 26

www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews

Review of Multi-Agency Responses to Sexual Exploitation of Children

www.cdn.basw.co.uk/upload/basw_20640-8.pdf

Independent Inquiry into the Child Sexual Exploitation in Rotherham (1997 -2013), Jay A, 2014

www.rotherham.gov.uk/downloads/file/1407/independent_inquiry_cse_in_rotherham

Guidance on approaches to delivery of this Unit

The focus of this Unit is for learners to examine the areas identified in each of the Unit Outcomes. Learners could work individually or in groups to consider both historical and current definitions of CSE, examine the evidence, examine models and reflect on the legislation and policy. The material upon which the Unit is based draws on a national training programme developed by Barnardo's. The content and context of the Unit outlines this material extensively and should be followed.

The Unit content lends itself to practitioners examining their own feelings and emotions in relation to CSE and also to sharing how views of children in care can contribute to their sexual exploitation.

This important area of practice must be delivered within the wider contextual policy and practice framework of child protection and safeguarding.

Higher National Unit Support Notes (cont)

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is suggested that the assessment for this Unit is on the form of a critically evaluated study based on research which would cover all of the Outcomes for the Unit. The assignment presented should be around 2500 words and address the following points:

- ◆ Critically analyse developments in the definition of CSE, including triangles of abuse and pattern of control.
- ◆ critically evaluate three of the reasons why sexual exploitation is not a choice children and young people make, including a discussion of grooming.
- ◆ Critically analyse five vulnerability factors which affect children and young people at risk of sexual exploitation.
- ◆ Critically analyse five potential indicators of risk of child sexual exploitation.
- ◆ Critically evaluate three reasons why professionals might fail to respond to concerns in relation to child sexual exploitation.
- ◆ Critically analyse three diversity or gender issues and their impact on responses to CSE.
- ◆ Critically evaluate two pieces of key legislation used to prosecute adults who sexually exploit children and young people and examine its effectiveness.
- ◆ Critically analyse the roles and responses of children's services agencies where concerns are expressed about a child or young person being sexually exploited.
- ◆ Critically evaluate multi-organisational procedures for recording and reporting a child sexual abuse inquiry.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

Candidates will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through candidates producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

Working with Others: Will be developed as candidates will be required to work collaboratively with colleagues from their own Unit in the preparation and research for their assessment.

Information and Communication Technology (ICT): Candidates will develop their *ICT* skills through research and the presentation of written assessment.

Problem Solving: Will be developed through planning, research, critical thinking and applying a range of techniques and evaluating own work practice.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Responding to Child Sexual Exploitation (SCQF level 9)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The purpose of this Unit is to enable you to understand the importance of responding appropriately to issues of child sexual exploitation. As well as being a stand-alone Unit, it is one of the mandatory Units for the PDA in residential child care. The Unit is aimed at those who are residential child care workers and working in a residential child care setting.

The Unit sets out to contribute to continuing professional development in residential child care. It will do this by providing underpinning knowledge in relation to the meaning of child sexual exploitation of children and young people in Scotland including those already cared for in a residential child care setting, and the types of models and concepts associated with child sexual exploitation.

It will also provide an opportunity to demonstrate how you apply concepts learned to your practice. It considers the history of child sexual abuse and looks at how it has become recognised and responded to in Scotland today.

The Unit examines the meaning and impact of child sexual exploitation. The Unit will enable you to apply skills and knowledge relevant to residential child care practice to the development of appropriate support and interventions in your Unit.

You will be assessed by means of a research study, where you will be given the opportunity to analyse child sexual abuse and evaluate its implications for your work practice.

Successful completion of the Unit will enable you to understand and apply some of the tools which may be helpful to a residential child care worker when working with the most vulnerable and challenging children and young people in group care settings. You will also further enhance some of your Core Skills in *Communication*, *ICT* and *Working with Others* and *Problem Solving*.