

# **SVQ Caring for Children and Young People level 3 Suggested Assessment Materials**

April 2003

Publication code: DB1870

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# Introduction

The following Assessment Guidance is intended to assist you whether you are a new or existing Centre coming forward for Approval to offer specific care SVQs.

Part of the Approval requirements are that you should develop assessment materials for several of the Units you intend to offer. This is to give SQA confidence that you understand the content of the Unit, know what evidence is appropriate and have addressed issues of standardisation in relation to these Units.

This is sometimes difficult when the National Occupational Standards ask that evidence is derived from '*real work activities*'.

However, a proper understanding of the content of an SVQ Unit will ensure the assessor knows what kinds of work practice (ie real work activities) should be observed and what to advise the candidates in relation to the generation of evidence which will meet the Standards.

This Assessment Guidance is exactly what it says — *guidance*.

There is information on the mandatory Units and a selection of options for all the level 3 Care SVQs — Care, Promoting Independence and Caring for Children and Young People.

It gives examples of the kinds of areas of work and activities which might be used to demonstrate candidate competence. In your Approval submission, you can use these suggestions but should make them more specific to your own work setting.

We hope you find this short document helpful.

Thanks to our EVs who put this together — Jenny Hatton for the evidence suggestions, and Fiona Fraser for proof reading.

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*April 2003*

The following is a list of activities and products that *could* be used to demonstrate competence in Caring for Children and Young People at level 3.

The list is not exhaustive and the items listed are suggestions and not requirements and therefore should be used only as a guide.

<b>Unit</b>	<b>Typical activities and products</b>
O2 — Promote Peoples' Equality, Diversity and Rights	<p>The evidence for this Unit should be gathered alongside that of the other Units.</p> <p>Candidate's Reflective Accounts of their interactions with others.</p> <p>Records of Care Plans/Case Review Reports/Team meetings/Service User's meetings etc. These should demonstrate how the candidate has promoted the service users' legal and personal rights, eg to make informed choices, be treated as an individual, encouraged to express their views and information about them kept confidential.</p> <p>There is a requirement that <i>most</i> of each element is observed by an assessor.</p>
C15 — Contribute to the Protection of Children from Abuse	<p>Records/Notes where the candidate has raised awareness of any signs of abuse and/or potential abuse, ie changes in behaviour and/or condition, for example bruising/reddening/soreness/burns/regressive or withdrawn behaviour/simulated sexual acts.</p> <p>Records of Violent Incidents/Significant Occurrences/Risk Assessments/Care Plans/Case Reviews/Team meetings etc, demonstrating the candidate's part in discussion about any of the above signs/symptoms and involving all appropriate personnel, eg family/care/parent/teacher/Child Protection Officer/senior colleague/police.</p> <p>Candidate's Reflective Account regarding how they responded to any type of disclosure including reassurance that the young person is believed, and not responsible for the abuse and is right to disclose any form of abuse.</p> <p>Records/Notes of the actions taken to raise the young person's awareness of the personal safety, eg the difference between good and bad secrets/trust and trustworthiness/'stranger danger'.</p> <p><b>NB</b> The abuse referred to can be either physical, verbal, sexual, neglect, failure to thrive, emotional etc.</p>

