

### About this Unit

This standard is about the practitioner helping children and young people to understand their situation in relation to their health and wellbeing. This will be done during the normal course of the practitioner's work, and may not be achieved in a one-off session. The practitioner needs to develop rapport and a respectful, trusting relationship with the child or young person, and this is achieved by involving them in discussing their situation. They are then in a position to explore with them what they feel about the situation, and what they would like to happen to them. This will also include those who are involved in their care, eg parents and family members, but the child or young person is central to this process.

Users of this unit will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Standard are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this standard is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, your assessor may observe you in a discussion with the child or young person and others who are involved in their care.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, your assessor may ask you to tell them why it is important to help a child and young person understand their situation in relation to their health and wellbeing and ask to give you to give an example from your practice.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Legal, professional, and organisational requirements</b>	
1 A working knowledge of the legislation which relates to working with children and young people including: (a) Confidentiality and information sharing (b) The provision of services (c) Children's rights (d) Anti-discriminatory practice (e) Child protection	
2 A working knowledge of the statutory and professional standards and codes of practice for your area of work and how to interpret and apply these.	
3 A working knowledge of how to manage your responsibilities as a professional with organisational and contractual requirements.	
4 A working knowledge of the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations.	
5 A working knowledge of the roles of other practitioners working with children, young people and families and how they relate between and across agencies.	
6 A working knowledge of the importance of working within your own sphere of competence and when you should refer to others.	
<b>Consent and confidentiality</b>	
7 A working knowledge of the ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals.	
8 A working knowledge of the law and good practice guidelines on consent, including capacity issues and consent in childhood.	
9 A working knowledge of the rights of individuals to make decisions for themselves and to take risks in the context of their own lives.	

<b>Consent and confidentiality cont</b>	
10	A working knowledge of how to deal with issues of confidentiality and who has the right of access to information and images that have been recorded.
<b>Communication and relationships</b>	
11	A working knowledge of how to communicate effectively with children and young people, and those involved in their care.
12	A working knowledge of the importance and methods of establishing rapport and respectful, trusting relationships with children and young people and those involved in their care.
13	A working knowledge of the benefits of day-to-day contact in establishing effective relationships.
14	A working knowledge of the importance of working in a facilitative and enabling way and how to do this.
15	A working knowledge of the importance of focusing on the child or young person as an individual.
16	A working knowledge of the ways in which those involved in the care of the child or young person should be involved in communication in order to deliver the most effective outcome for the child or young person.
17	A working knowledge of the benefits and methods of supporting children and young people and those involved in their care to communicate with each other through a partnership based approach.
18	A working knowledge of the ways in which communication can be modified and altered for different needs, contexts and beliefs, including the age, understanding and communication preferences of the child or young person and those involved in their care.
19	A working knowledge of the ways in which children and young people communicate by behaviour, as well as through language, and how different forms of behaviour can be interpreted.
20	A working knowledge of the effects of environments and contexts on communication (particularly institutional settings).
<b>Working with children and young people</b>	
21	A working knowledge of how babies, children and young people see and experience the world in different ways and the implications of this for the way in which you seek to help them understand their health and wellbeing.
22	A working knowledge of the different ways in which babies and children form attachments and how these may change over time.
23	A working knowledge of how to support children and young people with a developmental difficulty or disability, and their families, parents and carers.
24	A working knowledge of the type of communication and relationship difficulties that can occur, and what to do to overcome communication and relationship difficulties.
25	A factual knowledge of the information and guidance that is available for children and young people and those involved in their care, and how to access this.

<b>Working with children and young people cont</b>	
26	A factual knowledge of other professionals, networks and agencies that are available to support children and young people and those involved in their care, and how to access these.
27	A working knowledge of how to motivate and encourage children and young people to achieve their full potential and how to empower and encourage parents and carers to do the same.
28	A working knowledge of the value of self-directed play and recreation in helping children and young people to understand themselves and the world around them as well as helping them to promote their health and wellbeing and realise their potential.
29	A working knowledge of the possible impact of this work on yourself, and how to access counselling, supervision or other support when required.
<b>Health and wellbeing</b>	
30	A working knowledge of the key government policies relating to the health and wellbeing of children and young people.
31	A working knowledge of the main issues and debates relating to the health and wellbeing of children and young people.
32	A working knowledge of the framework for the assessment of children and young people's needs.
33	A working knowledge of the main trends and changes relating to the health and wellbeing of children and young people.
34	A working knowledge of the main conditions affecting children and young people in your area of practice.
35	A working knowledge of child development, including emotional, physical, intellectual, social, moral and character growth, and how they all affect one another.
36	A working knowledge of the impact of transitions on child development, eg puberty, changing or leaving school, family illness or bereavement.
37	A working knowledge of how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions, and who to refer the child or young person to for further investigation and diagnosis.
38	A working knowledge of the role of parents or carers in promoting the health and wellbeing of children and young people.
39	A working knowledge of different parenting approaches, backgrounds and routines and the implications for helping children, young people and their families to promote their health and wellbeing.
40	A working knowledge of the diversity of children and young people's family, caring and social networks, and the impact of these on their health and wellbeing.
41	A working knowledge of the contributing factors that increase the risk of harm to children and young people and the triggers for reporting incidents or unexpected behaviour.
42	A working knowledge of health promotion strategies and programmes for children, young people and families.

<b>Record keeping</b>	
43	A working knowledge of national and local policy and guidelines for individuals' records, their storage, retrieval and transfer, and confidentiality of information.
44	A working knowledge of the information recorded on individuals' records; how to access and use this information; and your responsibilities for maintaining records.
<b>Improving own knowledge, skills and practice</b>	
45	A working knowledge of evidence based practice, and its role in improving services.
46	A working knowledge of sources of authoritative information on children's health and wellbeing, including evidence based information.
47	A working knowledge of how to use theory and experience to reflect upon, think about and improve your practice.
48	A working knowledge of how to evaluate your own competence and determine when further support and expertise are needed.
49	A working knowledge of how to draw upon your experience and others' perspectives to challenge your thinking and assess the impact of your actions.

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	<b>Communicate</b> with the <b>child or young person</b> and <b>those involved in their care</b> in a way that is appropriate to their age, understanding and preferences.							
2	Observe the child or young person's behaviour and note any unexpected changes or concerns.							
3	Discuss with the child or young person their views on their health and wellbeing and help them: a) to achieve an understanding of the nature of their needs and help them prioritise them b) to identify their health goals and preferences.							
4	Consult with the child or young person, and those involved in their care, on their view of the <b>support</b> they need to understand and manage their situation and promote their own health and wellbeing.							
5	Explain clearly to the child or young person and those involved in their care the options that are realistically available to them.							
6	Provide the child or young person, and those involved in their care, with any available <b>evidence based</b> information about the effectiveness, benefits and risks of the different options.							
7	Enable the child or young person to take an active part in decisions affecting them.							
8	Demonstrate active listening throughout the communication process and respond sensitively to any issues raised by the child or young person or those involved in their care.							
9	Support the child or young person and those involved in their care to communicate with each other through a <b>partnership</b> based approach.							
10	Provide relevant <b>information</b> about the people, organisations and written resources that can assist them in understanding and promoting their health and wellbeing.							
11	Provide clear information on how to access the support that they need in order to meet their needs.							

Performance Criteria	DO	RA	EW	Q	P	WT	PD
12 Assist the child or young person and those involved in their care to highlight in any communication the key issues in relation to their health and wellbeing.							
13 Encourage them to pursue ways to understand and promote their own health and wellbeing and discuss any anxieties they have about this.							
14 Make records that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony



*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....