

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 is not something that can 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. It is important also that the practitioner uses play and other methods to develop their relationship according to the age of the child or young person.

Users of this competence 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

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: 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. For example, your assessor may observe you playing with a child or using other communication methods to build a relationship with the child or young person. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain with use of an example from your practice how you ensure you develop rapport with the child and young person and why it is important to be aware of the child or young person's stage of development.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: 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. ◆ 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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: 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. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: 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. ◆ Prior Learning: 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. ◆ Simulation: 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.
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. ◆ 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. ◆ All evidence must relate to your own work practice.

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
Legal, professional, and organisational requirements	
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.	
Consent and confidentiality	
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 situations when consent may not be required, (eg when the child or young person is at risk of harm).	
10 Working knowledge of the rights of individuals to make decisions for themselves and to take risks in the context of their own lives.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Consent and confidentiality (cont)	
11 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.	
Communication and relationships	
12 A working knowledge of how to communicate effectively with children and young people.	
13 A working knowledge of the importance and methods of establishing rapport and respectful, trusting relationships with children and young people.	
14 A working knowledge of the benefits of day-to-day contact in establishing effective relationships.	
15 A working knowledge of the importance of working in a facilitative and enabling way and how to do this	
16 A working knowledge of the importance of focusing on the child or young person as an individual.	
17 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.	
18 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.	
19 A working knowledge of the effects of environments and contexts on communication (particularly institutional settings).	
Working with children and young people	
20 A working knowledge of the extent of your own role and responsibilities in relation to working with children and young people.	
21 A working knowledge of the types of question that children and young people might ask about your work.	
22 A working knowledge of the type of communication and relationship difficulties that can occur, and what to do to overcome communication and relationship difficulties.	
23 A factual knowledge of the information and guidance that is available for children and young people and how to access this.	
24 A factual knowledge of other professionals, networks and agencies that are available to support children and young people and how to access these.	
25 A working knowledge of the possible impact of this work on yourself, and how to access counselling, supervision or other support when required.	
Health and well-being	
26 A working knowledge of the key government policies relating to the health and wellbeing of children and young people.	
27 A working knowledge of the main issues and debates relating to the health and wellbeing of children and young people.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Health and well-being (cont)	
28 A working knowledge of the framework for the assessment of children and young people's needs.	
29 A working knowledge of the guidance that is available for your own practice, and the sources of the guidance.	
30 A working knowledge of evidence based practice, and its role in improving services.	
31 A working knowledge of child development, including emotional, physical, intellectual, social, moral and character growth, and how they all affect one another.	
32 A working knowledge of different parenting approaches, backgrounds and routines and the potential impact of these on the health and wellbeing of children and young people.	
33 A working knowledge of the impact of family and environment on the health and wellbeing of children and young people.	
34 A working knowledge of how the needs of children and young people may affect others.	
35 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.	
Record keeping	
36 A working knowledge of national and local policy and guidelines for individuals' records, their storage, retrieval and transfer, and confidentiality of information.	
37 A working knowledge of the information recorded on individuals' records; how to access and use this information; and your responsibilities for maintaining records.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Introduce yourself to the child or young person and explain your role in relation to their care.							
2	Communicate with the child or young person in a way that is appropriate to their age, understanding and preference.							
3	Identify and respect the child's or young person's privacy and confidentiality wishes.							
4	Comply with all the relevant legal, professional, and organisational requirements and guidelines.							
5	Ensure that the child or young person is made to feel comfortable and understands that their needs are important and are being addressed.							
6	Respond to any concerns that the child or young person might have about their situation.							
7	Encourage the child or young person to ask questions and to seek clarification on any issues.							
8	Demonstrate active listening throughout the communication process.							
9	Respond sensitively to any issues raised by the child or young person and ensure that they are addressed.							
10	Ensure that all interactions show respect for the experience, knowledge, and background of the child or young person.							
11	Attempt through play and other methods to establish a rapport with the child or young person that enables a good relationship to develop.							
12	Provide honest information to the child or young person in a way that enables them to discuss options for the future and make their own informed decisions.							
13	Summarise information using different words, phrases, and expressions to assist the child's or young person's understanding.							
14	Direct the child or young person to further sources of information, advice or support as appropriate to their needs.							
15	Clarify and agree with the child or young person the information which may be shared with others.							

Performance Criteria	DO	RA	EW	Q	P	WT	PD
16 Obtain appropriate support where there are communication or relationship issues .							
17 Provide clear information on how to contact you to obtain assistance if required.							
18 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: