

Level 3

NVQ in Caring for Children and Young People

Supplement to Candidate Handbook (L921)

Additional Option Group B Units– Checklist and UARs

The units included in this supplement were omitted from the Candidate Handbook (L921) published January 2002.

This document is available on the CACHE website (www.cache.org.uk) as an Acrobat PDF file or alternatively, further copies are available on request from the Information and Publications Dept (01727 738308)

L921/S

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**Caring for Children and Young People
Additional Option Group B Units
Level 3**

(7 option units must be completed, at least 4 of which must be chosen from Option Group A. Up to 7 units can be chosen from Group A, if appropriate.)

Please tick appropriate box when element is completed

Unit Title

CJ14 Promote children's social and emotional development

Element

- | | | |
|------|---|--------------------------|
| C5.1 | Enable children to adjust to the setting | <input type="checkbox"/> |
| C5.2 | Enable children to relate to others | <input type="checkbox"/> |
| C5.3 | Develop children's self-reliance and self-esteem | <input type="checkbox"/> |
| C5.4 | Enable children to recognise and deal with their feelings | <input type="checkbox"/> |
| C5.5 | Enable children to develop a positive self-image and identity | <input type="checkbox"/> |
| C5.6 | Prepare children to move on to new settings | <input type="checkbox"/> |

SC17 Promote children's sensory and intellectual development

Element

- | | | |
|-------|---|--------------------------|
| C10.1 | Develop children's attention span and memory | <input type="checkbox"/> |
| C10.2 | Develop children's awareness and understanding of sensory experiences | <input type="checkbox"/> |
| C10.3 | Develop children's understanding of mathematics and science | <input type="checkbox"/> |
| C10.4 | Develop children's imagination and creativity | <input type="checkbox"/> |

SC20 Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Element

- | | | |
|--------|--|--------------------------|
| SC20.1 | Contribute to effective physical environments for group care | <input type="checkbox"/> |
| SC20.2 | Contribute to effective social and emotional environments for group care | <input type="checkbox"/> |

Z13 Observe and assess the development and behaviour of children

Element

- | | | |
|-------|--|--------------------------|
| C16.1 | Observe children's behaviour and performance | <input type="checkbox"/> |
| C16.2 | Use observation results to inform the children's future care and education | <input type="checkbox"/> |

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Candidate Name:

Unit Check List

Element	Date Completed	Assessor's Initials
CJ14.1 Assist individual with negotiations		
CJ14.2 Assist individual with a formal hearing		

Unit CJ14 Assist Individuals with Negotiations and Formal Hearings

Centre Name:..... Centre Number:.....

I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the way the assessment(s) was conducted and its outcome.

Candidate's Name:..... Candidate's Signature:.....

Date Unit Completed:..... Candidate's Number:.....

I certify that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures.

Assessor's Name:..... Date:..... Signature:.....

Countersignature's Name:..... Date:..... Signature.....
(Required if Assessor's not yet qualified)

I confirm that I have sampled/not sampled this unit. (Please delete as appropriate)

Internal Verifier's Name:..... Date:..... Signature:.....

Countersignature's Name:..... Date:..... Signature:.....
(Required if Internal Verifier's not yet qualified)

I confirm that I have sampled this unit. (Where unit is included in sample)

External Verifier's Name:..... Date:..... Signature:.....

CJ14 - Option Group B Unit

Assist Individuals with Negotiations and Formal Hearings

Key to Methods of Evidence Gathering

- A Direct observation by an assessor with D32/D33 qualification
- B Questioning
- C Witness (third party) testimony –
authenticated statements from witnesses
- D Work plans/Schedules of activities
- E Inspection of the setting by a D32/D33 qualified assessor
- F Reflective accounts
- G Log books, diaries, notes
- H Work products
- I Case studies, assignments or projects
- J Client observations
- K Simulation – including role play and skills rehearsals to
be set up by the assessor
- L Skills transferable from other performance
- M Past achievements –
evidence from before registration for NVQ assessment
- N Formal written or oral tests/extended questioning

Option Group B Unit - **CJ14**

Assist Individuals with Negotiations and Formal Hearings

Elements

- CJ14.1 Assist individual with negotiations
- CJ14.2 Assist individual with a formal hearing

Information about this unit

Summary

This unit focuses on the worker's role in helping individual service users to deal positively with negotiations and formal hearings. The emphasis is on promoting the individual's interests within the context of agency policy and practice guidelines.