<p>CYP3 — Contribute to the Prevention and Management of Challenging Behaviour in Young People</p>	<p>Records/Notes of Assessment/Care Plans/ Contracts/Agreements/ Case Reviews/Team Meetings/Family Meetings/Behaviour Charts etc, that demonstrate the candidate’s contribution to discussions regarding what is and isn’t acceptable behaviour and that these are recorded clearly and shared with the appropriate people, eg parents/family/ carers/colleagues/teachers.</p> <p>Candidate’s Reflective Account of interactions/agreements with young people that demonstrate respect for the young person’s views and encourage informed choice.</p> <p>Records of Violent Incidents/Significant Occurrences/Risk Assessments that demonstrate the candidate’s awareness of ‘trigger’ factors and methods of intervention which are appropriate and in line with legislation and policy, eg Therapeutic Crisis Intervention/Gentle Teaching.</p> <p>Candidate’s Reflective Account of their actions during and following episodes of challenging behaviour and how these helped to diffuse the situation and enable the young person to learn from the situation, eg discussion/Life Space Interview.</p>
<p>SC8 — Contribute to the Development, Provision and Review of Care Programmes</p>	<p>Records of Assessments/Care Plans/Case Review Reports/Team meetings/Service User’s meetings etc.</p> <p>Letters of invitation to meetings.</p> <p>Notes/Records to demonstrate that the Service User and appropriate others were consulted and kept informed of any changes/development</p>
<p>SC14 — Establish, Sustain and Disengage from Relationships with Clients</p>	<p>Records of Assessments/Care Plans/Case Review Reports/Team meetings/Service User’s meetings etc. that demonstrate steps taken to introduce and build relationships with service users, eg an activity/individual/groupwork programme.</p> <p>Letters of invitation to meetings.</p> <p>Notes/Records to demonstrate that the Service User and appropriate others were consulted and kept informed of any changes/development.</p> <p>Contracts/Working Agreements which clearly indicate the expectations of all for a specific period of time.</p> <p>Candidate’s Reflective Account of their interactions with others in relation to establishing a relationship, eg organising to spend time with a service user, clarifying the purpose of their meetings and the expectations of both parties.</p>

<p>C7 — Provide a Framework for the Management of Behaviour</p>	<p>Records/Notes/Assessments/Risk Assessments/Educational Support Plans/Care Plans/Case Reviews etc, which demonstrate the candidate’s contribution to discussions and agreements regarding the behaviour of the young person. This could be in relation to all aspects of the young person’s behaviour, eg playing with others/communicating with family, friends and teachers, use of appropriate language/physical actions or reactions to self and others, for example head-banging, biting, hitting, kicking.</p> <p>Candidate’s Reflective Account(and the records above) should focus on reinforcing positive behaviour rather than on unwanted behaviour, ie achievement of a set goal will result in a treat/reward.</p> <p>Records/Notes/Care Plan/Violent Incident/Significant Occurrence etc, which demonstrate the actions taken by the candidate to prevent unwanted behaviour, handle any unwanted behaviour appropriately and plan to avoid future occurrences.</p> <p>Candidate’s Reflective account of how their actions helped to fuel or defuse unwanted behaviour, eg intervening at an appropriate time, remaining calm and controlled and where physical restraint is unavoidable this is kept to a minimum.</p>
<p>CU5 — Receive, Transmit, Store and Retrieve Information</p>	<p>Records of updating Care Plans/Case Review Reports/Team meetings/Service User’s meetings etc.</p> <p>Copies of Letters/Notes/Faxes etc.</p> <p>There is a requirement that <i>most</i> of each element is observed by an assessor.</p>
<p>CYP1 – Promote and Maximise Educational Opportunities and Achievements for Individual Children and Young People</p>	<p>Records/Notes/Care Plans/Educational Support Plans/Case Reviews that demonstrate the Candidate’s contribution to discussions/agreements identify the most appropriate way of meeting the educational needs of the young person. This could be under normal circumstances or as a result of difficulties with other pupils/teachers/family/financial or human resources/ travelling time etc.</p> <p>Candidate’s reflective Account of their actions to enable the young person and/or significant others to voice their opinions and views.</p> <p>As well as formal education i.e. schools, colleges, universities, tutors etc. this could be informal, eg sports/arts &amp; crafts/visits to places of interest/castles/museums/beaches etc.</p> <p>Records/Notes etc, should also demonstrate any progress or otherwise towards agreed goals.</p>

