



## **Group Award Specification for:**

**Managing Effective Practice with Vulnerable Girls  
and Young Women at SCQF level 8**

**Group Award Code: GP2K 48**

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# 1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This validation proposal is for a new Group Award: PDA Health and Social Care: Managing Effective Practice with Vulnerable Girls and Young Women (SCQF level 8). This new award is specifically designed to provide a robust and certified SCQF level 8 award which equips individuals with a range of specialist knowledge, skills and values to enable them to improve professional practice delivery, and provide continuous professional development. The title of the award reflects both the needs of the intended learner and the aims of the award.

The Centre for Youth and Criminal Justice (CYCJ) supports improvement in youth justice, contributing to better lives for individuals and communities. CYCJ is funded by the Scottish Government, hosted by Strathclyde University and their work centres on three key activities:

- ◆ **Practice development:** Working with practitioners and policy makers in developing, supporting and co-ordinating activities to improve youth justice.
- ◆ **Research:** Undertaking, supporting and coordinating research which helps the understanding of youth justice.
- ◆ **Knowledge exchange:** Supporting the sharing and dissemination of knowledge.

The Scottish Government's updated strategy on preventing offending; Getting it Right for Children and Young People established a Youth Justice Improvement Board. Working groups were set up as agreed by the improvement board and have been aligned to three priority themes:

- ◆ Advancing the whole system approach
- ◆ Improving life chances
- ◆ Developing capacity and improvement

One of the priority areas identified is vulnerable girls and young women. There has historically been a tendency to group girls and young women's offending and risk taking behaviours alongside those of boys and young men, and literature and evidence on offending behaviour in young people has been presented under the assumption that boys and girls are the same. It is however now more widely accepted that while there are some similarities in risk factors for both boys and girls, some are more strongly associated with girls.

The award is aimed at professionals across a range of disciplines who are involved with vulnerable and high-risk girls and young women. This includes those professionals and organisations who provide direct interventions, but also those who have responsibility for making potentially life changing decisions, such as, children's panel members, police, prison staff, teachers, and others, for example, who may be involved in service design or procurement. The award would enable learners to critically analyse behaviours, risks and needs that are specific to vulnerable girls and young women and to further advance their understanding of the role of gender in the manifestation of issues pertinent to girls and young women.

The award is not designed to meet any specific professional degree but Scottish Government policies continue to be committed to support the need to build the capacity of the workforce to provide the appropriate care and interventions for children and young people to meet needs and manage risk at the time this is needed.

A Qualification Design Team (QDT) was established with contributions from health, social care, youth justice and the third sector. The core group of stakeholders was available throughout the design process to advise on the structure of the qualification and the content of the award, and to ensure continuity and progression. The specialist units have been written by professionals with extensive experience in their respective fields thereby ensuring that the contents of the units are relevant and fit for purpose for the range of professions and for the scope of work and roles undertaken.

There is currently no nationally recognised qualification or competition in this field in Scotland and it is anticipated that the PDA will meet the needs of professionals in health and social care as it has been designed to strengthen and support the workforce through knowledge, skills and values that offer a consistent approach, safe practice and the promotion of health and wellbeing. In April 2016 CYCJ ran free Train the Trainers courses which were attended by 66 participants who will deliver the qualification. They have anticipated that they will train approximately 1470 in year one with growth thereafter.

The former training programme delivered by the Centre for Youth and Criminal Justice (CYCJ) will no longer be available after the validation of the PDA Managing Effective Practice with Girls and Young Women SCQF level 8.

## 2 Qualification structure

This group award is made up of 2 Higher National Unit credits at SCQF level 8 (16 SCQF credit points at SCQF level 8). A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
J1BC	35	Develop Manage and Support Practice in Relation to Trauma, Risk, and Needs of Vulnerable Young Girls and Young Women	8	8	1
J1BD	35	Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women	8	8	1

This qualification is at SCQF level 8. This reflects the level of knowledge required to further develop and improve practice. The unit *Develop Manage and Support Practice in Relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women* will enable learners to understand risks and needs specific to girls and young women, identify underlying risks and how they contribute to challenging or harmful behaviours, and the impact of risk on female adult development and outcomes. The unit will assist learners in widening their knowledge of secure care, analyse the impact of trauma and develop their knowledge of substance misuse and gender and its relationship with trauma. It is recommended that this unit should be undertaken first. The unit *Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women* will build upon this and assist learners to become more gender informed in how risk is assessed and managed and to further consider factors and research when aiming to achieve a gender informed risk management plan. The unit will enable learners to identify signs of vicarious trauma and understand gender identity through a gender responsive lens.

