

## **H5MP 04 (SCDHSC0038) — Support Children and Young People to Manage Aspects of Their Lives**

### **Overview**

This standard identifies the requirements when you support children and young people to manage aspects of their lives. This includes working with and providing advice for children and young people about their clothes, appearance and pocket money. It also includes supporting children and young people to identify and develop their talents, interests and abilities and supporting them to participate in social activities.

## 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 or others who are able 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.

**Active participation** is a way of working that regards all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

The **environment** is the place where the child or young person is living; it could include a foster parent's home or a residential setting.

**Key People** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

**Life chances** are the chances children and young people have to maximise and realise their full potential, educationally and socially.

**Social activities** may include any leisure or social pursuits that children or young people wish to be involved in.

## **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.

## **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 24 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Support children and young people to manage their personal environment, appearance and pocket money

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Take account of the <b>child or young person's level of development</b> when supporting them to manage aspects of their life.	
2	Support the child or young person to <b>communicate</b> their preferences and needs about the care, organisation and decoration of their own space within the <b>environment</b> , taking account of their right to privacy.	
3	Communicate with the child or young person about their personal appearance and clothing, offering advice if requested.	
4	Support the <b>active participation</b> of the child or young person in shopping for, choosing and buying their own clothes.	
5	Provide advice and support to the child or young person on learning how to manage their pocket money.	
6	Where a child or young person is managing their pocket money ineffectively or inappropriately, take appropriate action to help them deal with this.	

**Support children and young people to develop their interests, talents and abilities**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Support the child or young person to communicate about their interests, talents and abilities in ways that develop their self-image and esteem.	
8	Encourage the child or young person to participate in activities in which they are interested, for which they have the talent and ability and which adhere to their spiritual and religious beliefs.	
9	Provide opportunities for the child or young person to take forward their interests, talents and abilities.	
10	Secure resources to support the child or young person to take forward their interests, talents and abilities.	
11	Encourage the child or young person to participate in activities that help them extend their interests, talents and abilities.	
12	Praise the successes of the child or young person.	
13	Encourage <b>key people</b> to praise and celebrate such successes.	
14	Support the child or young person to identify how they could use their interests, talents and abilities to better their <b>life chances</b> .	

## Support children and young people to participate in social activities

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
15	Work with the child or young person to communicate the type of <b>social activities</b> they are interested in.	
16	Acquire information and support about activities that the child or young person expresses an interest in and that would be beneficial to their health and wellbeing.	
17	Provide opportunities for the child or young person to participate in social activities of their choice.	
18	Secure resources to support the child or young person to participate in social activities of their choice.	
19	Encourage the child or young person to take part in social activities that will help them grow and develop, making practical arrangements where necessary.	
20	Praise and celebrate the successes of the child or young person in any social activity they undertake.	
21	Encourage key people to praise and celebrate such successes.	
22	Support the child or young person through any difficulties they encounter with social activities.	
23	Encourage the child or young person to invite other children and young people to participate in social activities in which they are interested, providing practical support where necessary.	
24	Encourage the child or young person to invite other children and young people to visit and become friends with them, taking account of their protection and any restrictions placed upon them and others with whom they wish to be friends.	

## 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 49 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

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

### Rights

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

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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)

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

### Theory

21	Re and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

### Personal and professional development

24	Principles of reflective practice and why it is important.	
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### Communication

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

## Health and Safety

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

## Safeguarding

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

## Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
36	How and where to access information and support that can inform your practice when supporting children and young people to manage their lives.	
37	Theories relevant to the children and young people with whom you work about identity and self-esteem.	
38	Theories relevant to the children and young people with whom you work about loss and change.	
39	The effects of stress and distress on children and young people.	
40	Factors that cause risks and those that ensure safe and effective care for children and young people.	
41	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
42	Types of support for disabled children, young people and parents.	
43	How to work with and resolve conflicts that you are likely to meet.	
44	The role of recreational activities, relationships, support networks and recognition and praise of talent and abilities in promoting the wellbeing of children and young people.	
45	Constructive ways of providing advice that will enable children and young people to manage their own money, environment and appearance.	
46	Types of activities and advice that can be beneficial when supporting the child or young person to communicate their interests, talents and abilities.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
47	The importance, benefits and methods of ensuring the child or young person understands and has confidence in their own interests, talents and abilities.	
48	The ways to encourage children and young people to pursue their interests and those activities that enhance their talents and abilities.	
49	The role which recreation and leisure play in the health and social wellbeing of children and young people.	

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

### Unit assessed as being complete

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

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

### Internal Verification

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

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

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

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

### Unit completion confirmed

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