

## **DK4H 04 (HSC34) Promote the well-being and protection of children and young people**

### **Elements of competence**

- HSC34.1 Work with children and young people in ways that promote their rights and responsibilities
- HSC34.2 Support children and young people to express their views and preferences about their health and well-being
- HSC34.3 Contribute to the protection of children and young people

### **About this Unit**

For this Unit you will be expected to promote the life chances and well-being of children and young people.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Actions that could adversely affect the use of evidence in future investigations** could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

**Preferred communication methods and language** could include: the child/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

**Harm and abuse** within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

**Information** could include: any plans; care needs assessments; records and reports.

**Risks** could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

### **Statements that could adversely affect the use of evidence in future investigations:**

changing information; removing information; adding to information.

Your **knowledge and understanding** for this Unit will relate to: legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the needs of children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the Unit**

The values underpinning this Unit have been derived from the key purpose statement<sup>1</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this Unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

### **Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.**

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<sup>1</sup>The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

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<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b> <ul style="list-style-type: none"><li>• Simulation is <b>NOT</b> permitted for any part of this unit.</li></ul>
<b>The following forms of evidence ARE mandatory:</b> <ul style="list-style-type: none"><li>• <b>Direct observation:</b> Your assessor must observe you in a real work situation which will provide evidence for a significant amount of the performance criteria for most elements in this unit. For example how you ensured that you communicated clearly with the young person and that they fully understood the purpose of your interaction with them.</li><li>• <b>Reflective account/professional discussion:</b> You should describe your actions in a particular situation and explain why you did things. For example describe how you have supported parents, families and carers. How you ensured that the young person and others around them were kept safe, and encouraged and supported to live healthy lives.</li></ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b> <ul style="list-style-type: none"><li>• <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor or expert witness may also ask questions to clarify aspects of your practice.</li><li>• <b>Witness testimony:</b> Can be a confirmation/authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague an individual receiving care or other key person in their life.</li><li>• <b>Products:</b> There may be individual records and reports relating to young people, which you have prepared and the assessor has access to, these are generally confidential and need not be in the portfolio, they should however be available for the internal/external verifier to check if required. These may also be <b>diary</b> evidence of day to day practice or <b>assignments/projects</b> in relation to child protection</li></ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"><li>• Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li><li>• Evidence must be provided for ALL of the performance criteria, ALL of the knowledge and the parts of the scope that are relevant to your job role.</li><li>• The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.</li><li>• All evidence must relate to your own work practice and not to hypothetical situations.</li></ul>

*This is a mandatory unit and as such Direct Observation MUST be carried out by an assessor. Expert Witnesses could supply additional evidence.*

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Values</b>	
1 Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality, sharing of information and the rights of children and young people nationally, and through the UN Convention on the Rights of the Child.	
2 How to provide active support and place children and young people’s preferences and best interest at the centre of everything you do.	
3 How to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child’s/young person’s rights and those of parents.	
4 How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people’s needs, wishes and preferences to be met.	
5 Dilemmas between: (a) the children and young people’s views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection. (b) your own values and those of the children and young people, their parents, families, carers and key people (c) your own professional values and those of others within and outside your organisation	
6 Methods that are effective: (a) in promoting equality and diversity (b) when dealing with and challenging discrimination	
<b>Legislation and organisational policy and procedures</b>	
7 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting children and young people, parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse.	
8 Current local, UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<ul style="list-style-type: none"> <li>(d) dealing with comments and complaints</li> <li>(e) promoting the well-being and protection of children and young people</li> </ul>	
<p>9 Legal, statutory requirements, policies and procedures relating to:</p> <ul style="list-style-type: none"> <li>(a) the promotion and safeguarding of children and young people</li> <li>(b) promoting secure and permanent relationships for children and young people</li> <li>(c) parental rights and responsibilities</li> <li>(d) working in integrated ways to promote children and young people's well-being</li> <li>(e) working with parents, families and carers to promote the well-being and life chances of children and young people</li> <li>(f) the rights of children and young people nationally and through the UN Convention on the Rights of the Child</li> </ul>	
<p>10 Frameworks and guidance on:</p> <ul style="list-style-type: none"> <li>(a) assessment</li> <li>(b) education</li> <li>(c) health</li> </ul>	
<p>11 Practice and service standards relevant to your work setting and relating to valuing and respecting children and young people, their parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse.</p>	
<p>12 How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.</p>	
<p>13 The purpose of, and arrangements for, your supervision and appraisal.</p>	
<b>Theory and practice</b>	
<p>14 How and where to access information and support that can inform your practice relating to valuing and respecting children and young people, taking account of their views and preferences and protecting them from danger, harm and abuse.</p>	
<p>15 Government reports, inquiries and research reports into serious failures to protect children and young people.</p>	
<p>16 Theories relevant to the children and young people with whom you work, about:</p> <ul style="list-style-type: none"> <li>(a) human growth and development</li> <li>(b) identity and self-esteem</li> <li>(c) loss and change</li> <li>(d) power and how it can be used and abused</li> <li>(e) the effects of stress and distress</li> <li>(f) working with children and young people with additional needs</li> </ul>	
<p>17 Role of relationships and support networks in promoting the well-being of the children and young people with whom you work.</p>	
<p>18 Factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers.</p>	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
19 Methods of: <ul style="list-style-type: none"> <li>(a) effective communication and engagement with children and young people, their parents, families and carers</li> <li>(b) involving children and young people in assessing, planning, implementing, reviewing their health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child or young person and their development level and understanding</li> <li>(c) working with children and young people who have been abused, bullied, persecuted, who are at risk of harm (including self-harm) or danger and of becoming involved in offending behaviour</li> </ul>	
20 Factors that cause risks and those that ensure safe and effective care for children and young people.	
21 The importance of stable family, adult and peer relationships.	
22 The impact of disruption, including placement disruption.	
23 Type of support for disabled children, young people and parents.	
24 Signs and symptoms of danger, harm and abuse.	
25 Correct actions to take when you suspect danger, harm or abuse has been disclosed.	
26 The types of evidence that are valid in investigations and court; actions that could contaminate the use of evidence and how to avoid these.	
27 Recording and reporting requirements for different purposes and audiences, emphasising the importance of accuracy and timed and dated records.	