## **3 Aims of the qualification**

The award will give professionals who work directly and indirectly with high risk and vulnerable girls and young women the knowledge and skills to improve their current practice. The award will provide a qualification that has not been previously available in Scotland and is required by frontline practitioners and workforce planners.

### **3.1 General aims of the qualification**

- 1 Provide academic stimulus and challenge at SCQF level 8.
- 2 Develop knowledge and enhanced personal effectiveness.
- 3 Develop academic writing and research skills appropriate to SCQF level 8.
- 4 Develop investigative, evaluative and analytical skills appropriate to SCQF level 8.
- 5 Develop gender informed planning and solution focused problem solving skills.
- 6 Develop critical self-analysis and reflective skills.
- 7 Develop core transferable skills including those required by workforce planners to sustain and enhance development within health and social care.
- 8 Develop the ability to work flexibly in a solution focused way that supports integration across health and social care.
- 9 Provide opportunities for career progression routes and academic pathways for professional across a range of services.

### **3.2 Specific aims of the qualification**

The award will equip professionals with the knowledge and skills required to enhance and improve their practice with high risk and vulnerable girls and young women.

- 1 Demonstrate an understanding of the risk factors which correlate with vulnerability in girls and young women and how this impacts on pathways into female offending and substance misuse.
- 2 Critically evaluate how risk is currently assessed and managed and how research and theory could be applied to become more gender specific.
- 3 Demonstrate in-depth knowledge of current secure care policy and legislation and evaluate the impact and influence of society's views on decision makers in respect of loss of liberty.
- 4 Identify and critically evaluate evidence based interventions for girls and young women, including alternatives to secure care, both nationally and internationally.
- 5 Demonstrate an understanding of the role of trauma, insecure attachment and shame in girls and young women in respect of risky and/or harmful behaviours.
- 6 Demonstrate an understanding of vicarious trauma, coping strategies and adjustment reaction.
- 7 Identify and evaluate healing resources required and available to support recovery from Post-Traumatic Stress Disorder and complex Post-Traumatic Stress Disorder in girls and young women.
- 8 Evaluate and explain perceptions of self and how this influences interventions through a gender specific lens.

### **3.3 Graded unit**

There is no graded unit for this qualification.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this award has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Experience of direct or indirect work with vulnerable and high risk girls and young women
- ◆ Effective communication and interpersonal skills
- ◆ Established reflective and analytical practice skills and the ability to self-analyse values and attitudes
- ◆ SCQF level 7 or above with relevant experience in a social services setting
- ◆ SVQ Social Services (Children and Young People) SCQF level 7, SVQ Social Services and Healthcare SCQF level 7
- ◆ Successful completion of PDA Promoting Effective Practice with Girls and Young Women at SCQF level 7

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Good communication skills are required for learners undertaking this qualification as they will be required to read, understand and evaluate a range of complex documentation which may contain unfamiliar concepts; produce well-structured documents which convey items of complex information, opinions and ideas; participate in group discussions, and deliver individual presentations on complex topics.
Numeracy	6	Learners will be required to extract, analyse and interpret information from multiple data sources.
Information and Communication Technology (ICT)	6	Learners will be required to research a range of online literature and documentation from multiple data sources, evaluate information against chosen criteria and produce assignments, reports and other materials necessary to the qualification.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	6	Learners will be required to investigate and analyse complex issues; identify what is required to resolve complex issues and to reflect, evaluate and integrate theory into practice.
Working with Others	6	Learners will be required to analyse the role and contribution of self and others, participate in group exercises, interact with training providers and trainers seeking feedback in order to set objectives for future improvement.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

The outcomes of the award also link to Scottish Government policy and legislation. The Standard for Childhood Practice Revised 2015 was produced to ensure it was up to date with developments in policy and practice such as getting It Right For Every Child (GIRFEC) 2007 and the Children And Young People (Scotland) Act 2014. The outcomes are also linked closely to National Outcomes and Standards for Social Work Services in the Criminal Justice System 2009, In particular to the assessment and management of risk. The Youth Justice Skills and Knowledge Matrix 2013 considers children and young people's development in the youth justice system and offers comprehensive guidance on best practice in youth justice.

