



## Higher National Unit Specification

### General information

**Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

**Unit code:** HT99 34

**Superclass:** PR

**Publication date:** August 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit enables learners to understand behaviours risks and needs that are specific to young girls and to understand the role that gender has in the manifestation of a particular type of aggression. The unit will enable learners to enhance their knowledge on the issues affecting vulnerable and high risk young girls through the use of relevant research and will consider what works with girls and the appropriate strategies that could be employed when engaging and building relationships up with girls. The unit will also enable learners to develop their understanding of gender specific issues pertinent to girls.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain definitions of risk and vulnerability in girls and young women and why a gendered approach is needed.
- 2 Explain the views held by society on girls and young women and compare these to those held on boys and young men.
- 3 Identify what works for girls by evaluating research on attachment and relational theory.

### 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**

Learners for this award should have effective communication and interpersonal skills. They should have well-established reflective practice skills and be able to self-analyse their own values and attitudes to vulnerable and high-risk girls and young women. They should be able to express the impact society's attitudes and values may have on direct service provision and the decisions made about interventions for vulnerable and high-risk girls/young women. This may be demonstrated by relevant qualifications at SCQF level 5 or above with relevant experience in a social services setting or other relevant setting that works directly or indirectly with vulnerable and high-risk girls/young women. SVQ level 3 in Health and Social Care, Early Education or a qualification relevant to their setting. It is also recommended that learners should have completed the online course at SCQF level 6 to give a sound knowledge base to some of the theories introduced in this unit.

### **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**

If 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.

Centres wishing to develop their own assessments should refer to the list of existing Assessment Support Packs (ASP's) available to download from SQA's website which provide assessment and marking guidelines that exemplify the national standard for achievement (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **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:** Understanding Risks and Needs of Vulnerable Girls and Young Women (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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Explain definitions of risk and vulnerability in girls and young women and why a gendered approach is needed.

#### **Knowledge and/or skills**

- ◆ Static and dynamic risks
- ◆ Gendered risk factors
- ◆ Normative vs risky behaviour
- ◆ Assessing risk
- ◆ Relevant legislation
- ◆ Gendered approach

### **Outcome 2**

Explain the views held by society on girls and young women and then compare these to those held on boys and young men.

#### **Knowledge and/or skills**

- ◆ Media portrayal of females
- ◆ Age and stage of development of adolescent girls
- ◆ Age appropriate behaviour
- ◆ Role of females in society
- ◆ pathways for female offenders
- ◆ Psychosocial theories

## Higher National Unit Specification: Statement of standards

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### Outcome 3

Identify what works for girls by evaluating research on attachment and relational theory.

#### Knowledge and/or skills

- ◆ The differences of gender
- ◆ Emotion focused approach
- ◆ Use of research methods
- ◆ Relational theory
- ◆ Relationships
- ◆ Relational aggression
- ◆ Attachment
- ◆ Effective practice

#### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- 1 Explain the difference between static and dynamic risk factors and how they impact on risk taking behaviour.
- 2 Identify the most common risk taking behaviours amongst girls and young women and describe how they may be used as a reactive crisis response or coping strategy.
- 3 Identify risk factors present in female adolescent development and explain the difference between normative and risky behaviour.
- 4 Describe how perceptions of risk might impact on outcomes/pathways for vulnerable girls and young women.
- 5 Identify current risk assessment tools in respect of girls and young women and an analysis of their relevance to female risks and needs.
- 6 Explain the advantages and disadvantages of welfare and punitive approaches to girls and young women's risk taking behaviours and how this might impact on outcomes.
- 7 Describe why decision making in respect of secure care might be different for girls and young women than in respect of boys.
- 8 Identify relevant legislation in relation to secure care for young girls.
- 9 Describe how the media portrays girls and young women and how this leads to expectations of behaviours and image.
- 10 Identify two main stages of development from psychosocial theorists for adolescent girls and describe how some of the behaviours presented by girls and young women may be age appropriate behaviours.
- 11 Describe two main roles in society that are associated with being female and describe the impact women who offend has on our beliefs and values associated with gender normative behaviour.
- 12 Identify and describe the differences experienced by girls and young women in terms of available interventions and evidence of effectiveness.
- 13 Explain attachment in relation to risk taking behaviour with examples of this in practice

