

DK5J 04 (HSC36) Contribute to the assessment of children and young peoples' needs and the development of care plans

Elements of competence

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|---------|---|
| HSC36.1 | Contribute to the assessment of children and young people's needs, wishes and preferences |
| HSC36.2 | Support the development and implementation of care plans |
| HSC36.3 | Contribute to reviewing care plans for children and young people |

About this Unit

For this Unit, you will be expected to contribute to the assessment of children and young people's needs, wishes and preferences and to the development, implementation and review of their care plans.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Preferred communication methods and language include: the child/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Harm and abuse within this Unit will cover: neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Information could include: any plans; care needs assessments; records and reports.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of Care Unit HSC34. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in Unit HSC34 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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| SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT |
|---|
| Simulation: |
| <ul style="list-style-type: none"> • Simulation is NOT permitted this unit. |
| The following forms of evidence ARE mandatory: |
| <ul style="list-style-type: none"> • Direct observation: Your assessor/expert witness must observe you in real work activities which will provide a significant amount of evidence for the performance criteria for most elements in this unit. • Reflective Accounts/professional discussion - These will be a description of your practice in particular situations such as how you have supported parents, families and carers. |
| Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following: |
| <ul style="list-style-type: none"> • Questioning/professional discussion: 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 the assessor/expert witness may also ask questions to clarify aspects of your practice. • Expert witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. • Witness testimony: can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user. • Products: These can be care plans and records and may also be diary evidence of day to day practice, in relation to care planning or candidate observations of children and/or young people. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality. |
| GENERAL GUIDANCE |
| <ul style="list-style-type: none"> • 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. • Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role. • 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 Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. • All evidence must relate to your own work practice. |

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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.

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|--|-------------------------------|
| Values | |
| 1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality, sharing of information and the rights of children and young people nationally, and through the UN Convention on the Rights of the Child. | |
| 2 How to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to the assessment of children and young people's needs and care planning. | |
| 3 How to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights and those of parents when assessing and contributing to care plans of children and young people. | |
| 4 How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to assess and enable the children and young people's needs, wishes and preferences to be met within their care plans. | |
| 5 Dilemmas between: (a) the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection (b) your own values and those of the children and young people, their parents, families, carers and key people (c) your own professional values and those of others within and outside your organisation | |
| Legislation and organisational policy and procedures | |
| 6 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the assessment of children and young people's needs and care planning. | |

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| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|--|-------------------------------|
| <p>7 Current local, UK legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) dealing with comments and complaints (e) promoting the well-being and protection of children and young people (f) assessing children and young people's needs (g) care planning (h) promoting secure and permanent relationships for children and young people (i) parental rights and responsibilities | |
| <p>8 Frameworks and guidance on:</p> <ul style="list-style-type: none"> (a) assessment (b) education (c) health | |
| <p>9 How to access records and information relevant to children and young people, parents, families and carers.</p> | |
| Theory and practice | |
| <p>10 How and where to access information and support that can inform practice about the assessment of children and young people's needs and care planning.</p> | |
| <p>11 Government reports, inquiries and research reports into serious failures to protect children and young people.</p> | |
| <p>12 Theories relevant to the children and young people with whom you work, about:</p> <ul style="list-style-type: none"> (a) language development (b) verbal and non-verbal behaviour and cues (c) human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development (d) identity and self-esteem (e) loss and change (f) conflicts and dilemmas (g) power, and how it can be used and abused (h) the effects of stress and distress | |
| <p>13 Working in integrated ways that promote children and young people's well-being.</p> | |
| <p>14 Role of relationships and support networks in promoting the well-being of the children and young people with whom you work.</p> | |
| <p>15 Factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers.</p> | |
| <p>16 The responsibilities and limits of your relationships with children and young people and parents, families and carers.</p> | |

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| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| 17 Methods of: <ul style="list-style-type: none"> (a) effective communication with engagement of children and young people, their parents, families and carers (b) involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child and young person and their developmental level and understanding (c) working with parents, families and carers to support the children and young people and promote their life chances (d) working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour | |
| 18 The role of stable family, adult and peer relationships in promoting children's sense of identity, security and life chances. | |
| 19 The impact of disruption, including placement disruption on children and young people's development, their relationships, their educational attainment and health. | |
| 20 Support for children, young people and parents with additional needs. | |
| 21 How to contribute to inter-agency and partnership working. | |

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HSC36.1 Contribute to assessing the needs and preferences of children and young people