The first element concentrates on situations where negotiation is required whether with another individual, a group or an agency. The second element is about supporting an individual through the more formal process of a court, or other kind of hearing.

The unit involves dealing with potentially conflicting interests which need to be managed constructively and with handling outcomes which may not always be equally welcome to different parties.

Target group

The unit is aimed at anyone who is involved in handling negotiations for different purposes, both with individuals and with agencies and who also represents individuals at formal hearings.

Values

To achieve this unit, the worker needs to be aware of, and be able to deal with, balancing an individual's rights and choices with other considerations. In doing so, the worker would also need to recognise the impact different personal beliefs and perspectives can have on negotiations, including the effect of past or current discrimination. Clear and effective communication is also important, as well as respecting the confidentiality of information, within the bounds of the agency's policy and practice and any overriding legislation.

Relationship to other units

This unit related to unit CJ4: Represent agency at a formal hearing, which focuses on the worker's contribution to representing their agency at a formal hearing.

Place in the NVQ/SVQ framework

This unit is included at Level 4 in the Criminal Justice Services Awards and also occurs in the following Care Awards:

- Working with Children and Young People - Level 3
- Social Care - Level 4

Note

Because they are specific to each element, you will find the evidence requirements, together with assessment guidance and descriptions of knowledge, understanding and skills after the range and performance criteria for each element.

CJ14 - Option Group B Unit

Assist Individuals with Negotiations and Formal Hearings

Element: CJ14.1
Assist individual with negotiations

Range

Negotiations:		Evidence method	Evidence reference
R1	with an agency		
R2	with a group		
R3	with another individual		

Parties:		Evidence method	Evidence reference
R4	others relevant and significant to the individual		
R5	staff in own agency		
R6	other agencies		

Obstacles:		Evidence method	Evidence reference
R7	communication difficulties		
R8	ill-health		
R9	conflicting interests		
R10	lack of information		
R11	lack of resources		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	Objectives and methods for <i>negotiations</i> are established with the individual.		
2	Communication and effective working relationships with all relevant <i>parties</i> are established and maintained wherever possible.		
3	Communications and information are free from discriminatory language and content.		
4	The individual's needs are represented accurately and clearly to other relevant <i>parties</i> .		
5	Possible <i>obstacles</i> to <i>negotiations</i> are identified and addressed constructively.		
6	The full range of possible outcomes and any changes in circumstances are addressed with the individual and other relevant <i>parties</i> .		

Option Group B Unit - **CJ14**

Assist Individuals with Negotiations and Formal Hearings

7	The individual is kept informed of progress and their consent obtained throughout.		
8	Information, practical help, resources, guidance and support are provided to meet the individual's needs.		
9	Actual outcomes of <i>negotiations</i> and their implications are addressed with the individual and other relevant parties.		
10	Recommendations and plans for further action are based on all available information and resources.		
11	Practice is consistent with agency policy, practice guidelines and relevant statutory requirements, including requirements for confidentiality.		

Descriptions of Knowledge, Understanding and Skills

Own agency's policies, practice and ways of working

Evidence
method

Evidence
reference

1	Own agency's relevant policies, practice guidelines, procedures, role boundaries and resources.		
---	---	--	--

Relationships with other agencies

Evidence
method

Evidence
reference

2	Other key agencies' relevant services and resources, and how to access them.		
---	--	--	--

Legal and civil rights

Evidence
method

Evidence
reference

3	Basic legal and civil rights, and how to obtain further information about them.		
---	---	--	--

Statutory requirements

Evidence
method

Evidence
reference

4	Relevant statutory requirements upon worker's agency, other key agencies, individual service users and relevant others.		
---	---	--	--

Negotiation methods and interpersonal skills

Evidence
method

Evidence
reference

5	Range of methods that can be used to enable an individual to gain confidence and skills in negotiations.		
6	Range of interpersonal skills to handle conflicts of interest and feedback of outcomes.		

Sources of further information and help

Evidence
method

Evidence
reference

7	How to find out about further sources of relevant information, assistance, advice, support and resources.		
---	---	--	--

Evidence requirements

Successful performance is required over several cases within at least one class of negotiations and on a variety of classes of parties and obstacles; supplemented by simulations where necessary. Because of the sensitive and confidential nature of some negotiations, simulation may be used where necessary.

CJ14 - Option Group B Unit

Assist Individuals with Negotiations and Formal Hearings

Knowledge evidence may be necessary to supplement that available from performance to cover the range of negotiations, parties and obstacles detailed, and particularly in respect of

- PC5 as to which obstacles may apply and how they should be addressed;
- PC6 as to what possible outcomes should be addressed;
- PC8 as to which sorts of information, practical help, resources, guidance and support should be provided, and why.

Assessment guidance

Evidence gathered for this element may also provide evidence for element CJ14.2. It may also provide evidence for Unit CJ1: Support individuals experiencing difficulties and CJ11: Assist individuals to understand and address their difficulties at Level 4, as well as CJ2: Contribute to assisting individuals to address offending behaviour and CJ12: Assist individuals to address offending behaviour.

Useful sources of evidence

The following may provide useful sources of evidence for this element:

- case notes
- notes from meetings and conversations
- sources of information on further help
- debriefing from role plays and simulations.

Element: CJ14.2

Assist individual with a *formal hearing*

Range

Formal hearings:		Evidence method	Evidence reference
R1	criminal court		
R2	civil court		
R3	youth court		
R4	Children's Hearing		
R5	appeals		
R6	tribunals		
R7	other formal hearings		
Evidence/contributions:		Evidence method	Evidence reference
R8	written		
R9	oral		
Parties:		Evidence method	Evidence reference
R10	others relevant and significant to the individual		
R11	staff in own agency		
R12	other agencies		

Option Group B Unit - **CJ14**

Assist Individuals with Negotiations and Formal Hearings

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	A clear explanation of the <i>formal hearing</i> and the full range of possible outcomes is provided to the individual and other relevant <i>parties</i> .		
2	Information, practical help, resources, guidance and support to meet the individual's needs are provided.		
3	<i>Evidence</i> is compiled and presented as required by the hearing and as is consistent with the worker's role.		
4	Clear and constructive <i>contributions</i> are made at the <i>hearing</i> as appropriate.		
5	The worker's presentation of self promotes the individual's interests and effective working relationships.		
6	Communications and information are free from discriminatory language and content.		
7	Constructive action is taken in situations of distress, unforeseen circumstances and emergencies.		
8	Actual outcomes of the hearing and their implications are addressed with the individual and other relevant <i>parties</i> .		
9	The individual's needs for further assistance are represented accurately and clearly to other relevant <i>parties</i> as necessary.		
10	Following the <i>hearing</i> , recommendations and plans for further action are based on all available information and resources.		
11	Practice is consistent with agency policy, practice guidelines and relevant statutory requirements, including requirements for confidentiality.		

Descriptions of Knowledge, Understanding and Skills

Own agency's policies, practice and ways of working

		Evidence method	Evidence reference
1	Own agency's relevant policies, practice guidelines, procedures, role boundaries and resources.		

Relationships with other agencies

		Evidence method	Evidence reference
2	Other key agencies' relevant services and resources, and how to access them.		

CJ14 - Option Group B Unit

Assist Individuals with Negotiations and Formal Hearings

Types of formal hearings and outcomes		Evidence method	Evidence reference
3	Basic familiarity with the range of formal hearings - their functions, associated statutory requirements, procedures (e.g. administration and etiquette), and resources (e.g. staffing and physical space).		
4	Basic familiarity with the range of possible hearing outcomes and associated statutory requirements.		
Presentation and interpersonal skills		Evidence method	Evidence reference
5	How to present information in a formal setting in a constructive and effective way		
6	Range of interpersonal skills to handle conflicts of interest and feedback of outcomes.		
Dealing with crises and emergencies		Evidence method	Evidence reference
7	How to act in crises and emergencies, and how to obtain further assistance as necessary.		
Sources of further help and information		Evidence method	Evidence reference
8	How to find out about further sources of relevant information, assistance, advice, support, and resources.		

Evidence requirements

Successful performance is required over several cases within at least one class of formal hearing and one class of evidence, and on a variety of classes of parties. Because of the sensitive and confidential nature of some hearings, simulation may be used where necessary.

Knowledge evidence may be necessary to supplement that available from performance to cover the range of formal hearings, evidence and parties detailed, and particularly in respect of:

- PC1 as to what possible outcomes should be explained;
- PC2 as to which sorts of information, practical help, resources, guidance and support should be provided, and why;
- PC5 as to what variations in etiquette are appropriate to different classes of hearing;
- PC7 as to which sorts of action should be taken, and when.

Assessment guidance

Evidence gathered for this element may also provide evidence for element CJ14.1. It may also provide evidence for Unit CJ1: Support individuals experiencing difficulties and CJ11: Assist individuals to understand and address their difficulties at Level 4, as well as CJ2: Contribute to assisting individuals to address offending behaviour and CJ12: Assist individuals to address offending behaviour.

