

H5M6 04 (SCDCCLD0329) — Work With a Management Committee

Overview

This standard identifies the requirements when working in an organisation or group that is run by a management committee, normally within community-based provision. You must be able to prepare and present operational plans and reports to a management committee, implement any policies and procedures the committee may have and identify potential funding streams to support the provision.

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.

Committee reports are reports about a range of issues required by a committee, such as finance, children's progress, human resource issues.

Funding streams are sources of income for the provision.

Operational plans are plans about how your provision will function and deliver an effective service.

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.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

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 21 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.

Prepare operational plans and reports for a management committee

	Performance Criteria	Evidence Number where this criteria has been met
1	Prepare operational plans and committee reports as frequently as required.	
2	Prepare the plans and reports in the format requested by the committee.	
3	Ensure that the information provided is correct, relevant, up-to-date and clearly understandable by the committee.	
4	Provide plans and reports that can accommodate change.	
5	Make sure the plans and reports make the best use of resources.	
6	Ensure plans and reports meet the requirements of regulatory authorities.	
7	Ensure plans and reports link to recognised frameworks and programmes.	
8	Consult with colleagues and others when preparing plans and reports.	
9	Consult with children and young people in order to actively seek their views, according to their age, needs and abilities.	

Present operational plans and committee reports to a management committee

	Performance Criteria	Evidence Number where this criteria has been met
10	Participate in the presentation of plans and reports to the management committee.	
11	Be willing to provide reasons for your plans and reports.	

Implement a management committee's policies and procedures

12	Be clear about the management committee's wishes for implementation of the plan and report.	
13	Monitor the use of resources during the implementation of the plan and report.	
14	Report upon the use of resources during the implementation of the plan and report.	
15	Ensure the management committee is kept fully informed with respect to implementation issues.	
16	Suggest new ideas to the management committee as a result of your experience during implementation.	
17	Identify training needs for yourself and others as appropriate to the implementation of the plans and reports.	

Work with a management committee to identify funding streams

18	Identify potential sources of funding to support the provision.	
19	Suggest potential sources of funding to support the provision.	
20	Investigate funding streams in partnership with others.	
21	Check that your provision is eligible for funding.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 52 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

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

Your practice (cont)

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

Theory for practice

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

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

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

Safeguarding

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

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	The importance of community-based provision and its positive effects on a local community.	
40	How to prepare clear reports and planning documents linked to the requirements of the management committee and the best interests of children and families.	
41	The types of plans which are most suitable and useful for your provision, such as short-, medium- or long-term plans.	
42	The centrality of the needs and achievements of children and families within your planning and reporting.	
43	How to build flexibility, innovation and responsiveness into your plans for provision.	
44	the importance of considering available resources when developing plans and presenting succinct and relevant arguments to support your plan.	
45	Issues of responsibility within your provision, the lines of reporting and accountability.	
46	Frameworks, programmes and regulations that affect your provision.	
47	Local training opportunities.	
48	Requirements of the relevant inspectorates.	
49	The need for compliance with other government requirements such as implementing an equality strategy.	
50	Potential sources of funding to support the provision.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
51	How to access different funding streams and balance the opportunities and demands these may present.	
52	The difficulties of sustainability of provision and of dependence on short-term funding.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	