

Unit 19: Professional Practice in Children and Young People's Social Care

Unit code:	SCMP3
Unit reference number:	F/601/0315
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the legislation and policy framework for working with children and young people in social care work settings**

How current and relevant legislation and policy affects work with children and young people: current and relevant legislation and policies appropriate to UK home nation eg The Common Core of Skills and Knowledge, Health and Social Care Act 2008, The Children Act 1989, The Children Act 2004, The Children and Young Person Act 1933, Every Child Matters; legislation, codes of practice and policy inform and guide practice; provide a framework for good practice for work with children and young people; outline principles and values including welfare of the child and young person as paramount; workers contribute to children's care, learning, development and safeguarding and this is reflected in every aspect of practice and service provision

Impact of social care standards and codes of practice on work with children and young people: as appropriate to own home nation eg emphasis on multi-agency working, information sharing, child protection as everyone's responsibility, early identification and intervention where there is concern about child or young person's wellbeing or development, emphasis on child-centred approach and involving children and young people in decisions that affect their lives

Importance of the United Nations Convention on the Rights of the Child (UNCRC): the treaty has been signed by almost every country in the world and applies to all children under the age of 18; outlines the basic human rights of children everywhere; all children have the right to survive, develop to their full potential, be protected from harmful influences, abuse and exploitation, participate fully in family, cultural and social life, have their own views taken into account, play, rest and enjoy leisure

2 **Understand the professional responsibilities of working with children and young people**

Corporate parent: the collective responsibility that is placed on local government, services agencies and associated professionals to work together to achieve good parenting and positive outcomes for all children and young people in their care

Professional carer: professional carers are employed by local authorities, private individuals or private agencies to support people to achieve highest possible levels of independence in their everyday lives, foster carers look after children or young people who cannot live with their parents, some children who cannot live with their parents are placed into the care of a children's residential establishment

Impact of professional relationships on children and young people: the range of ways children and young people may respond to professionals, eg uncertainties about how to behave or relate to professionals, possible feelings of powerlessness, power relationships; positive impact these

relationships can have on the child or young person and their future success eg build sense of self-esteem, offer support, provide opportunity for child or young person to express their feelings, concerns and ideas

Examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people: eg professional incompetence, misrepresentation or fraud (eg giving inaccurate or misleading information in child protection matter, failure to disclose own previous criminal convictions), neglect of professional duty, acting outside boundaries of own role and/or responsibilities, immoral or indecent behaviour, violation of ethical standards for profession (eg inappropriate personal relationship with child or young person who uses the professional services)

Actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people: duty to report poor practice and unprofessional conduct; use of correct procedures for reporting poor practice and unprofessional conduct; accurate documentation and record-keeping; whistle-blowing

3 Be able to meet professional responsibilities by reflecting on own performance and practice

Professional responsibility to maintain current and competent practice: keeping up to date with changing legislation, policy and practice; identifying training needs and updating own training

Engage with professional supervision in order to improve practice: participate positively in professional supervision and practice observations in the work setting; contribute appropriately to personal development plans and reviews; participate in relevant training and development activities

Seek and learn from feedback on own practice from colleagues and children and young people: reflecting on feedback and professional guidance; making changes to practice where necessary; use of appropriate methods to seek feedback from children and young people; reflecting on whether own practice is contributing to meeting the individual needs of children and young people

Importance of understanding the limits of personal competence and when to seek advice: eg importance of not acting beyond the limits of own role, understanding consequences (for self and others) of acting beyond own role, recognising when not competent to meet requirements of child or young person, when to request support or to refer to another colleague, professional or agency

4 Be able to develop effective working relationships with professional colleagues

Respect and value the professional competence and contribution of colleagues: importance of participating in planning and sharing of responsibilities; maintain confidentiality as appropriate; develop positive relationships with colleagues; appreciate and follow lines of reporting; recognising and sharing of skills; develop good interpersonal skills

Own rights and expectations as a professional and how to assert them: rights as an employee eg maternity rights, paid time off work, redundancy, right to be treated fairly; expectations eg regarding information and consultation, training, support and development; procedures for asserting own rights and expectations eg inform supervisor or Human Resources officer, formal complaints and grievance procedures, tribunals and courts; sources of impartial advice eg Commission for Equality and Human Rights, Age Concern, Citizens Advice Bureau

5 Understand the implications of equalities legislation for working with children, young people and families

How current equalities legislation affects work with children, young people and families: equalities legislation as appropriate to UK home nation eg the Children Act 2010, The Education Reform Act 1988, the Equality Act 2010; how workplace policies and codes of practice are influenced by these major pieces of legislation giving direction and cohesion

Examples of good practice in promoting equality and how and why they are effective: eg examining own possible prejudices in order to understand their source, implications and ways they could be eliminated, developing staff awareness, knowledge, skills and confidence to challenge prejudice and inequalities through training, support, discussion with other colleagues and other appropriate methods, actively reflecting equality considerations in recruitment and deployment of staff in settings

6 Understand the value of diversity and the importance of equality and anti-discriminatory practice

Meaning of diversity: the acknowledgement and respect of differences within and between groups or people; valuing and respecting individuals and their own interest and needs

Anti-discriminatory practice and examples of how it is applied in practice with children, young people and families: anti-discriminatory practice means no child or young person should be discriminated against on the basis of race, ethnicity, gender, sexual orientation, socio-economic status, age, disability or physical abilities, religion or belief; applying anti-discriminatory practice eg by encouraging a sense of belonging, valuing cultural diversity and respecting differences, avoiding stereotypes, sensitive use of language and communication, taking steps to include all children and young people in every aspect of the setting, inclusive approach to learning and play, reflecting the diversity of the group in the provision of activities and experiences

The effects of discrimination and the potential results for children and young people: diminished opportunity and life chances; disadvantage, feeling of exclusion; lack of motivation and reluctance to participate; feelings of mistrust, rejection, anger, despair, confusion; negative impact on self-esteem and self-image; negative behaviour eg aggression, violence, self-harm