Useful sources of evidence

The following may provide useful sources of evidence for this element:

- case notes
- explanatory notes/leaflets about different types of hearing
- records relating to actions taken in emergencies
- debriefing from role plays or simulations.

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Candidate Name:

Unit Check List

Element	Date Completed	Assessor's Initials
SC17.1 Identify the risk of abuse, failure to protect and harm to self and others		
SC17.2 Assess the need for intervention		

Unit: SC17 Evaluate the Risk of Abuse, Failure to Protect and Harm to Self and Others

Centre Name:..... Centre Number:.....

I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the way the assessment(s) was conducted and its outcome.

Candidate's Name:..... Candidate's Signature:.....

Date Unit Completed:..... Candidate's Number:.....

I certify that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures.

Assessor's Name:..... Date:Signature:

Countersignature's Name: Date:Signature

(Required if Assessor's not yet qualified)

I confirm that I have sampled/not sampled this unit. (Please delete as appropriate)

Internal Verifier's Name:..... Date:Signature:

Countersignature's Name: Date:Signature:

(Required if Internal Verifier's not yet qualified)

I confirm that I have sampled this unit. (Where unit is included in sample)

External Verifier's Name: Date:Signature:

SC17 - Option Group B Unit CSC97CA

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

Key to Methods of Evidence Gathering

- A Direct observation by an assessor with D32/D33 qualification
- B Questioning
- C Witness (third party) testimony –
authenticated statements from witnesses
- D Work plans/Schedules of activities
- E Inspection of the setting by a D32/D33 qualified assessor
- F Reflective accounts
- G Log books, diaries, notes
- H Work products
- I Case studies, assignments or projects
- J Client observations
- K Simulation – including role play and skills rehearsals to
be set up by the assessor
- L Skills transferable from other performance
- M Past achievements –
evidence from before registration for NVQ assessment
- N Formal written or oral tests/extended questioning

Option Group B Unit CSC97CA - **SC17**

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

Elements

- SC17.1 Identify the risk of abuse, failure to protect and harm to self and others
- SC17.2 Assess the need for intervention

Information about this unit

Summary

This unit highlights the role and responsibilities of the worker in contributing to the protection of clients from abuse and neglect and in assessing risk. It is concerned with the complex task of evaluating situations where there is a risk of abuse, failure to protect and harm to self and others. The worker identifies the potential risks to clients and others and then evaluates the evidence for intervening in the situation.

The worker is required to identify and evaluate the risk of physical, sexual and emotional harm, distinguishing between acceptable and unacceptable risk and working in situations where the degree of risk is high. Abuse and harm may be self-abuse and self-harm or abuse or harm of others. An awareness of, and ability to work within, the limits of the worker's own authority, organisation policies and procedures is critical in carrying out these functions.

Who this unit is aimed at

This unit is designed to be relevant to workers with clients in all care settings where there is a risk of abuse, failure to protect and harm to self and others.

Principles of good practice

The worker must be able to distinguish reliable sources of information from prejudice and to pay due weight to the views of all relevant parties, including those individuals who are the focus of the intervention and others with a right to be directly involved. Good practice involves the worker in balancing the right of the client to take risks against the likelihood of harm. Where legislation specific to the client's situation requires it, action may be taken without the client's consent. The worker's role in seeking to support and empower clients in this difficult situation is one which requires sensitivity and a high level of communication skills.

Relationship to other units

This unit has links to units on the assessment of needs (units SC1 and SC16), but reflects a more specialised role in evaluating options for action and the consequences of intervening in a situation where individuals are at greater risk.

Place in the NVQ/SVQ framework

This unit occurs in the following qualifications:

- Care Level 4

Evidence requirements for this unit

You must provide your assessor with evidence for **all** the performance criteria and **all** aspects of range and knowledge. The evidence must be provided in the following ways, taking account of any special considerations which may be noted below:

Special considerations

None.

1 Direct observation

Your assessor must observe you in real work activities which provide at least some of the evidence for each element in this unit. During these observations you will meet many of the performance criteria (PCs) and as many aspects of the range categories as possible.

PCs which might not be observed by your assessor include:

SC17.2.2, SC17.2.8

You can, of course, cover these PCs during the observations if the opportunity arises.

SC17 - Option Group B Unit CSC97CA

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

2 Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range which are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge which is listed in the specification. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observe you working.

