



## Higher National Unit specification

### General information

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

**Unit code:** H5BR 34

**Superclass:** EC

**Publication date:** October 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit forms part of the Professional Development Award for Children's Hearings in Scotland: Panel Members. It aims to prepare candidates for their role and function as members of the Children's Panel sitting on children's hearings in Scotland. In completing this Unit candidates will gain an understanding of the responsibilities they have towards children and young people involved in children's hearings. Candidates will learn about the main areas that impact on and influence the lives of children and young people.

### Outcomes

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

- 1 Understand and describe panel members' responsibilities towards children and young people within the Children's Hearings System.
- 2 Understand and evaluate issues which can influence and impact on children's lives.
- 3 Evaluate the needs of looked after children and young people.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

## **Higher National Unit specification: General information (cont)**

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### **Recommended entry to the Unit**

Because of the specialised nature of this Unit and others linked to the Professional Development Award for Children's Hearings in Scotland: Panel Members all candidates must be recommended to the National Convener for appointment to panel membership.

### **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 Skill components in this Unit.

### **Context for delivery**

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.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **Higher National Unit specification: Statement of standards**

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

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**

Understand and describe panel members' responsibilities towards children and young people within the Children's Hearings System.

#### **Knowledge and/or Skills**

- ◆ Communication verbal non-verbal and written
- ◆ Upholding legislative rights of children and young people
- ◆ Equality and diversity
- ◆ Interpersonal relationships
- ◆ Child Protection principles and procedures

### **Outcome 2**

Understand and evaluate issues which can influence and impact on children's lives.

#### **Knowledge and/or Skills**

- ◆ Diversity of family structures
- ◆ Cultural awareness
- ◆ Education and additional support needs
- ◆ Children's health and wellbeing
- ◆ Substance misuse
- ◆ Offending behaviour
- ◆ Domestic abuse

### **Outcome 3**

Evaluate the needs of looked after children and young people.

#### **Knowledge and/or Skills**

- ◆ Children looked after at home
- ◆ Children growing up out of family care
- ◆ Children growing up in kinship care
- ◆ Children's needs
- ◆ Attachment and resilience
- ◆ Vulnerability factors
- ◆ Children's rights
- ◆ Permanency planning

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

### **Evidence Requirements for this Unit:**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ identify and describe the key responsibilities a panel member has to children and young people who are involved in the Children's Hearings System.
- ◆ identify and evaluate two positive and two negative issues that can impact on the lives of children and young people.
- ◆ explain and evaluate two examples of the needs of children and young people who are looked after.

Assessment for this Unit may be carried out using specially designed workbooks which contain appropriate scenarios, simulated exercises, case studies and assessor observation of group based activities.

Candidates will be required to submit these workbooks for formal marking as directed by the training provider.

Candidate answers should not exceed the word length identified in each section of the workbook.



## Higher National Unit: Support Notes

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

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

*Aspects of the National Standards for the Children's Panel addressed through teaching and learning for this Unit are:*

- Standard 1:** Children and young people are at the centre of everything that we do
- Standard 2:** Panel members are well equipped and supported to undertake their role
- Standard 3:** Panel member practice is consistent across Scotland
- Standard 5:** Every children's hearing makes decisions based on sound reasons in the best interests of the child or young person

In this Unit candidates should understand that the fundamental consideration of the children's hearings system is the welfare of the child. In order to achieve this they will learn about their panel member responsibilities to children and young people involved in the children's hearings system. They will identify and consider the issues which can influence and impact on children's lives and the needs of looked after children and young people at home and in other settings.

Each of the Outcomes has been designed to focus on a specific area from the Unit.

- 1 Understand and describe panel members' responsibilities towards children and young people within the Children's Hearings System.
- 2 Understand and evaluate issues which can influence and impact on children's lives.
- 3 Evaluate the needs of looked after children and young people.

## Higher National Unit: Support Notes (cont)

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

It is anticipated that this Unit will be delivered alongside the Unit *Principles and Practice for Children's Panel Members* and as such there are aspects that are relevant to both Units. Therefore at the start of their learning candidates will need to know and understand what their responsibilities to children and young people involved in the Children's Hearings System are. They should begin by learning about the historical context and the Kilbrandon Report. The findings of the report identifies the paramount principle as that the needs of an individual child required to be assessed so that appropriate treatment could be applied and that this could only be achieved by objective examination of all surrounding facts and circumstances.

Specifically in this Unit candidates will need to know and understand about the needs of the child and how these relate to the family and society.

This should include learning about the child within their family and should have a focus on the needs of children and young people. They should be able to identify clearly the need for children to have love, security, new experiences, praise and recognition and responsibility. Also important to this part of the Unit is the relationship between children and parents.

At this stage candidates will be able to consider some of the issues that face children and young people. These should include some background knowledge on drug and alcohol misuse and the potential effects on the child both physically and emotionally.

The Kilbrandon Committee expressed confidence in the family as a unit, candidates should consider this in the light of how to support the child in the context of the family. This will include consideration of the changing shape and role of the family, trends in marriage divorce and cohabitation and the implications of these for children and young people.

As they look at the importance of the wider environment on the development of children and young people candidates should look at housing and homelessness, poverty and how it affects child health and wellbeing.

It is important to recognise that those involved in the children's hearings system must consider the child in the context of his or her family, race, gender, class, culture, religion, language and ability when interacting with and making decisions in the best interests of the child.

Educational and support needs are also of importance. The 'Curriculum for Excellence' which covers ages 3 to 18 aims to ensure that all children and young people will develop the attitudes, knowledge and skills they will need to flourish in life, learning and work. Candidates should know the structure of the education system, discipline and exclusion as well as pastoral care and pupil profiling. They should also be aware of the legal aspects of truancy and bullying.

Children with additional support needs should include information on Attention Deficit Hyperactivity Disorder (ADHD) Autistic Spectrum Disorder (ASD) Dyslexia, Dyspraxia, deaf and hearing impairment, visual impairment and English as an additional language.

## Higher National Unit: Support Notes (cont)

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Mental Health and Wellbeing should contain information on common, hidden, real, treatable and misunderstood aspects of mental wellbeing and how these are identified.

Following on from physical and emotional needs it would be useful to look at issues of offending behaviour at this stage. This learning should include information on statistics and trends. Candidates should look at effective intervention, restorative justice and consider the Whole System Approach.

Key areas for candidates to consider are: risks and hazards, child abuse and child protection and their role in hearings which are dealing with issues of abuse. They should know that child protection is a shared responsibility and be aware of the role of child protection committees, child protection case conferences, joint investigations — police, social work and health and the Child Protection Register.

By this stage of their learning candidates should be able to consider their role in relation to the child's stage of development, previous separations, the kind and quality of the child's attachment, strengths and resilience of the child and the parents, the child's behaviour and their relationship with carers.

Threaded throughout the learning candidates should be made aware of the importance of communication skills verbal and non-verbal. They should pay particular attention to sight, sound and self-awareness. It is important that they are able to practice communicating with adults and that they are able to recognise the need to enable children and young people to express themselves in the hearing setting if they wish to do so.

The final aspect of the Unit relates to looked after children including, at home, in kinship care or in foster or residential care setting.

Candidates now need to become familiar with the types of written communication used, the Integrated Assessment report, safeguarder report, compulsory supervision orders, decisions and reasons from previous hearings.

### Guidance on approaches to delivery of this Unit

- ◆ It is recommended that this Unit is taught alongside the Unit Principles and Practice for Children's Panel Members.
- ◆ Learning should follow the order of the Outcomes and candidates made aware that the Unit Principles and Practice for Children's Panel Members will cover more of the legal framework.
- ◆ It is recommended that much of the delivery for this Unit is classroom based supported by activities, video presentations and research.
- ◆ Group working is encouraged in the research tasks and candidates should also explore their local area in order to research services and facilities that are new to them.

## Higher National Unit: Support Notes (cont)

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for this Unit may be carried out using specially designed workbooks which provide candidates with case study materials. Candidates will be required to submit workbooks for formal marking as directed by the training provider. Candidate answers should not exceed the word length identified in each section of the workbooks.

Each candidate's work should be marked by their lead tutor.

Each candidate should obtain a statement of verification that they are able to communicate effectively with children, young people and families.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Candidates will develop *Communication* skills verbal and non-verbal in relation to working with each other. Class based activities will prepare candidates to communicate with children and young people as part of their formal role and function.

*Information and Communication Technology (ICT)* may be used as a research tool. Accessing and evaluating electronic sources which provide complex information, current facts and ideas on professional concerns and issues should be encouraged. Candidates will source and read detailed reference materials from a range of sources. Candidates will be accessing systems and resources through CHS portal.

*Problem Solving* skills will be gained through considering scenarios and seeking appropriate responses to challenging situations, the focus of group discussions will be on identifying progressive solutions to given situations.



## **Higher National Unit: Support Notes (cont)**

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*Working with Others* as part of groups of learners will help to prepare candidates to work with colleague panel members and officials of the Children's Hearings System, small group exercises will help candidates further develop their advice guidance and listening skills.

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### **Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

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 development.

This Unit forms part of the Professional Development Award for Children's Hearings in Scotland: Panel Members. The award aims to prepare you for your role as a panel member in Scotland.

The following short introduction will help you by explaining:

- ◆ what the Unit is about
- ◆ what you should know or be able to do before you begin
- ◆ what you will need to do during the course
- ◆ what opportunities you will have for further learning and skills development.

In completing this Unit you will gain an understanding of the responsibilities you have towards children and young people involved in children's hearings.

You will have been through your formal selection process and have been recommended to the National Convener for appointment to panel membership.

Once you begin your training you will learn about the main areas that impact on and influence the lives of children and young people and the range of options available to you as a panel member to begin to address these needs.

The first Unit you will work through is divided into three areas the first part will help you to understand and describe panel members' responsibilities towards children and young people within the Children's Hearings System. You will learn about the history and the main pieces of legislation. You will also learn how these have developed and changed over time. Some of the areas covered will include the rights of children and young people, equality and diversity and child protection.

You will work in small groups with other panel members from your local area, the learning will be from written and taught materials. A variety of ways of delivering the training could include class based work, online modules, additional reading and research.

As you progress through the Unit you will look at the needs of children and some of the issues that they may have experienced or be facing in their lives. Issues will include family circumstances, health and wellbeing, education. You will be encouraged to explore your own experiences and through scenarios to look at what can become a problem for a child or young person. Included in these areas are substance use/misuse, issues related to alcohol, physical and emotional abuse, causes and effects of offending behaviour.

Throughout you will be further developing your communication skills and your ability to work with others. Once you have explored the issues together you will look specifically at your role in keeping children safe.

## **General information for candidates (cont)**

**Unit title:** Needs of Children and Young People within the Children's Hearings System (SCQF level 7)

As you go through the learning you will be asked to complete some tasks in your recording log books, this will help you to provide evidence of your learning that can be assessed by your tutor. It is likely that you will be given a case study scenario to work with and you will have some questions to answer on the content of that using the knowledge you have gained from your groups and your own reading and research. Once your work has been formally assessed you will be ready to move on in your course.

Successful achievement of your assessment for this Unit will provide you with evidence of knowledge from the following areas contained in the National Standards for the Children's Panel.

- Standard 1:** Children and young people are at the centre of everything that we do
- Standard 2:** Panel members are well equipped and supported to undertake their role
- Standard 3:** Panel member practice is consistent across Scotland
- Standard 5:** Every children's hearing makes decisions based on sound reasons in the best interests of the child or young person