## Higher National Unit Specification: Statement of standards

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- 14 Describe relational theory and the importance of considering this when working with vulnerable girls and young women.
- 15 Describe and evaluate three main points of relational aggression and the impact these have in particular when working with girls and young women in to adulthood.
- 16 Identify the key aspects of using an emotion focused approach in respect of girls and young women and provide an analysis of how this might impact the working relationship.
- 17 Explain the use of research methods and their purpose when considering interventions and effective working approaches for this for vulnerable girls and young women.
- 18 Identify the importance of relationships in working with girls both on a one to one basis and within a group setting and outline the main principles of effective practice.



## Higher National Unit support notes

**Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (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

#### Outcome 1

This outcome will assist learners to develop an understanding of perceptions and definitions of risk and vulnerability in girls and young women including consideration of social, emotional and behavioural factors, and why a gendered approach is needed. Learning for this outcome will be enhanced by additional reading.

Learners should think about the concept of risk and contextualise it to young women specifically. Learners need to understand that there are different types of risk — static and dynamic. Static risks are those which have occurred in a young woman's childhood and cannot be changed e.g. abuse, neglect, exposure to domestic violence. They will have had an influence on her personality, development, socialisation, behaviour and her perception of the world. Dynamic risks are fluid and may change as a result of met and unmet needs, relationships and interactions between different life factors. There is a quote from Datington Social Research Unit, Little, Sandu and Truesdale (2015) and from Scottish Government research (2010) who consider that risk needs to be understood from differing perceptions, that it can be found in multiple sources and that there is a need for a holistic and partnership response to young women.

There are key adversities experienced in childhood which interrelate to inform how young women present in adolescence and beyond. Children learn social norms from their care givers, learn and develop behaviours which ensure their needs are met, and their identities and cognitive functioning are formed. The following is a list of those the impact of which learners should consider in detail — poverty, bereavement, domestic violence, family breakdown, parental substance misuse, parental/family mental health, abuse, neglect and trauma, becoming Looked After, multiple care placements. When young women are exposed to these adversities, this can contribute to a number of behaviours including anti-social behaviour, offending, institutionalisation, poor mental health, early onset and/or risky sexual activity, substance misuse, re-traumatisation.

## Higher National Unit support notes (cont)

### Unit title: Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

Learners should explore risks which are known to be gender related, eg:

- ◆ Over half of young women in prison have been in care compared to one third of boys.
- ◆ In custody, young women have poorer mental health in comparison to young men, and have more negative coping mechanisms.
- ◆ The primary reason for young women being admitted to secure care is 'being at risk sexually', whereas for young men it is 'offending'.
- ◆ One in three girls in secure care have been sexually abused as a child compared to one in twenty boys.
- ◆ Young women are more likely to experience relational trauma, sexual exploitation and intimate partner violence.

Learners should also consider additional risks impacted by gender — victimisation, weak support networks, poor self-worth, economic disadvantage and negative influence from peers involved in offending behaviour.

Relational theory and attachment inform how we assess and manage risk in girls and young women and learners should become familiar with the fundamentals of these as gender plays a role in the development of self-worth, coping with adversity and socialisation.

Relational theory informs that girls build a positive sense of self and self-worth through their ability to connect to others. Learners should understand that where young women have experienced chaotic family life, multiple care placements and poor family relationships characterised by neglect and abuse, they have difficulty in building trusting and respectful relationships with others. Relational aggression describes attempts to harm or damage another's sense of inclusion or relationships. This can be done in a number of ways, eg spreading rumours, verbal aggression, personal insults, cyberbullying. Research has informed that this behaviour is most commonly associated with females. (Crick, NR, and Grotpeter, JK (1995).