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**HSC34.1 Work with children and young people in ways that promote their rights and responsibilities**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You use <b>children and young people's</b> preferred communication methods and language, taking into account their age, abilities and <b>level of development and understanding</b> .				
2	You treat and value each child/young person as an individual.						
3	You respect the dignity and privacy of children and young people.						
4	You respect the children and young people's diversity, culture and values.						
5	You work in ways that do not discriminate but promote <b>equity and inclusion</b> .						
6	You work with children and young people in ways which demonstrate to them that you: (a) recognise and value their beliefs, preferences and experiences (b) put their views and preferences at the centre of everything you do (c) recognise the impact that losses, experiences and life events have had on their lives and development (d) recognise their right to complain and be supported in doing so						
7	You provide <b>active support</b> to enable children and young people to: (a) maximise their participation and independence (b) take age appropriate responsibility						
8	You identify and take appropriate action when behaviours and practice of <b>others</b> discriminate against children and young people.						
9	You ensure that children and young people have the appropriate information about how to complain and the support they can receive for this.						
10	You seek extra support and advice when you are having difficulty supporting the equality, diversity, rights and responsibilities of children and young people.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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**HSC34.2 Support children and young people to express their views and preferences about their health and well-being**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You provide active support to enable children and young people to communicate their needs, views, preferences and aspirations about: (a) their emotional, social and physical well-being (b) their cultural and <b>spiritual well-being</b> (c) their education, talents and interests (d) their relationships with <b>parents, families, carers</b> , friends and others (e) what they want to achieve in the immediate, short and longer term				
2	You support children and young people to understand any <b>risks</b> associated with the needs, views, preferences, aspirations and expectations they have communicated.						
3	You observe actions and behaviour and take account of <b>pre-speech</b> and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding.						
4	You work with children and young people to: (a) promote their self-esteem, sense of security and belonging (b) raise their expectations and aspirations realistically						
5	You support children and young people to be involved in decisions and have as much control over their lives as possible, taking account of their age, needs, safety and any restrictions placed upon them.						
6	You support parents, families and carers to understand the needs, views, preferences, aspirations and expectations of children and young people taking account of any restrictions placed upon them.						
7	you contribute to inter-agency and partnership working to identify and promote the well-being and <b>life chances</b> of children and young people.						

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**HSC34.3 Contribute to the protection of children and young people**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You promote children and young people's awareness of <b>personal safety</b> .				
2	You ensure that your own practice: (a) provides the necessary protection for children and young people (b) challenges and takes appropriate action to recognise dangerous, abusive, discriminatory and <b>exploitative behaviour</b>						
3	You are aware of and take action to minimise risks and harm that children and young people can experience from visual, written and electronic forms of communication and media.						
4	You contribute to setting and maintaining safe, consistent and understandable boundaries for children and young people in relation to acceptable behaviour.						
5	You work with those within and outside your organisation to support parents, families and carers to identify and understand any factors that may present a risk of <b>harm</b> and <b>abuse</b> to children and young people.						
6	You take appropriate action where children and young people: (a) are likely to become, or are involved in offending and offensive behaviour (b) may be subjected to the offending and offensive behaviour of others						
7	You respond positively and appropriately to incidents of bullying, self harm and reckless behaviour.						
8	You develop trusting relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.						
9	You recognise <b>signs and symptoms</b> of <b>danger, harm and abuse</b> and use your organisation's systems and procedures to report these.						

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**HSC34.3 Contribute to the protection of children and young people (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
		10	You respond, communicate and record promptly to relevant people within and outside your organisation, your concerns about signs and symptoms of abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court proceedings.				
11	You use supervision to: (a) communicate what happened and your actions (b) support and enable you to cope with your thoughts and feelings about the suspected harm and abuse						
12	You complete accurate, timed and dated records and reports on suspicions of danger, harm and abuse: (a) within confidentiality agreements (b) according to legal and organisational requirements (c) that avoid statements that could adversely affect the use of evidence (d) avoiding actions that could adversely affect the use of evidence in future investigations and court proceedings						

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*Q = Questions*  
*WT = Witness Testimony*

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*To be completed by the Candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the Assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal Verifier Feedback**

*To be completed by the Internal Verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the Internal Verifier***

Internal Verifier's name: .....

Internal Verifier's signature: .....

Date: .....