National Unit specification

General information

Unit title: Communication with Children and Young People (SCQF level 6)

Unit code: HF5F 46

Superclass:	PN
Publication date:	February 2017
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This Unit is a mandatory Unit of the National Progression Award: *Social Services (Children and Young People)*, but can also be taken as a free-standing Unit.

The Unit is suitable for learners who have not previously studied aspects of *Social Services (Children and Young People)* or had employment experience in this sector.

The purpose of this Unit is to introduce learners to communication with children and young people. Learners will be able to investigate different methods of communication with children and young people. It will enable learners to consider factors that might create barriers to communication with children and young people, and ways which barriers may be reduced. It includes the central importance of communication with children and young people, in particular their communication needs, wishes and preferences.

Outcomes

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

1 Investigate different methods of communication with children and young people.
2 Explain methods to reduce barriers to communication with children and young people.
3 Explain ways to support the communication and language needs, wishes and preferences of children and young people.
4 Explain ways to apply principles and practices of confidentiality in Early Learning and Childcare settings.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6).

General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre. This Unit is suitable for learners who have not previously studied aspects of *Social Services (Children and Young People)* or had practical experience in this sector, as well as those who have already gained some experience. Learners may benefit from previous relevant learning such as National 5 or an equivalent level.

It is recognised that a range of formal and informal prior learning may be relevant, such as:

♦ opportunities to carry out research and develop a useful background knowledge base.
♦ opportunities to think about the needs of self and others.
♦ skills in review, analysis and evaluation.

This Unit is suitable for learners who wish to enter employment in early learning and childcare settings. It is also suitable for learners undertaking a placement or volunteering in an early learning and childcare setting.

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 Skills 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. This Unit is a mandatory Unit of the NPA *Social Services (Children and Young People).*

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**.

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

Investigate different methods of communication with children and young people.

Performance Criteria

(a) Explain the importance of the communication and language needs of children and young people.
(b) Investigate ways in which children and young people use play to communicate.
(c) Investigate different methods of communication with children and young people.

Outcome 2

Explain methods to reduce barriers to communication with children and young people.

Performance Criteria

(a) Explain ways to use active listening and body language when communicating with children and young people.
(b) Identify the factors that can have a positive or negative effect on the way that children and young people communicate.
(c) Explain how to adapt the way you communicate to reduce barriers to communication.

Outcome 3

Explain ways to support the communication and language needs, wishes and preferences of children and young people.

Performance Criteria

(a) Investigate ways that promotes active participation when supporting children and young people to communicate.
(b) Explain the meaning of child-centred working and the importance of children and young people's' cultural and language context.
(c) Explain ways to support the needs of children and young people to be able to communicate their views, wishes and preferences.
(d) Investigate ways to work with children and young people whose home language is different from the language of the setting.

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Outcome 4

Explain ways to apply principles and practices of confidentiality in Early Learning and Childcare settings

Performance Criteria

(a) Explain ways to maintain confidentiality in Early Learning and Childcare settings.
(b) Explain ways to deal with messages and pass on information.
(c) Identify the legal requirements, policies and procedures for security and confidentiality for information.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required for all Outcomes and will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques. An assessor observation checklist must be used to support Performance Criteria.

Outcome 1

Appropriate methods of assessment for Outcome 1 may include presentations with notes, power points, posters or the use of blogs.

To achieve Outcome 1 learners must provide evidence which shows that they can:

♦ explain the importance of clear communication with individuals in an Early Learning and Childcare setting
♦ investigate **two** different communication methods
♦ identify when and how to seek advice from others

Outcome 2

An appropriate method of assessment for Outcome 2 may be a practical activity based on at least two case studies contextualised to a children and young people's setting.

To achieve Outcome 2 learners must provide evidence to show that they can:

♦ explain **three** ways to use active listening and body language when communicating with children and young people.
♦ identify **two** factors that can have a positive effect on the way children and young people communicate and **two** factors that can have a negative effect on the way that children and young people communicate.
♦ explain **three** ways you can adapt your own communication to reduce barriers to communication with children and young people.

National Unit specification: Statement of standards (cont)

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Outcome 3

Appropriate methods of assessment for Outcome 3 may include presentations with notes, power points, posters or the use of blogs.

To achieve Outcome 3 learners must provide evidence which shows that they can:

♦ investigate **three** ways that promote active participation when supporting children and young people to communicate.
♦ explain the meaning of child-centred working and the importance of children and young people's cultural and language context.
♦ explain **two** ways to support the needs of children and young people to be able to communicate their views, wishes and preferences.
♦ investigate **two** ways to work with children and young people whose home language is different from the language of the setting.

Outcome 4

An appropriate method of assessment for Outcome 4 may be the use of structured questions, based around case studies which are contextualised to an Early Learning and Childcare Setting.

Evidence for Outcome 4 will be gathered under supervision at appropriate points in the Unit.

To achieve Outcome 4 learners must provide evidence which shows that they can:

♦ explain **three** reasons why employees should maintain confidentiality in an Early Learning and Childcare setting.
♦ explain **four** ways in which to deal with messages and information in an Early Learning and Childcare setting.
♦ explain **three** reasons why employers should maintain confidentiality in an Early Learning and Childcare setting.

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 40 hours.

Guidance on the content and context for this Unit

This Unit is a mandatory Unit of the NPA *Social Services (Children and Young People),* but can also be taken as a free-standing Unit.

The Unit is suitable for learners who have not previously studied aspects of *Social Services (Children and Young People)* or had employment experience in this sector.

The purpose of this Unit is to introduce learners to communication with children and young people. Learners will be able to investigate different methods of communication with children and young people. It will enable learners to consider factors that might create barriers to communication with children and young people, and ways which barriers may be reduced. It includes the central importance of communication with children and young people, in particular their communication needs, wishes and preferences.

Outcome 1

This Outcome is intended to provide an introduction of the communication methods required to support children and young people in Social Services settings. Learners should be made aware of the particular communication problems that some children and young people can experience and the importance of seeking advice from others when needed.

Communication methods

♦ Verbal and vocabulary used
♦ Linguistic tone
♦ Listening
♦ Pitch
♦ Non-verbal communication including eye contact
♦ Physical gestures
♦ Body language
♦ Play
♦ British sign language
♦ Makaton
♦ Braille
♦ Finger spelling

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- Pictures and symbols
- Technological aids
- Human aids, eg interpreters, translators
- Reading
- Art
- Music
- Using objects that have special meaning
- Observation of behaviour
- Smell
- Taste

Learners should be made aware of the SSSC Codes of Practice for Social Service Workers and Employers. In particular, Teachers/Lecturers should encourage learners to reflect on what is meant by respecting confidential information. Teachers/Lecturers should ensure that learners understand the role of professionals and the sharing of confidential information.

Principles and practices of confidentiality in Early Learning and Childcare settings

- Current legislation, e.g. the data protection act 1998
- Confidentiality in day-to-day relationships
- Confidentiality in different inter-personal situations
- Dealing with personal or sensitive information about another adult or colleague
- Types of information, eg paper-based, electronic, verbal, hearsay
- Confidentiality relating to the collection, recording and storage of different types of information
- How and when to seek advice regarding confidentiality
- Importance of following procedures
- Limitations of confidentiality, eg when a child or young person is at risk

Outcome 2

This Outcome will enable learners to recognise and identify barriers to communication with children and young people and ways that those barriers can be reduced. Learners will learn that communication is an active process that involves listening, questioning, understanding and responding. Learners should be encouraged to consider that communication is not just about the words that are used, but also about the way we speak, listen, use of silence and about our body language.

National Unit Support Notes (cont)

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Barriers to Communication

♦ Sensory impairment
♦ Dialect
♦ Use of jargon or language not appropriate to age/stage of development
♦ Environmental factors, e.g. noise, poor lighting
♦ Attitudes
♦ Range of behaviours
♦ Mental health problems
♦ Learning disabilities
♦ Health conditions
♦ Lack of confidence
♦ Poverty
♦ Cultural background
♦ Faith requirements

Learners should be made aware that some children and young people may have difficulties with their sensory signals such as sound, touch and sight and can experience a sensory overload. Teachers/lecturer should encourage learners to consider the environment and different situations that children and young people may struggle to cope with.

Ways to reduce barriers to communication

♦ Ways to reduce barriers, eg use of technological aids, human aids, e.g. interpreters, signers, translators
♦ Using clear speech and appropriate vocabulary
♦ Staff training
♦ Improving the environment
♦ Reducing distractions
♦ Checking understanding
♦ Sources of information and support
♦ Speech and language services
♦ Third sector organisations, eg Action on Hearing Loss

Outcome 3

This Outcome is intended to provide learners with the understanding of the communication and language needs of individuals. Learners will learn that that without effective communication with children and young people we cannot access their perspectives, understand their concerns, provide adequately for their needs or convey our respect for them.

National Unit Support Notes (cont)

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Communication and language needs of children and young people

♦ Home language
♦ Preferred method of communication
♦ Sensory difficulties
♦ Preferences based on beliefs, values, cultural variations, age, gender, additional learning needs, physical disabilities
♦ Knowing when and how to seek advice
♦ Awareness of barriers
♦ Understanding own strengths and weaknesses relating to communication skills
♦ Support from colleagues
♦ Specialists, eg speech and language therapists, sign language specialists, occupational therapists
♦ Role of families and carers in supporting a knowledge of preferred modes of communication

Learners will investigate four different methods of communication, It may be beneficial for learners to work in groups and share information although there must be evidence of the learners own work. Teachers/Lecturers should ensure that learners understand that communication is the key to establishing and maintaining relationships.

Outcome 4

This outcome is intended to introduce Learners in the principles and practices of confidentiality in Early Learning and Childcare settings. The SSC codes of Practice for Social Services Workers and Employers set out standards that workers and employers must meet in order to provide high quality and safe care in the workplace.

Principles and practices of confidentiality in Early Learning and Child Care setting

♦ Current legislation e.g. The Data Protection Act 1998
♦ Confidentiality in day-to-day communication
♦ Confidentiality in different interpersonal situations
♦ Dealing with personal or sensitive information about another adult or colleague
♦ Policies and procedures in Early Learning and Childcare workplace settings
♦ Types of information, e.g. paper-based, electronic, verbal, hearsay
♦ Confidentiality relating to the collection, recording and storage of different types of information
♦ How and when to seek advice regarding confidentiality
♦ Whistle-blowing
♦ Importance of following procedures
♦ Limitations of confidentiality, for example, when an individual may be a risk.

National Unit Support Notes (cont)

Unit title: Communication with Children and Young People (SCQF level 6)

Learners should be made aware of the SSSC Codes of Practice for Social Services Workers and Employers. In particular, Teachers/Lecturers should encourage learners to reflect on what is meant by respecting confidential information. Teachers/Lecturers should ensure that learners understand the role of professionals and the sharing of confidential information. Teachers/Lecturers should ensure that learners understand the difference between what is fact, opinion and judgement.

Guidance on approaches to delivery of this Unit

A variety of approaches to delivery could be used, including:

Case studies (electronic, verbal, written or audio visual) including review of media information to illustrate and enable discussion relating to communication with children and young people.

Group or individual project work to explore different aspects of communication. For example learners could be encouraged to research third sector organisations using online and other resources, to support the development of primary and secondary research skills.

Electronic, visual, power point, or other types of presentation to provide information, encourage discussion and guide learning.

Electronic practice simulation and/or practical activities such as role play with scenarios contextualised to Social Services (Children and Young People) settings.

Discussions and blogs to enable learners to share their experiences of different life events and transitions.

Guest speakers to share knowledge, provide information and encourage and facilitate discussion on communication with children and young people.

Online learning — such as available SSSC learning. It is not expected or anticipated that all of the above delivery methods be used, and this is not an exhaustive list as other approaches to delivery may also be used.

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 assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior SQA Verification of centre devised assessments will help ensure that the national standard is met. Also where learners experience a range of assessment methods, it can help them to develop learning and presentation skills that could be transferrable to employment, further or higher education.

Assessments must be carried out under supervision. Assessment methods should reflect delivery methods and could include:

Case studies (electronic, verbal, written or audio visual, or online) with associated questioning of different types to draw out evidence of knowledge and understanding relevant to communicating with children and young people.

Group or individual projects which may be presented on paper or electronically and are based on exploratory or investigative work, such as research into communication methods and how these methods may help break down barriers to communication with children and young people. Where group projects are undertaken, individual learner's evidence will be tracked and recorded by assessors.

Use of online resources/case studies, blogs which illustrate communication with children and young people, barriers to communication with children and young people and ways in which barriers can be reduced.

Presentations prepared and delivered by individuals or groups of learners relevant to communication in care relationships. Evidence may be generated using a range of techniques such as: e-folio, presentation notes, posters, power points, blogs. Performance evidence will be based on observation of each individual's contribution, and in the case of group work, their ability to work co-operatively. An assessor observation record must be used to support the performance evidence.

Practical activities, electronic practice simulation with scenarios contextualised to Social Service (Children and Young People) settings.

Please note that it is not expected or anticipated that all the above methods be used, and this is not an exclusive list. Other approaches to assessment may also be used.

National Unit Support Notes (cont)

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Outcomes 1 and 3

Evidence for Outcomes 1 and 3 will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques including: e-folio presentation notes, posters, power points, audio recording, photographs of displays (but not of children, young people or adults using the service), electronic practice simulation and the use of blogs. Progress will be discussed with the teacher/lecturer at an appropriate point during the process to ensure that the notes are the learners own work. A record of the discussion must be retained. Learners' evidence (including verbal evidence) must always be recorded to enable learners to reflect on how they have achieved the standards and to support internal and external verification processes. Learners will investigate four different methods of communication and will show how these methods can support children and young people to be able to communicate their views, wishes and preferences. Learners will investigate ways that promotes active participation when supporting children and young people to communicate.

Learners will investigate ways to work with children and young people whose home language is different from the language of the setting. Learners will explain what confidentiality means and ways to maintain confidentiality in settings where children and young people are cared for.

Where a presentation approach is used, it is recommended that learners might be expected to provide handouts for their peers, and be prepared to respond to relevant questions. Non-verbal techniques will include use of eye contact, posture and gesture. A presentation given by an individual should last a minimum of five minutes and be followed by questions and answers. Small group presentations should last a minimum of ten minutes and be followed by questions and answers. The emphasis should be on gathering information in groups and the teacher/lecturer should support the group process and facilitate negotiation of the allocation of tasks within groups, ensuring that all members of the group contribute to the process.

An assessor observation checklist must be used to support Performance Criteria.

Outcome 2

Evidence for Outcome 2 will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques including practical activity such as a role play exercise, presentation notes, posters, power points, audio recording, use of blogs. Progress will be discussed with the teacher/lecturer at an appropriate point during the process to ensure that the electronic, written and/or oral notes are the learners own work. A record of the discussion must be retained.

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Learners will be provided with at least **two** electronic case study scenarios contextualised to a children and young people setting in which they can:

♦ reduce barriers to communication with children and young people.
♦ use active listening and body language skills when communicating.
♦ adapt the communication to meet the needs of children, young people and others.
♦ understand non-verbal communication.

The assessment methods discussed for all Outcomes are for guidance purposes, as other methods may prove better suited to learners and the circumstances of assessment. Integration of assessment across the Outcomes and Performance Criteria may be used where this is considered appropriate and to enable holistic assessment.

The issues associated with plagiarism should be discussed with learners. Some written work might be undertaken outside the centre but clear conditions will always be in place to ensure authenticity of evidence. Retention of preparatory or draft work, and any tracking records or e-mail exchanges between learners and teachers/lecturers can help support quality assurance and the internal and external verification processes.

Centres are reminded that prior SQA verification of centre devised assessments will help ensure that the national standard is met. Also where learners experience a range of assessment methods, it can help them to develop learning and presentation skills that could be transferrable to employment, further or higher education.

There should be no artificial barriers to learning or assessment. Delivery and assessment will be open to the use of alternative methods to facilitate the inclusion of all learners, and support them towards achievement of this Unit. The nature of learners' needs should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment instruments. Examples could include extensions to the time line for assessments, and use of supportive technology.

Any oral evidence should be recorded order to provide examples of standards for learners as well as to support internal and external verification procedures. If an observation checklist is used as evidence of competence, assessor notes should be detailed and comprehensive.

Outcome 4

Evidence for Outcome 4 may be generated using a variety of techniques. An appropriate method of assessment may the use of structured questions, based on case studies which have been contextualised to an Early Learning and Childcare setting.

The assessment methods discussed for all Outcomes are for guidance purposed, as other methods may prove better suited to learners and the circumstances of assessment. Integration of assessment across the Outcomes and Performance Criteria may be used where this is considered appropriate and to enable holistic assessment.

National Unit Support Notes (cont)

Unit title: Communication with Children and Young People
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Any oral evidence should be recorded in order to provide examples of standards for learners as well as to support internal and external verification procedures. If an observation record is used as evidence of competence, assessors notes should be detailed and comprehensive.

Resources

Several relevant web based resources have been identified that may be useful for learners. These can be found on the:

SSSC Codes of Practice
http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice

SSSC Workforce Solutions — Communication and Relationships
http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=40

Data Protection Act 1998
www.legislation.gov.uk/ukpga/1998/29/contents Data Protection Act 1998

Action on hearing loss, formerly the RNID
www.actiononhearingloss.org.uk/

Sense Scotland
http://www.sensescotland.org.uk/resources/publications/leaflets.aspx

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.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skill associated with this Unit are listed below and should be built into the learning opportunities where possible.

1   Verbal, and written Communication
2   *Information and Communication Technology (ICT)*
3   Citizenship
4   Employability
5   Analysis and evaluation
6   Application of learning to practical situations

History of changes to Unit

Version	Description of change	Date
02	reference to ASP removed.	24/02/2017

General information for learners

Unit title: Communication with Children and Young People (SCQF level 6)

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.

This Unit is a mandatory Unit of the National Progression Award *Social Services (Children and Young people).* The Unit is suitable for you even if you have not previously studied aspects of *Early Learning and Childcare* or had employment experience in this sector.

The purpose of this Unit is to give you an introduction to communication with children and young people. It will introduce you to the central importance of communication with children and young people in different settings, and ways that good communication helps build trust with children, young people, families and carers. It will enable you to consider factors that might create barriers to communication, and ways in which barriers can be reduced. It will enable you to consider ways that confidentiality can be maintained in settings where children and young people are cared for.

You will have the opportunity to practice positive and meaningful communication in your class group. You will consider verbal and non-verbal communication with an emphasis on active listening, asking questions and the use of silence. You will be encouraged to demonstrate good interpersonal skills, kindness and sensitivity when working with children, young people and others.

The assessments for this Unit may involve presentations, practical activities and written and/or oral questions. The submission of these assessment materials will help improve your learning, inter-personal and communication skills.

There are three learning Outcomes for this Unit:

1   Investigate different methods of communication with children and young people.
2   Explain methods to reduce barriers to communication with children and young people.
3   Explain ways to support the communication and language needs, wishes and preferences of children and young people.
4   Explain ways to apply principles and practices of confidentiality in Early Learning and Childcare settings.