## 5.1 Mapping of qualification aims to units

Code	Unit title	General aims									
		1	2	3	4	5	6	7	8	9	10
J1BC 35	Develop Manage and Support Practice in Relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women	X	X	X	X	X	X	X	X	X	
J1BD 35	Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women	X	X	X	X	X	X	X	X	X	

Code	Unit title	Specific aims									
		1	2	3	4	5	6	7	8	9	10
J1BC 35	Develop Manage and Support Practice in Relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women	X	X	X	X	X	X	X	X		
J1BD 35	Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women	X	X	X	X	X	X	X	X		

## 5.2 Signposting of National Occupational Standards (NOS)

**Code:** J1BC 35. J1BD 35

**Unit title:** Develop Manage and Support Practice in Relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women

**Unit title:** Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women

### **National Occupational Standard:**

The units may provide underpinning knowledge to the SVQ Social Services (Children and Young People) SCQF level 7

SCDCCLD301	Promote Effective Communication
SCDHSC0032	Promote Health, Security and Safety in the Workplace
SCDHSC0033	Develop Your Practice Through Reflection and Learning
SCDHSC0034	Promote the Safeguarding of Children and Young People
SCDCCLD0308	Promote Children's Wellbeing and Resilience
SCDHSC0336	Promote Positive Behaviour
SCDHSC0311	Support Children and Young People to Develop and Maintain Supportive Relationships
SCDHSC0312	Support Children and Young People to Develop a Positive Identity and Emotional Wellbeing
SCDHSC0313	Work with Children and Young People to Promote their Own Physical and Mental Health
SCDHSC0325	Contribute to the Support of Children and Young People who have Experienced Harm or Abuse
SCDHSC0326	Promote the Development of Positive Behaviour in Children and Young People
SFJBB2	Model Pro-social Behaviour when Working with Individuals
SCDHSC0038	Support Children and Young People to Manage Aspects of Their Lives
SCDCCLD0340	Promote Quality Systems and Procedures for the Delivery of Childcare Services
SCDHSC0036	Contribute to the Assessment and Planning Process with Children and Young People

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT			Problem Solving		Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1BC 35	Develop Manage and Support Practice in relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women	Essays, reflective and analytical accounts, recording /reporting, case studies	Group discussions group and individual presentations	Read, understand and interpret multiple data sources	<b>Interpret and analyse information from multiple data sources</b>	Research and interpret complex online data, literature and other documentation	Analysis presented in written assignments and assessments	Reflective and self analytical accounts applying theory to practice	Robust plans and timescales, completion and submission of assignments	Reflective and analytical practice Self analysis assignments	Group exercises Interaction with other learners and trainers	Reflective and analytical practice Self analysis assignments
J1BD 35	Gender informed Risk Management and Vicarious Trauma in relation to Vulnerable Young Girls and Young Women	Essays, reflective and analytical accounts, recording /reporting, case studies	Group discussions group and individual presentations	Read, understand and interpret multiple data sources	<b>Interpret and analyse information from multiple data sources</b>	Research and interpret complex online data, literature and other documentation	Analysis presented in written assignments and assessments	Reflective and self analytical accounts applying theory to practice	Robust plans and timescales, completion and submission of assignments	Reflective and analytical practice Self analysis assignments	Group exercises Interaction with other learners and trainers	Reflective and analytical practice Self analysis assignments

## 5.4 Assessment strategy for the qualification

Unit	Outcome 1	Outcome 2	Outcome 3
Develop Manage and Support Practice in Relation to Trauma, Risk and Needs of Vulnerable Young Girls and Young Women	Essay Case studies Questioning Presentation/observation Analytical accounts Groupwork	Essay Analytical accounts Case studies Presentation/observation Questioning Groupwork	Essay Case studies Analytical accounts Presentation/observation Questioning Groupwork
Gender informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women	Essay Case studies Questioning Presentation/observation Analytical accounts Groupwork	Essay Case studies Questioning Presentation/observation Analytical accounts Groupwork	Essay Case studies Questioning Presentation/observation Analytical accounts Groupwork