Relational aggression, gender, and social-psychological adjustment). Lack of secure attachment and relationships significantly relates to social maladjustment and young women who have not been able to form secure relationships with a primary care giver will have difficulty in developing appropriate social skills. Young women who display relationally aggressive behaviours have often experienced insecure attachment styles. (Aldgate, J (2007). The place of attachment theory in social work with children and families).

Learners must also learn to distinguish between normative and risky behaviours in young women. Risks often start as experimental, or as a coping mechanism in adolescence, however, the difference is in the continuation and escalation of these behaviours. Many young women have protective factors which encourage them to desist, however, those who do not will likely have ongoing experiences of negative and exploitative relationships, fear of harm, neglect, economic disadvantage, and social norms informed by substance misuse and violence, which further exposes them to risk. Learners must understand that if these young women do not get the support they need at the time it is needed, they will become the women we see in the prison population today.

## Higher National Unit support notes (cont)

### **Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

Learners will consider in detail some of the most common risk taking behaviours of young women, the aim being to challenge perceptions around risk taking and to clarify the use of risk taking behaviours as a reactive crisis response and/or as a considered coping mechanism. Attention should be drawn to the following examples — self-harm, sexual exploitation, substance misuse, violence, relational aggression, absconding, homelessness and financial difficulties.

Learners need to understand the purpose of risk assessments and what roles and responsibilities they have in completing risk assessments. Learners should learn that risk assessments should consider static and dynamic risks, formulate case management plans and provide guidance on what actions should be undertaken. They should also learn that risk assessments can be used to influence both minor and major decision making processes.

Learners should be encouraged to think critically about some of the common risk assessment tools currently in use including SAVRY, YLS:CMI, EARL-21G, challenge their relevance to the needs of young women and consider best practice methods of holistic assessment. Emphasis should be on structured professional judgement, ie 'Considering information from multi-modal, multi-informant data sources against a minimum set of empirically and professionally guided risk factors', and on strengths based models of work. Learners should familiarise themselves with legislation regarding the use of secure care as an intervention to manage risks and meet the needs of high risk young women.

Learners should be encouraged to reflect on their understanding of the process, purpose and impact of secure care and prison in respect of vulnerable young women. Welfare concerns are the primary reasons young women are placed in secure care, the first listed being at risk sexually. Learners should explore the role sexual trauma, abuse and exploitation has in young women's lives. The majority of women within the criminal justice system have been subject to these experiences which informs us that the pathways to secure care and/or prison for many of these young women are as a result of victimisation and their inability to cope with it.

- ◆ The younger a girl is referred to the children's hearing system, the more likely she is to have a criminal record in adolescence (McAra and McVie, 2013).
- ◆ Young women who have been in care are four times more likely to be remanded or sentenced than those not in care (Up-2-Us, 2015).

Young women are most commonly charged with low level and non-violent offences, however, are frequently up-tariffed for offences such as breach of the peace, breach of bail and acquisitive crimes such as shoplifting. Learners should understand that this is strongly linked to a perceived need to protect them, less tolerance of the breaking of gender norms of sexuality and domestication, sexism, and a poor understanding of historical context. Young women are the product of their environment and are punished as a result of this rather than supported with their needs. Learners should consider the discrepancies between the purpose of secure care and prison, the reasons why young women are sent there, and whether alternative interventions could more effectively manage risks while meeting needs.

Social construction of gender and female developmental theories are considered in this outcome. Feminist perspectives are also found in this outcome.

## Higher National Unit support notes (cont)

**Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

### Outcome 2

Learners need to consider and reflect on society's social construction of gender and how it applies to girls and young women. This outcome will ask learners to consider how society compares the behaviours of girls to that of boys. A 'sugar and spice' concept that is applied to society's views of girls can lead to girls being treated differently for behaviour that is not considered gender normative behaviour. The main reason girls are admitted into secure care is for risk to self, through sexual risk taking behaviours whereas for boys its risk to others. (Scottish Children's Reporter Administration, 2010)

'Are girls, traditionally drawn into the juvenile justice system for less serious crimes than their male counterparts, being penalised twice, once for breaking the law and a second time for transgressing societal definitions of femininity?' (Acoca and Dedel, 1998, p 2).

Learners should explore society's response to vulnerability by girls as opposed to boys as highlighted in key research papers such as the 2013 study entitled 'Risk Assessment and Secure Accommodation Decision-Making in Scotland: Taking Account of Gender?'. Roesch-Marsh highlights a crucial point when looking at the reason for referring girls to Children's Hearings for a secure care authorisation, stating that professionals expressed fear for girls, that they would be subject to sexual exploitation, as their vulnerability would result in them being targeted by groups or individuals. Girls lose their liberty when the risk is from others, and the focus then becomes about their behaviour and shifts the focus away from potential perpetrators. Learners should also develop their understanding of the sexual exploitation of vulnerable and high-risk girls and young women by male perpetrators and The Rotherham Inquiry (2013) highlighted this very point. Learners should consider the responses by key agencies in managing this abuse and exploitation of girls and young women.

'When girls and young women commit similar offences to boys, girls are more likely to be placed in 'restrictive environments' (Acoca and Dedel, 1998)

In her 2013 study of decision making in Scotland in relation to secure care, Roesch-Marsh, finds that it was unlikely for young men to be described as vulnerable or 'unable to protect themselves.' (p 219). It is a fair conclusion to reach that, on the basis of vulnerability, boys are highly unlikely to lose their liberty, but girls on the other hand will lose their liberty for being vulnerable and a risk to themselves. The justification for placing girls in secure care is often under the umbrella of 'welfare'. 'Welfarism has often become 'paternalism' with associated and unwarranted repressive tendencies in the name of 'protecting' girls.' (Gelsthorpe and Worrall, 2009, p 210).

In Arizona, a study of probation officers' views of girls, Gaarder et al. (2004) concluded that girls' sexuality was in fact being 'depicted as 'dirty' or inappropriate' and that this has led to the assumption that girls need to be protected from the dangers associated with their sexuality' (p 559). The study also found that girls were likely to get 'picked up' and appear in court for 'their best interests, not necessarily because she is a danger to the community, but for her own safety' (p 566). Learners should analyse key research that focuses on society's attitudes and responses to girls and young women and the social construction of gender.

## Higher National Unit support notes (cont)

### Unit title: Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

Girls who exhibit behaviours that do not conform to how girls should behave was described as 'becoming more like boys' (Gaarder, et al, 2004, p 567). Professionals often voice a preference for working with boys rather than girls, as girls are perceived as 'trouble and troublesome' and professionals often refer to gender stereotypes to understand the specific issues pertaining to girls (Gaarder, et al, 2004).

Learners should draw some conclusion from statistics provided by SCRA (Scottish Children's Reporters Administration) on referrals based on gender and the grounds for the referrals to children's hearing. The total number of referrals made in 2015/16 to the children's hearing, 6,602 (girls) and 7,086 (boys) were on non-offence grounds leaving only a small number of boys and girls being referred to on the grounds of offending behaviour (644-girls and 2,117-boys), (Scottish Children Reporter Administration, 2016). These statistics begin to provide evidence of gender differences in referrals for offending behaviour. Furthermore, and perhaps even more important to point out, is that despite the referrals by in large being on welfare grounds (ie non-offence), only 4,610 came from social work services and 20, 461 came from police (statistics reflect multiple referrals for some children). **[www.scra.gov.uk](http://www.scra.gov.uk)**.

Learners should read key research that draws comparison between presenting behaviours of females and males and how girls are viewed and responded to if, they demonstrate 'male' behaviours. Rogowiczka et al (2014), studied teachers' attitudes and responses to girls when they displayed physical aggression. Teachers perceived physical aggression from girls as 'serious and warranting more severe forms of punishment than was male student aggressors.' (p 363). Behaviour from girls that is considered less-female gender normative behaviour is subject to a punitive response. Girls are undoubtedly being punished for behaviour that in itself may not be a serious act. However, because they 'deviate from the way girls are expected to behave and should be punished for the inappropriateness of these behaviours' (p 364).Learners should explore this 'sugar and spice' concept of girls and demonstrate an understanding of how this can influence decisions makers.

Learners should consider the role the Scottish Government has in meeting the needs of girls and young women who offend and the Women's Commissioner Report in 2012 can be found at **[www.gov.scot/About/Review/commissiononwomenoffenders/finalreport-2012](http://www.gov.scot/About/Review/commissiononwomenoffenders/finalreport-2012)**. The Learner will consider the recommendations made in the report and look to finds gaps in the recommendations that will fail to meet the needs of girls and young women within a prison environment. Learners should have understanding of the index offences that young women are given custodial sentence for and the use of prison for vulnerable and high-risk young women. **<https://www.prisoninspectoratescotland.gov.uk>** Learners may find it useful to read over the reports compiled by the ex-Chief Inspector of Prisons, C Fairweather who provides a valuable insight into some concerns around the imprisonment of young high-need women.

Learners must be able to demonstrate knowledge that they understand some of the reasons why girls and young women who offend may create a cognitive dissonance for policy and decision makers. Learners should compare some of the high profile female offenders and their offences and consider how they were portrayed by the media and the reaction towards them, more for being female as well as the type of offence.

## Higher National Unit support notes (cont)

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Learners should develop knowledge of key feminist and female developmental theorists such as Baker-Miller, Freedberg, Crick, Gilligan. Learners should draw from the theory a better understanding of how females develop as well as how they interact with others based on relationships. Learners may also find it useful to read articles and journals by scholars such as Burman and Batchelor, Robinson and Ryder, Chesney-Lind, and Covington and Bloom. These scholars have made significant contributions in developing professionals understanding of gender specific and gender normative behaviours.

However, perhaps more importantly they analyse the impact society's views of girls and young women not only influences decisions made about this group of young people but they inform of a serious lack of resources of interventions that should be in place to support vulnerable and high-risk girls and young women. Gender responsive researchers such as Bloom, Covington, Hannah-Moffat, and Shaw suggest that girls are high-need and refute the idea that they are high-risk.

Learners should become familiar with the legislative framework that has the criteria for secure care and understanding its role in placing girls in secure care based on risk. The Children Hearing (Scotland) Act 2011 and Secure Regulations are point of references. [www.legislation.gov.uk/ssi/2013/205/](http://www.legislation.gov.uk/ssi/2013/205/)

Learners should consider the criteria for secure care and consider if this is gender neutral or could it be gender bias? The language used for the criteria should be considered in reaching any conclusion.

### Outcome 3

This outcome will assist learners to develop an understanding of the research methods used when working specifically with girls and young women. It will focus on the importance of understanding relational theory and the impact of relationships when working with this client group. Learning for this unit will be enhanced by additional reading.

Learners should not only understand the differences of gender but be able to demonstrate an ability to identify those differences using examples and therefore potential difficulties of gender specific interventions and effective working practice methods.

The rate of women's incarceration continues to grow at a faster rate than men's despite a decrease in violent crime committed by women. What accounts for this increase is a combination of factors: tougher sentencing laws for women's drug offences, the building of new facilities for women, and an increase in women's non-violent property crimes during two economic recessions. The story behind these numbers begins with an understanding of women's pathways into criminality as well as the unique issues women confront as a result of their race, class, and gender. Research confirms that women offenders differ significantly from their male counterparts in terms of their personal histories and how they enter into crime (Belknap, 2001). For example, female offenders are more likely to share a history of physical and/or sexual abuse. They are often the primary caretakers of young children at the time of arrest and they have separate, distinctive physical and mental needs. Their involvement in crime is often economically motivated, driven by poverty and/or substance abuse. Women are also less likely to be convicted of a violent offence, and their risk to society is much lower than that of men. In other words, women offenders face gender-specific adversities — namely, sexual abuse, sexual assault, domestic violence, and poverty (Covington & Bloom, in press, 2006).

## Higher National Unit support notes (cont)

### Unit title: Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

Crick et al (1995) discusses said differences in their study on relational aggression, gender and social-psychological adjustment.

'Prior studies of childhood aggression have demonstrated that, as a group, boys are more aggressive than girls. We hypothesised that this finding reflects a lack of research on forms of aggression that are relevant to young females rather than an actual gender difference in levels of overall aggressiveness. In the present study, a form of aggression hypothesised to be typical of girls, relational aggression, was assessed with a peer nomination instrument for a sample of 491 third- through sixth-grade children. Overt aggression (ie, physical and verbal aggression as assessed in past research) and social-psychological adjustment were also assessed. Results provide evidence for the validity and distinctiveness of relational aggression. Further, they indicated that, as predicted, girls were significantly more relationally aggressive than were boys. Results also indicated that relationally aggressive children may be at risk for serious adjustment difficulties (eg, they were significantly more rejected and reported significantly higher levels of loneliness, depression, and isolation relative to their non-relationally aggressive peers)'

Learners will be introduced to theories, which inform risk management in females and how they apply in practice:

- ◆ Relational theory: Learners should understand the importance of healthy attachments and relational experiences for young women.
- ◆ Female development: Learners should understand the importance of societal demands and influences on females which may differ from those of males.
- ◆ Attachment: Learners should understand how attachment influences a child's development and consider the impact of relational trauma on young women.
- ◆ Trauma: Learners will understand that trauma can have prolonged negative effects on young women and how this might be incorporated when managing risk.

Learners should be referred to legislation and risk management guidelines and understand that adopting a gender specific approach will enhance this in assisting case management and planning.

Learners should be familiar with the key adversities in childhood, in particular those experienced by vulnerable girls and young women. They should have an understanding of the difficulties faced by this client group and understand the meaning behind the behaviour demonstrated and its role in forming relationships, demonstrating empathy and an understanding of difficult and challenging behaviours. Learners should acknowledge the impact of early childhood adversity when considering the impact on an individual's ability to form and maintain relationships and identify the importance of understanding what needs to present to form a positive relationship. Jean Baker Miller lists the five good things to foster relationships that empower all people involved in them.

They are defined by:

- 1 A sense of zest or well-being that comes from connecting with another person.
- 2 The ability and motivation to take action in the relationship as well as in other situations.
- 3 Increased knowledge of oneself and the other person.
- 4 An increased sense of worth.
- 5 A desire for more connections beyond the particular one.

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When a relationship is not characterised by connection (mutual empathy and empowerment), individuals experience the reverse of the five good things:

- 1 A decreased sense of vitality because of feeling less connected and more alone in a difficult experience.
- 2 Inability to take action in relationship (accompanied by the sense that action out of one's feelings will lead to destructive or bad consequences).
- 3 More confusion in relationship, lessened knowledge of ourselves and others.
- 4 Diminished sense of self-worth.
- 5 Turning away from others and increased isolation.

Learners should also consider the key concepts of relational theory as described below.

- ◆ Connection: The experience of relationship that is characterised by mutual empathy and mutual empowerment. Individuals are emotionally accessible and vulnerable.
- ◆ Disconnection: The experience of a ruptured relationship. This may occur when there has been hurt, disappointment, or violation.
- ◆ Violation: The experience of disrespect
- ◆ Authenticity: The capacity to fully represent oneself in relationship.
- ◆ Relational images: The internal images or ideas that have been formed through one's experience in past relationship and on which we make assumptions about current and future relationships.

Learners should familiarise themselves with interventions specific for vulnerable girls and young women and understand the importance of the specific differences when considering care planning. Learners need to understand the purpose of having a range of management tools and guidelines and the requirement to consider differences on a gender basis.

### Guidance on approaches to delivery of this unit

It is recommended that learners work through this unit in groups in order to give and receive feedback. Group and individual presentations provide opportunities for learners to demonstrate their learning and increase their self-awareness. Self-directed learning, research and additional reading are also encouraged in order that learners recognise the importance of their own self-development.

It is recommended that the unit is delivered sequentially as detailed and that the requirements of the unit *Understanding Risks and Needs of Vulnerable Girls and Young Women* are fully achieved before progressing to the unit *Application of Methods to Support Vulnerable Girls and Young Women* of PDA Promoting Effective Practice with Girls and Young Women.

No specific teaching qualification is required to deliver but it is recommended that trainers have successfully completed the Training for Trainers course and have demonstrated knowledge of relevant issues, policies and legislation.

A series of short films was produced to support this training and these should be used throughout the delivery of the programme as specified in the teaching materials.

## Higher National Unit support notes (cont)

**Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF level 7)

### Guidance on approaches to assessment of this unit

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

Assessment for this unit can be carried out using different methods, essays, blogs, presentations/observation, case studies, film clip analysis, questions, group work exercises, reflective writing. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further education.

An understanding of both theory and its relation to practice is required for all outcomes, therefore assessments must include both the requirement to discuss and reflect on issues and the opportunity to relate these to practice. In order to achieve this unit, learners must present sufficient evidence that they have met all the knowledge and skills requirements for each outcome.

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

### 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

*Communication:* Learners undertaking this qualification will be required to read, understand and evaluate a range of documentation, participate in group discussions, and deliver individual presentations. Learners will also be required to produce written assignments and reflective accounts.

*Numeracy:* Learners will be required to read, understand and interpret information from multiple data sources.

*ICT:* Learners will be required to research a range of online literature and documentation and produce assignments, reports and other materials necessary to the qualification.

*Problem Solving:* Learners will be required to problem solve through group exercises and discussions and to reflect, evaluate and integrate theory into practice.

*Working with Others:* Learners will be required to participate in group exercises and interact with training providers and other learners

## History of changes to unit

Version	Description of change	Date

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Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### **Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (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 employment.

This unit will enable you to understand behaviours, risks and needs that are specific to young girls and to understand the role that gender has in the manifestation of a particular type of aggression.

The unit will enable you to enhance your knowledge on the issues affecting vulnerable and high risk girls through the use of relevant research and you will consider what works with girls and the appropriate strategies that could be employed when you engage and build relationships with girls.

The unit will also enable you to develop your understanding of gender specific issues pertinent to girls.

You will examine definitions of risk and vulnerability in girls and young women and why a gendered approach is needed, you will examine the views held by society regarding girls and young women and compare these to those held on boys and young men and analyse how decisions about girls and young women may be influenced by these views. You will identify what works for girls by evaluating research on relational theory and the role of emotions and relationships in working with girls. You will also consider key differences of gender in relation to interventions and outcomes.

You will develop specialist knowledge and skills in the following areas:

- ◆ Static and dynamic risks
- ◆ Gendered risk factors
- ◆ Relational theory
- ◆ Attachment
- ◆ Normative vs risky behaviour
- ◆ Assessing risk
- ◆ Secure care legislation
- ◆ Punitive and Welfare approaches
- ◆ Media portrayal of females
- ◆ Age and stage of development of adolescent girls
- ◆ Age appropriate behaviour
- ◆ Role of females in society
- ◆ Female offenders
- ◆ Psychosocial theories
- ◆ Use of secure care for girls
- ◆ The differences of gender
- ◆ Emotion focused approach
- ◆ Use of research methods to inform knowledge and understanding.
- ◆ Relationships
- ◆ Relational aggression
- ◆ Effective practice

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

**Unit title:** Understanding Risks and Needs of Vulnerable Girls and Young Women (SCQF Level 7)

You will be assessed using various tools, ie essays, blogs, case studies, presentations/observation, reflective writing, questions, group work exercises

This unit will contribute to your continuous professional development through standards required by the Scottish Social Services Council and the General Teaching Council.