<p>CYP2 — Contribute to Promoting Health and Social Well-Being for Individual Children and Young People</p>	<p>Records/Notes/Care Plans/Assessments/Risk Assessments/Case Reviews etc, that demonstrate the candidate’s contribution to promoting healthy growth and development, eg unprotected sexual activity/exercise/diet/personal hygiene/sleep patterns/diabetes/asthma/smoking/drug and alcohol misuse/bed-wetting/ self-harm/challenging behaviour/physical disabilities/common illnesses.</p> <p>Candidate’s Reflective Account demonstrating how they enabled the young person and/or significant others to play as active a part as possible in discussions/agreements. Appropriate others could be doctors/nurses/specialist/family/friends/physiotherapist etc</p>
<p>CYP4 — Encourage Young People to Develop and Maintain a Positive Sense of Self and Identity</p>	<p>Records/Notes/Care Plans/Case Reviews/Life Story Book etc, that demonstrate the candidate’s contribution to identifying ways of addressing issues relating to the young person and their self-image and identity, eg personal hygiene/health care/self-harm/drug and alcohol misuse/homework/shopping/chores.</p> <p>Candidate’s Reflective Account demonstrating how they enabled the young person to be as involved as possible in the above.</p>
<p>CU1 — Promote, Monitor and Maintain Health, Safety and Security in the Workplace</p>	<p>Candidate’s Reflective Account of their actions regarding safe practices — use of protective clothing/reporting damage or unsafe practices.</p> <p>Records of Fire Tests and Drills/Accident Forms/Significant Occurrence Forms/Risk Assessments etc.</p> <p>Moving and Handling/Food Hygiene/First Aid Certificates.</p> <p>Witness Testimony/Simulation of a Health Emergency situation.</p>
<p>M8 — Plan, Implement and Evaluate Routines for Children</p>	<p>Records/Notes/Assessments/Risk Assessments/Care Plans/Case Reviews etc, which demonstrate the candidate’s contribution to planning routines and activities for young people, eg bedtimes/mealtimes/sleep/school/playgroup/exercise/outings/dentist/speech therapist.</p> <p>Candidate’s Reflective Account demonstrating how they encouraged and enabled the young person to be as involved as possible in the process and make informed choice.</p> <p>Records/Notes which demonstrate how the above plans were implemented.</p> <p>Candidate’s Reflective Account demonstrating how their own actions and their interactions with young people encouraged continued involvement.</p>

<p>NC2 — Enable Individuals, their Family and Friends to Explore and Manage Change</p>	<p>Records/Notes/Assessments/Care Plans/Activity Programmes/ Case Reviews etc, that demonstrate the candidate’s contribution to enabling the young person/family/friends and significant others to discuss and agree actions to be taken in order to make any change as smooth as possible, eg moving school/college/ home environment/puberty/adolescence.</p> <p>Candidate’s Reflective Account demonstrating how they encouraged the young person and others to be as fully involved as possible and to make informed choices.</p> <p>Records/Notes should identify the agreed support in terms of timing, frequency, and type, ie emotional, financial, practical etc</p> <p>Records/Notes of contact and how effective the support has been in achieving the identified goals.</p>
<p>W5 — Support Clients with Difficult or Potentially Difficult Relationships</p>	<p>Records of Assessments/Care Plans/Case Review Reports/Team meetings/Service User’s meetings etc, that demonstrate the candidate’s part in supporting the individual to express their opinions and views.</p> <p>Records/Notes of meetings regarding discussions about and/or meetings with friends/family etc.</p> <p>Candidate’s Reflective Account demonstrating interactions with others in a social setting and enabling the service user to consider their reactions/behaviour with others</p>
<p>W8 — Enable Individuals to Maintain Contact in Potentially Isolating Situations</p>	<p>Records of Assessments/Care Plans/Case Review Reports/Team meetings/Service User’s meetings etc. that demonstrate the candidate’s part in supporting the individual to express their opinions and views.</p> <p>Records/Notes of meetings regarding discussions about and/or meetings with friends/family etc.</p> <p>Candidate’s Reflective Account demonstrating interactions with others in a social setting and enabling the service user to consider their reactions/behaviour with others.</p>

Z8 – Support Individuals when they are Distressed

Records/Notes/Assessments/Case Reviews/Care Plans etc, that demonstrate the candidate's contribution to discussions/agreement about preventing and/or reducing the individual's distress. The distress could be in relation to physical abilities/mental health/emotional well-being/dementia/drug and alcohol misuse/death/loss of a significant person/conflict etc.

Candidate's Reflective Account of their interactions with individuals while they are distressed including the support given at the time — verbal and/or physical where appropriate — and contact with other relevant people, eg Family/Friends/Doctor/Nurse/Community Psychiatric Nurse/ Psycho-geriatrician/Dietician/Priest/Minister/Rabbi.