## 6 Guidance on approaches to delivery and assessment

The qualification is a Professional Development Award (PDA) in Managing Effective Practice with Girls and Young Women. It is a group award comprising two units at SCQF level 8 (16 credit points at SCQF level 8). *Managing Effective Practice with Girls and Young Women* builds directly on knowledge and skills acquired in *Promoting Effective Practice with Girls and Young Women*, SCQF level 7, and facilitates further exploration of underlying risks, trauma and how this manifests in female substance misuse and female adult outcomes including loss of liberty. The qualification is suitable for professionals in health and social care who work directly or indirectly with vulnerable and high risk girls and young women, and for others who may be involved in life changing decisions, for example, Children's Panel members, police, teachers. The units' teaching allocation is 40 notional hours per credit.

Learners for this award should have established and consolidated reflective practice skills and an ability to critically analyse their own values and attitudes towards vulnerable and high risk girls and young women. *Managing Effective Practice with Girls and Young Women* will enable learners to understand and analyse underlying risks and needs specific to vulnerable and high risk girls and young women, how this contributes to challenging and/or harmful behaviour and the impact on female adult development and outcomes. The qualification will enable learners to further consider factors and research, which highlight specific areas to focus on in order to formulate gender informed risk management plans. The qualification will enable learners to develop more in-depth knowledge of secure care and the impact of deprivation of liberty. Learners will further develop their knowledge of substance misuse from a gender perspective, its relationship with trauma and will enhance knowledge and understanding of the impact of Post-Traumatic Stress Disorder and vicarious trauma.

It is recommended that learners work through this unit in groups in order to give and receive feedback. Group and individual presentations provide opportunities for learners to demonstrate their learning and increase their self-awareness and self-analysis. Self-directed learning, research and additional reading are strongly encouraged in order that learners recognise the importance of their own self-development.

It is recommended that evidence requirements in respect of *Promoting Effective Practice with Girls and Young Women* SCQF level 7 are fully met before progressing to *Managing Effective Practice with Girls and Young Women*. It is recommended that the units are delivered sequentially as and that Unit 1 requirements are fully achieved before progressing to Unit 2 of *Managing Effective Practice with Girls and Young Women*. Learners will be assessed through a variety of assessment methods including essays, case studies, reflective and analytical accounts, presentations and group exercises.

No specific teaching qualification is required to deliver but it is recommended that trainers have successfully completed the Training for Trainers course and have demonstrated extensive knowledge of relevant issues, policies and legislation pertinent to vulnerable and high risk girls and young women.

A series of short films was produced to support this training and these should be used throughout the delivery of the programme as specified in the teaching materials.

Throughout delivery, learners should be set clear standards in terms of presentation of information. It is recommended that standard referencing conventions are used throughout so that learners are confident about using wider evidence in support of research and academic reporting. This should also ensure compliance with copyright and avoid issues of plagiarism.

## 6.1 Sequencing/integration of units

Learners should have successfully completed Unit 1 before progressing to Unit 2 and must provide evidence for all of the evidence requirements and knowledge and skills.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a license to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

There are no formal articulation agreements attached to this award.

### 6.2.2 Professional recognition

There is no formal professional body recognition for this award, however, the service itself has identified a need for a qualification to improve practice with girls and young women across a range of services in Health and Social Care and other associated professions.

## 6.3 Opportunities for e-assessment

Some aspects of the units can be delivered using e-learning, however, the entire award cannot be delivered via this route. Traditional teaching is required in particular when reflecting and analysing values and judgements in respect of gender issues, and in group exercises.

## 6.4 Support materials

N/A

## 6.5 Resource requirements

The PDA is a specialist award and it is recommended that it is delivered by centres that have the knowledge and understanding of working with high risk and vulnerable girls and young women. Trainers should be able to demonstrate this knowledge and understanding.

Class teaching should be based on a variety of teaching styles including class and group discussion, exercises and presentations, reading and research, and reflective practice.

# 7 General information for centres

## Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ Learners may not be entered for the group award
- ◆ The group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ The group award will be deleted from the relevant catalogue
- ◆ The group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ No new centres may be approved to offer the group award
- ◆ Centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

**Unit title:** Develop Manage and Support Practice in Relation to Trauma, Risk and needs of Vulnerable Young Girls and Young Women (SCQF level 8)

This unit will enable you to identify and analyse underlying risks and how they contribute to challenging or harmful behaviours and the impact of risk on female adult development and outcomes.

The unit will assist you in widening your knowledge of the use of secure care for girls and specifically focusing on the deprivation of liberty for girls will enable you to consider the impact their identity has on the decision makers.

The unit will also assist you to analyse the impact trauma has on attachment style and the profound effect of shame.

The unit will assist you to build on your knowledge of substance misuse and gender, and its relationship with trauma.

On successful completion of the unit you will be able to:

- ◆ Critically analyse the risk factors that correlate with vulnerability in girls and young women and how this impacts on pathways to adulthood.
- ◆ Critically evaluate the impact and influence society's views on girls may have on decision makers for secure care.
- ◆ Critically analyse the role of trauma, insecure attachment and shame when specifically analysing substance misuse in girls and young women.

You will develop knowledge and skills in the following areas:

- ◆ Underlying risk factors and how they contribute to challenging or harmful behaviours
- ◆ Perceptions of risk and how it is assessed
- ◆ Impact of risk on female adult development and outcomes
- ◆ Transitions from child to adult services and systems
- ◆ Use of secure care for girls
- ◆ Impact on decisions on girls influenced by views
- ◆ criteria for secure care using a gender responsive lens
- ◆ Legislation for secure care this appears in Outcome 1 level 7
- ◆ Dichotomy between expectations of gender and presenting behaviours.
- ◆ Different responses in different countries to girls.
- ◆ Alternatives to secure care
- ◆ Psychological processes involved in substance misuse and offending in young women
- ◆ The role of interpersonal relationships
- ◆ The role of complex trauma in substance misuse specific to young women
- ◆ Interventions specific to substance misuse in young women
- ◆ The differences in response to offending behavior regarding gender

You will be assessed using various tools eg, essays, blogs, case studies, presentations, reflective practice, research, questionnaires, group exercises and direct observation.

This unit will contribute to your continuous professional development through standards required SSSC and GTC.

**Unit title:** Gender Informed Risk Management and Vicarious Trauma in Relation to Vulnerable Young Girls and Young Women (SCQF level 8)

This unit will enable you to become more gender informed in how risk is assessed and managed in relation to vulnerable girls and young women.

You will further consider factors and research which highlight specific areas to focus on when aiming to achieve a gender informed risk management plan.

You will identify signs of vicarious trauma which may occur when working with girls and young women who have been subjected to trauma.

You will develop your understanding of gender identity through a gender responsive lens.

The impact of Post-Traumatic Stress Disorder (PTSD) will be explored.

On successful completion of the unit you will be able to:

- ◆ Critically analyse how risk is currently assessed and the formulation of risk management plans through a gender specific lens
- ◆ Critically analyse vicarious trauma when working with vulnerable girls and young women
- ◆ Critically analyse the development of identity, voice and mind in girls and young women and understand the use of evidence based interventions through a gender specific lens

You will develop knowledge and skills in the following areas:

- ◆ Managing risk — limitations of current legislation and guidance
- ◆ Hidden needs behind risky behaviours
- ◆ Gender informed risk management
- ◆ Understand the signs and symptoms of vicarious trauma
- ◆ Coping strategies
- ◆ Adjustment reaction
- ◆ The role of shame and disgust in female PTSD and the limitations this causes
- ◆ Gender informed psychological interventions
- ◆ Current evidence based interventions
- ◆ Understanding the role of self in perceptions of PTSD
- ◆ Healing resources for girls and young women and understanding the role of the professional.

You will be assessed using various tools ie, essays, blogs, case studies, presentations, reflective practice, research, questionnaires, group exercises and direct observation.

This unit will contribute to your continuous professional development through standards required SSSC and GTC.