

H5MR 04 (SCDHSC0039) — Support Children and Young People to Achieve Their Educational Potential

Overview

This standard identifies the requirements when supporting children and young people to achieve their educational potential. This includes supporting children and young people to identify their educational aspirations then helping them to plan and access educational opportunities and activities. It also includes encouraging and supporting children and young people when they carry out educational activities and reviewing how effective the activities have been.

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.

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.

Others are your colleagues and other professionals whose work contributes to the individual'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.

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 30 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 identify their educational aspirations

	Performance Criteria	Evidence Number where this criteria has been met
1	Take account of the child or young person's level of development when supporting them to identify their educational aspirations.	
2	Explore with the child or young person and key people their interests, talents, abilities and beliefs and how these can relate to their educational aspirations.	
3	Encourage the child or young person to communicate the types of educational activities they are good at and what they would like to do in the future.	
4	Identify with the child or young person how they can build on their educational talents and interests.	
5	Support the child or young person to examine what they want to achieve in their life.	
6	Demonstrate to the child or young person that you have listened to and taken into account their views, experience, expertise and any difficulties they are facing.	
7	Demonstrate to the child or young person that you recognise their educational talents and interests.	
8	Support the child or young person to consider how education and their interests, talents and abilities could improve their life chances .	

Support children and young people to identify their educational aspirations (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Encourage the child or young person to identify aspirations for their educational prospects that are both realistic and motivating.	
10	Respond to changes in the child or young person's educational aspirations as they develop.	

Help children and young people to access educational opportunities and activities

11	Support the child or young person to communicate their aspirations, concerns and fears about their education.	
12	Encourage the child or young person to identify any extra support they believe would help them to achieve their educational aspirations.	
13	Work in ways that promote active participation to plan with the child or young person educational activities that will help to overcome any difficulties they are having.	
14	Work with the child or young person, key people and others to negotiate and agree how best to meet the child or young person's short, medium and long term educational preferences and need.	
15	Work with the child or young person, key people and others to select from the educational opportunities that are open to them in the short and medium term.	
16	Work with the child or young person, key people and others to plan for longer term educational needs.	
17	Contribute to identifying resources that are available to help meet the child or young person's educational needs.	

Help children and young people to access educational opportunities and activities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Where resources are not available, work with the child or young person to identify other creative solutions to meet their educational preferences and needs.	
19	Work with the child or young person and others to identify how any concerns will be addressed when implementing planned educational activities.	

Support children and young people to carry out educational activities

	Performance Criteria	Evidence Number where this criteria has been met
20	Provide the child or young person with agreed support to help them achieve educationally.	
21	Give positive feedback to the child or young person about their educational achievements and successes.	
22	Encourage key people and others to give positive feedback for such achievements and successes.	
23	Involve the child or young person, key people and others in recognising and rewarding educational achievements and successes.	
24	Support the child or young person to address aspects of their life that may undermine their educational efforts and achievements.	
25	Support the child or young person to overcome difficulties in any part of their education.	
26	Support the child or young person to complete educational activities, offering help and advice where required.	

Contribute to reviewing educational activities

	Performance Criteria	Evidence Number where this criteria has been met
27	Monitor the implementation of planned educational activities.	
28	Support the child or young person to identify how what they have learned through educational activities will affect their life chances.	
29	Review with the child or young person, key people and others the outcomes of planned educational activities.	
30	Involve the child or young person, key people and others in negotiating, agreeing and implementing changes that need to be made to educational plans.	

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 54 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 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, 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)

	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

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	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

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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
36	How and where to access information and support that can inform your practice when supporting children and young people to achieve their educational potential.	
37	How stereotypes can limit the child or young person's educational development.	
38	The educational provision for children and young people in general and specifically the provision relating to the children and young people with whom you work.	
39	The importance of meeting educational needs for children and young people and the connection between education and life chances.	
40	How the educational performance of looked after children and young people compares with educational norms.	
41	Theories relevant to the children and young people with whom you work, about identity and self-esteem, loss and change.	
42	The effects of stress and distress on a child or young person.	
43	Environmental, physical, social, cultural and genetic factors that may enhance or impair children's and young people's educational development and achievement.	
44	aspects of personal, social, emotional, identity, cognitive and linguistic development that might impact on children and young people's educational development and achievement.	
45	How children and young people learn and achieve through education and how this relates to other aspects of their development.	

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
46	Methods of encouraging children and young people's educational aspirations, talents and interests and positively supporting children and young people's successes and achievements.	
47	Methods of working with, engaging and sustaining a child or young person's interest when supporting them to complete educational activities and programmes.	
48	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption on children and young people's educational achievements.	
49	Types of support for disabled children, young people and parents.	
50	Resources, information and advice to support children and young people's educational development and achievements.	
51	The local educational provision and options available within that provision to support children and young people's educational needs.	
52	Roles and responsibilities of specialist agencies in identifying educational need, providing resources and/or advocating on behalf of the children and young people.	
53	The type of opportunities that occur naturally that can be used to help children and young people in their educational development and achievement.	
54	Educational difficulties which may be experienced by children and young people who have been abused, neglected or are otherwise defined as 'in need' and systems to address such difficulties.	

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	