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|---|----|---|---|----|
| | | 1 | You identify your own and others roles and responsibilities, in assessing the needs, wishes and preferences of children and young people . | | | | |
| 2 | You access and review information about the different dimensions of children and young people's lives, their expressed needs, wishes and preferences and any specific requirements they have. | | | | | | |
| 3 | You engage and work with children and young people using their preferred communication methods and language and in ways that are suitable to their age, abilities and level of development and understanding . | | | | | | |
| 4 | You identify and access any extra support you need to enable children and young people to communicate their needs, wishes and preferences. | | | | | | |
| 5 | You identify environments, objects, situations and the behaviour of others that stimulate, interest or cause fear in the child/young person. | | | | | | |
| 6 | You observe actions and behaviour and take account of pre-speech and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding. | | | | | | |
| 7 | You support children and young people, parents, families and carers to identify: (a) children and young people's needs, wishes and preferences for their care, and support (b) any risks of danger, harm and abuse | | | | | | |

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HSC36.1 Contribute to assessing the needs and preferences of children and young people (cont)

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|--|----|---|---|----|
| | | 8 | When processing information and providing feedback about the short, medium and long term health and care needs of children and young people, you take account of: (a) the children and young people's views (b) your own views (c) the views of parents, families, carers and others within and outside your organisation relating to the children and young people's health, education and care needs and any associated risks | | | | |
| 9 | You contribute to the assessment of the different dimensions of children and young people's lives and to permanency planning to cover their long, medium and short term needs. | | | | | | |
| 10 | You work with all involved to agree children and young people's assessed needs and preferences. | | | | | | |
| 11 | You support children and young people, parents, families and carers to understand, and to challenge and complain about the child/young person's assessment. | | | | | | |

HSC36.2 Support the development and implementation of care plans for children and young people

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|---|----|---|---|----|
| | | 1 | You identify your role and responsibilities in developing and implementing care plans for children and young people. | | | | |
| 2 | You contribute to consultations about the development of children and young people's care plans taking into account their assessed needs, wishes and preferences. | | | | | | |

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HSC36.2 Support the development and implementation of care plans for children and young people (cont)

| Performance criteria | | DO | RA | EW | Q | P | WT |
|--|--|----|----|----|---|---|----|
| <p>3 You support children and young people, parents, families and carers to understand:</p> <p>(a) where the wishes and preferences of children and young people, parents, families and carers could not be met within the care plan and why</p> <p>(b) the arrangements for the implementation of care plans</p> <p>(c) how to use procedures to challenge and complain about the content of the care plan and its implementation</p> | | | | | | | |
| <p>4 You ensure that you are able to carry out the care plan activities for which you are responsible.</p> | | | | | | | |
| <p>5 When implementing the care plan, you observe, record and report to the appropriate people on any significant changes:</p> <p>(a) to the children and young people's needs, circumstances, wishes and preferences and any risks arising from these</p> <p>(b) to the needs, circumstances and preferences of parents, families and carers</p> | | | | | | | |
| <p>6 You check your observations with the children and young people, parents, families, carers and others from within and outside your organisation.</p> | | | | | | | |
| <p>7 You support children and young people, parents, families and others with whom you work, to identify and monitor changes in the children and young people's needs, circumstances and preferences.</p> | | | | | | | |
| <p>8 You observe, and support parents, families and carers to observe actions and behaviour and take account of pre-speech and non-verbal behavioural cues when implementing care plans where children are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding.</p> | | | | | | | |

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HSC36.2 Support the development and implementation of care plans for children and young people (cont)

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|--|----|---|---|----|
| | | 9 | You work with all involved to identify and implement any changes arising from the impact of the care plan on the health and social well-being of the child/young person. | | | | |

HSC36.3 Contribute to reviewing care plans for children and young people

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|---|----|---|---|----|
| | | 1 | You check your own and others' responsibilities in providing feedback on the implementation of the care plan. | | | | |
| 2 | You engage and work with children and young people using their preferred communication methods and language and taking account of their age, abilities and level of development and understanding to identify: <ul style="list-style-type: none"> (a) parts of the care plans which they feel best meet their needs (b) parts of the care plans that they feel need changing (c) changes to their needs, circumstances, wishes and preferences that could affect the care plan and its implementation (d) changes in the needs and circumstances of their families, parents, carers and others | | | | | | |
| 3 | You involve and work in partnership with children and young people, parents, families, carers and people within and outside your organisation to review the care plan for the child/young person. | | | | | | |
| 4 | You provide feedback to the appropriate people on the strengths and limitations of the care plan in meeting the assessed and changing needs, circumstances and preferences of children and young people. | | | | | | |
| 5 | You support children and young people, parents, families and carers to understand how their feedback will be used to inform changes to the care plan. | | | | | | |
| 6 | Where there is conflict about your feedback and observations, you follow organisational procedures and practices to address the issues raised. | | | | | | |

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Q = Questions
WT = Witness Testimony

DK5J 04 (HSC36) Contribute to the assessment of children and young peoples' needs and the development of care plans

HSC36.3 Contribute to reviewing care plans for children and young people (cont)

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|--|----|---|---|----|
| | | 7 | You contribute to meetings and discussions about revisions to care plans and their implementation. | | | | |
| 8 | You contribute to revising and implementing any changes to care plans that are within your role and responsibilities. | | | | | | |

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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: