



Regulated Qualifications Unit and Assessment Specification

Unit title	Understanding the Core Knowledge Needed by Those who Work with Children and Young People
Regulator unit code	T/502/7537
SQA unit code	H82H 62
SSC Ref	CYP2

History of changes

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Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

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Regulated qualifications unit specification

Title	Understanding the Core Knowledge Needed by Those who Work with Children and Young People	
Level	2	
Credit value	3	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the principles of effective communication and engagement with children, young people and their families/carers.	1.1	Explain the different ways of communicating with children, young people and their families/carers.
	1.2	Describe how to address potential barriers to communication and engagement with children and young people.
	1.3	Explain the importance of non-verbal communication, including body language.
	1.4	Explain the importance of demonstrating respect when communicating with children and young people.
	1.5	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers.
	1.6	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people.
2 Understand the development of children and young people.	2.1	Outline the key development changes that are expected to occur in children and young people.
	2.2	Explain why children and young people can perceive and experience their world in different ways.
	2.3	Describe how families, parents and carers have an impact in shaping the development of children.

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>2.4 Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role.</p> <p>2.5 Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers.</p>
<p>3 Understand the importance of safeguarding children and young people.</p>	<p>3.1 Describe what is meant by the safeguarding of children and young people.</p> <p>3.2 Explain their own role and responsibilities for safeguarding the children and young people with whom they come into contact.</p> <p>3.3 Describe the indicators of potential abuse affecting children and young people.</p> <p>3.4 Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role.</p> <p>3.5 Explain the circumstances when a child or young person might be referred for help and support.</p> <p>3.6 Describe the procedures for progressing referrals of children/young people for help and support.</p>
<p>4 Understand the types of transitions affecting children and young people.</p>	<p>4.1 Describe what is meant by the term transition in relation to children and young people.</p> <p>4.2 Describe key types of transition between services affecting children and young people.</p> <p>4.3 Describe key types of life changes affecting children and young people.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.4 Describe the importance of supporting children and young people through transitions in a way that is appropriate to their age and stage of development.
5 Understand the nature and importance of their role in multiagency and integrated working in meeting the needs of children and young people.	5.1 Explain what is meant by multi-agency and integrated working and the impact for working with children and young people. 5.2 Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person. 5.3 Describe the role of families, parents and carers as partners when working with children and young people. 5.4 Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role.
6 Understand the importance of information sharing.	6.1 Describe the importance of sharing relevant information with other appropriate agencies, and in a timely and accurate way. 6.2 Outline legislation and organisation requirements regarding the maintenance of confidentiality. 6.3 Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person. 6.4 Describe why it is important to explain to children and young people the limits of confidentiality. 6.5 Describe what is meant by data security, both in and outside the working environment.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	6.6 Describe their organisation's procedures for maintaining accurate and up to date records.

Additional information about the unit
Unit purpose and aim(s)
The aim of this unit is to enable the learner to understand the core knowledge required by those who work with children and young people.
Unit start date
01/11/14
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>Creative and cultural skills overarching assessment principles</p> <p>Learning Outcome 1 — Communication can include verbal, written and technological methods. Potential barriers can include language, poverty, cultural or faith background/requirements, disability, disadvantage or anxiety.</p> <p>Learning Outcome 2 — Changes can include emotional, intellectual, linguistic, mental, moral, physical, sexual and social development. Their world can include their environment and online experience.</p> <p>Learning Outcome 3 — Abuse of children or young people can take the form of one or more of the following: emotional, physical, sexual, bullying, neglect and self-harm.</p> <p>Learning Outcome 4 — Refers to changes between services or life changes such as moving from schools, leaving a custodial setting, experiencing puberty or family issues.</p> <p>Learning Outcome 5 — Multi-agency working brings together practitioners from different sectors and professions within the workforce to provide integrated support.</p>
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
1.4 Public Services

Additional information about the unit (cont)
Name of the organisation submitting the unit
Skills for Justice
Guided Learning Hours
26

Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on methods/Instruments of assessment (cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *guide to assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and cultural skills overarching assessment principles also supports the assessment of this unit.