You will need to agree, and review an assessment plan with your assessor so that you can collect sufficient evidence to show that you are competent and meet the requirements of the unit. You will need to discuss with your assessor what will be acceptable. Types of evidence could include:

- products of your work
- statements from other people who have seen you working (witness testimony)
- simulations
- questioning, oral or written
- case studies, projects, assignments and reflective accounts of your work.

Option Group B Unit CSC97CA - **SC17**

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

Element: SC17.1

The worker must be able to:

Identify the risk of abuse, failure to protect and harm to self and others

Range

Methods of collecting information:		Evidence method	Evidence reference
R1	meetings with the individual, their family and friends		
R2	meetings with other workers		
R3	telephone and correspondence		
R4	case reviews and conferences		
Individual's condition and behaviour:		Evidence method	Evidence reference
R5	current		
R6	over a period of time preceding the evaluation		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	<u>Methods of collecting information</u> are appropriate to the purpose of the investigation and consistent with organisational procedures.		
2	The purpose of collecting and compiling information is explained accurately to people who need to know, in a manner appropriate to their needs and understanding.		
3	Comprehensive information concerning the <u>individual's condition and behaviour</u> is collected and confirmed for accuracy.		
4	Sources of information are checked carefully for their reliability.		
5	Directly observed evidence, reliable information and opinion are accurately and clearly distinguished.		
6	Factors which suggest that individuals are at risk are correctly identified from the best available information.		
7	Information about the risk to individuals is communicated to other colleagues, using agreed procedures.		
8	Records are complete and accurate, up-to-date and conform to statutory and organisational guidelines.		

Notes on this element

- The level of risk may be high or low and may relate to risk which is physical, sexual, emotional or financial. Harm and abuse may be self-inflicted or inflicted by others.
- In PC7, colleague might include the worker's manager or a senior colleague where this is required by organisation policy and practice guidelines.
- The reference to 'family' in R1 includes partners where they exist.

SC17 - Option Group B Unit CSC97CA

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

Element: SC17.2

The worker must be able to:

Assess the need for intervention

Range

<u>Assessed</u> in relation to:		Evidence method	Evidence reference
R1	degree of risk		
R2	likely pattern of events if intervention does not take place		
R3	known evidence for the success of intervening		
Those involved:		Evidence method	Evidence reference
R4	other workers		
R5	other agencies		
R6	individuals and those in their network		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	The potential impact of harm, failure to protect and harm to self and others is <u>assessed</u> according to degree, likelihood and effect on individuals.		
2	<i>Action consistent with organisational and statutory requirements is taken without delay to protect individuals considered to be in immediate danger.</i>		
3	Individuals' rights to take risks and make their own choices are balanced against the likelihood of harm to self and others and an assessment of the individual's ability to make informed decisions and choices.		
4	Decisions to intervene are based on an accurate and fair assessment of the information available and the views from all others involved with the individual, and incorporate the worker's own knowledge of the source and level of risk.		
5	Possible effects of intervention are balanced against the individual's vulnerability to risk.		
6	The evaluation takes account of the possibility of change in the factors affecting risk and the implications of this for intervention.		
7	All <u>those involved</u> are fully informed of the possible outcomes of intervention.		

Option Group B Unit CSC97CA - **SC17**

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

8	<i>Disagreement concerning the source and level of risk is acknowledged and recorded.</i>		
9	The evaluation complies with national, organisational and legislative requirements.		

Notes on this element

- Immediate danger of harm (PC2) such as: personal safety, physical abuse, sexual abuse, risk of death.
- Statutory requirements in PC2 is that which is specific to the individual's circumstances such as the Mental Health Act, Children Act. This may require action to be taken without the individual's consent. The action may subject to judicial processes and may involve more than one organisation, such as the police, doctor, health professionals, Approved Social Workers.

Knowledge Specification for the Whole of this Unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Legislation, policy and good practice	Evidence method	Evidence reference
1 How statutory frameworks define the rights, powers and duties of the worker to identify potential risk of harm, abuse and failure to protect. The whole of unit SC17		
2 Which client or situation-specific legislation informs and guides the identification and definition of potential risk to the individuals (such as the Mental Health Act, The Children Act). The whole of unit SC17		
3 Research findings relating to risk factors. The whole of unit SC17		
4 Individuals' rights to know that an investigation is taking place, what information is being collected and why under statute or organisational policies. SC17.1.2		
5 Procedures for recording, storing and sharing information and the legislation related to this (e.g. Data Protection Act). SC17.1.8		
6 Why it is essential to verify information once it has been received. SC17.1.3, SC17.1.4		
7 The importance of ensuring clarity regarding the worker's role, rights and powers and that of others in the individual's network. The whole of unit SC17		
8 How statutory frameworks affect the significance of the evidence included in the decision making process, inform and guide the evaluation of the evidence, the level and pace of the intervention and inter-organisation communications. SC17.2.2, SC17.2.9		

SC17 - Option Group B Unit CSC97CA

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

9	Critical legal precedents that influence the legitimacy and possibility of intervention. SC17.2.2		
10	Why the worker needs to be aware of their own culture and social background and the importance of ensuring personal belief and prejudice do not have an impact on the evaluation of risk. The whole of unit SC17		
11	Why it is important to focus on the strengths and resources of the individual, significant others and local community. The whole of unit SC17		
12	Why it is important for all workers involved to be clear about their lines of accountability in relation to this type of work. The whole of unit SC17		

Factors which influence what you do		Evidence method	Evidence reference
13	The likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them. SC17.1.6, SC17.1.7		
14	Sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect (for example, prejudice related to age, class, caste, creed, culture, gender, health status, relationship status, mental ability, mental health, offending background, physical ability, place of origin, political beliefs, race, religion, responsibility for dependants, sensory ability, sexuality). The whole of element SC17.1		
15	The different types and patterns of social and emotional behaviours which might result in harm, abuse or failure to protect. SC17.1.6		
16	Signs and symptoms of harm, abuse and failure to protect. SC17.1.6		
17	How harm, abuse and failure to protect might negatively affect the individual's personal growth and development. SC17.1.6		
18	Indicators of the potential for change and improvement within the situation. SC17.1.6		
19	The strength of the impact that the assessment and decision making process may have on individuals, their family and friends, particularly if loss or a move is involved. SC17.2.1		
20	The impact of societal factors on the likelihood of risk, abuse, harm or failure to protect (such as poverty, discrimination). The whole of unit SC17		

Option Group B Unit CSC97CA - **SC17**

Evaluate Risk of Abuse, Failure to Protect and Harm to Self and Others

21	How and why risk factors may change with time. SC17.2.6		
22	The range of options for intervention, from non-intervention to active involvement. SC17.2.4		
23	The unintended consequences which may result from intervention, such as when the intervention may reduce one form of abuse only to introduce new or different risks. SC17.2.5		

How to achieve important outcomes

		Evidence method	Evidence reference
24	How workers can deal with the emotional impact on themselves and others in the individual's network. The whole of unit SC17		
25	How to prioritise risk. SC17.1.6, SC17.1.7		
26	How to collect, collate and evaluate different types of information. SC17.1.1		
27	How to distinguish between directly observed evidence, evidence from reliable sources and hearsay. SC17.1.5		
28	How to distinguish between prejudice and opinions that are backed by evidence. SC17.1.3, SC17.1.4		
29	How to empower those with a rightful say to participate fully in the evaluation of risk and the evidence for intervention. SC17.2.4		
30	Why it is important to take into account all relevant views. SC17.2.4		
31	How to undertake a risk assessment. SC17.2.1		
32	How to intervene to prevent and reduce risk, including research findings on the effectiveness of different approaches and the potential positive and negative effects of intervention. SC17.2.2		
33	Methods of giving feedback. SC17.2.7		
34	Report-writing and presentation skills. The whole of unit SC17		

Caring for Children and Young People

Option Group B Unit - **SC20**

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Candidate Name:

Unit Check List

Element	Date Completed	Assessor's Initials
SC20.1 Contribute to effective physical environments for group care		
SC20.2 Contribute to effective social and emotional environments for group care		

Unit SC20 Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Centre Name:..... Centre Number:.....

I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the way the assessment(s) was conducted and its outcome.

Candidate's Name:..... Candidate's Signature:.....

Date Unit Completed:..... Candidate's Number:.....

I certify that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures.

Assessor's Name:..... Date:..... Signature:.....

Countersignature's Name:..... Date:..... Signature.....
(Required if Assessor's not yet qualified)

I confirm that I have sampled/not sampled this unit. (Please delete as appropriate)

Internal Verifier's Name:..... Date:..... Signature:.....

Countersignature's Name:..... Date:..... Signature:.....
(Required if Internal Verifier's not yet qualified)

I confirm that I have sampled this unit. (Where unit is included in sample)

External Verifier's Name:..... Date:..... Signature:.....

SC20 - Option Group B Unit CSC97CA

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Key to Methods of Evidence Gathering

- A Direct observation by an assessor with D32/D33 qualification
- B Questioning
- C Witness (third party) testimony –
authenticated statements from witnesses
- D Work plans/Schedules of activities
- E Inspection of the setting by a D32/D33 qualified assessor
- F Reflective accounts
- G Log books, diaries, notes
- H Work products
- I Case studies, assignments or projects
- J Client observations
- K Simulation – including role play and skills rehearsals to
be set up by the assessor
- L Skills transferable from other performance
- M Past achievements –
evidence from before registration for NVQ assessment
- N Formal written or oral tests/extended questioning

Option Group B Unit CSC97CA - **SC20**

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Elements

SC20.1 Contribute to effective physical environments for group care

SC20.2 Contribute to effective social and emotional environments for group care

Information about this unit

Summary

This unit is concerned with the worker contributing to maintaining the effectiveness of the physical, social and emotional aspects of the environment in which care is provided.

The worker contributes to keeping the environment physically safe by monitoring its effectiveness in meeting clients' needs for warmth, access, security, mobility, and privacy. The worker contributes to a safe social and emotional environment which is free of risk by maintaining and fostering practices and procedures which support the client's development and offer a rich environment for care.

Who this unit is aimed at

This unit is designed primarily for clients in group living settings although it may also be appropriate to other environments in which groups of clients receive a service such as day-care or other community resources. It will be most relevant to workers who have a supervisory or management role within the care setting.

Principles of good practice

The worker will need to recognise, prevent and manage the disagreements and conflicts that can arise between individuals in shared or group living situations. The ability to balance the rights of individuals and groups and the needs that clients have for security is a key aspect of good practice in this unit.

Relationship to other units

Unit NC10 describes standards for contributing to developing and maintaining cultures and strategies in which people are respected and valued. This unit focuses more on the role of the worker, probably in a supervisory capacity, in the overall provision of effective environments. Unit Z1 related to monitoring for abuse will also be appropriate as will unit SC14 on establishing, sustaining and disengaging from relationships with clients. Unit CU1 is also relevant as this focuses on health and safety.

Place in the NVQ/SVQ framework

This unit occurs in the following qualification:

- Care Level 4

Evidence requirements for this unit

You must provide your assessor with evidence for **all** the performance criteria and **all** aspects of range and knowledge. The evidence must be provided in the following ways, taking account of any special considerations which may be noted below:

Special considerations

None.

1 Direct observation

Your assessor must observe you in real work activities which provide at least some of the evidence for each element in this unit. During these observations you will meet many of the performance criteria (PCs) and as many aspects of the range categories as possible.

PCs which might not be observed by your assessor include:

SC20.1.3, SC20.1.6

You can, of course, cover these PCs during the observations if the opportunity arises.

SC20 - Option Group B Unit CSC97CA

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

2 Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range which are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge which is listed in the specification. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observe you working.

You will need to agree, and review an assessment plan with your assessor so that you can collect sufficient evidence to show that you are competent and meet the requirements of the unit. You will need to discuss with your assessor what will be acceptable. Types of evidence could include:

- products of your work
- statements from other people who have seen you working (witness testimony)
- simulations
- questioning, oral or written
- case studies, projects, assignments and reflective accounts of your work.

Option Group B Unit CSC97CA - **SC20**

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Element: SC20.1

The worker must be able to:

Contribute to effective physical environments for group care

Range

Physical environment:		Evidence method	Evidence reference
R1	building		
R2	contents		
R3	surrounding areas		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	The <u>physical environment</u> of the care setting is monitored to ensure that it continues to meet the physical needs of clients.		
2	Potential risks to clients' physical safety are identified and the appropriate action is taken promptly.		
3	<i>The appropriate action is taken to implement changes and modifications to the <u>physical environment</u> which would improve the quality of care offered to clients .</i>		
4	Clients are supported to display and store their personal possessions so that they can get maximum benefit from them, provided that this does not upset other people.		
5	Clients' suggestions on how the <u>physical environment</u> can be improved are sought in ways which are likely to produce an effective response and are consistent with the aims of the setting.		
6	<i>The appropriate action is taken in response to any deterioration in the <u>physical environment</u> which might detract from clients' comfort and well-being.</i>		
7	Proposed changes to shared environments are discussed and agreed with those concerned.		
8	Changes achieve a balance between the preferences and needs of the people living and working in the environment and organisational constraints.		

Notes on this element

- Clients physical needs include: access, mobility, warmth, comfort, safety, security.
- In PC2, risks will be anything in the immediate physical environment that could cause injury or harm or difficulty for the client, such as stairs when clients are unable to use stairs safely, wet floors, furniture, open fire doors, blocked exit points. Appropriate action might be taking immediate remedial action or referring the issue to others.
- The contents of the environment (R2) will include: gardens paths and the immediate neighbourhood.
- Monitoring in PC1 will cover any formal monitoring which the worker is responsible for undertaking and informal monitoring on an ongoing basis.

SC20 - Option Group B Unit CSC97CA

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Element: SC20.2

The worker must be able to:

Contribute to effective social and emotional environments for group care

Range

Abuse:	Evidence method	Evidence reference
R1 physical		
R2 emotional		
R3 sexual		
R4 financial		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

	Evidence method	Evidence reference
1	Consistent efforts are made to provide support, nurturing, stimulation and new learning opportunities which meet clients' needs and preferences.	
2	Strategies are used to foster and enhance safe and effective relationships between individuals.	
3	Effective measures are taken to protect clients from <u>abuse</u> .	
4	Responsibility for monitoring the health and social well-being of individuals is formally allocated to a named worker.	
5	Practices and procedures in the setting are negotiated with clients and other relevant people and are in accordance with agency and legislative requirements.	
6	An effective balance is achieved between clients' preferences and those of other individuals and groups who share the environment.	
7	Contingency plans are devised to cope with potential crises and conflicts.	
8	Links with others which would increase clients' opportunities for stimulation and social contacts are established and maintained.	
9	Arrangements for access by outsiders achieve a balance between security and safety and the conflicting needs of clients .	
10	Clients are provided with information on how to access complaints procedures.	

Notes on this element

- Strategies to foster and enhance good relationships (PC2) will include: establishing ground rules, helping people communicate effectively with others, conflict reduction, negotiation, appropriate use of space and time, rhythm and routine.

Option Group B Unit CSC97CA - **SC20**

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

Knowledge Specification for the Whole of this Unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Legislation, policy and good practice	Evidence method	Evidence reference
1 Legislation relevant to health and physical safety, the structure and resources of the care environment.		
2 National and local, client and situation specific policies, guidelines and procedures that influence and improve the safety and effectiveness of care environments. SC20.1.2, SC20.1.3		
3 Why social rituals and routines may be important. Whole of element SC20.2		
4 Why access to personal possessions is important on maintaining clients' sense of identity. SC20.1.4		
5 National and agency policy and guidelines relating to good practice in group care contexts. SC20.2.5		
6 Agency policy and procedures relating to complaints. SC20.2.10		
7 Why it is important for each client to have a designated worker with responsibility for overseeing their welfare and the problems that can arise if this does not happen. SC20.2.4		
8 Signs that may indicate the different types of abuse listed. SC20.2.3		
9 The importance of establishing and maintaining links with the local community and the benefits for clients likely to result from this. SC20.2.8		

Factors which influence what you do	Evidence method	Evidence reference
10 The impact of the environment on health and social well being. SC20.1.5, SC20.1.6		
11 The relevance of religious and cultural requirements in establishing a safe and effective physical environment. SC20.1.8		
12 The potential impact of care environments on the formation of individual identity and on client well-being. SC20.2.1		
13 Sources of conflict between groups and individuals in the care environment and the potential consequences of these. SC20.2.6		

SC20 - Option Group B Unit CSC97CA

Contribute to the Provision of Effective Physical, Social and Emotional Environments for Group Care

How to achieve important outcomes		Evidence method	Evidence reference
14	The ways in which the environment can be improved to maximise client comfort and physical safety. SC20.1.5		
15	Methods of managing the balance between group and individual needs. SC20.1.8, SC20.1.4		
16	Methods of obtaining feedback from clients about the physical environment. SC20.1.7		
17	How to enable clients to maintain and regain control of their lives. Whole of element SC20.2		
18	How to provide support, nurturing stimulation and learning opportunities. SC20.2.1		
19	Methods and frequency of monitoring the health and social wellbeing of individuals. SC20.2.9		
20	How to demonstrate respect for each individual's identity and preferences within the context of a group setting. SC20.2.9		
21	How to maintain appropriate control over access and exit points to maintain a safe and effective environment. SC20.2.9		
22	How to balance the different needs and preferences of individuals and groups. SC20.2.6		
23	How to involve clients in decisions about the running of the care setting. SC20.2.5		
24	Strategies for negotiating in situations of conflict and how to encourage compromise and agreement. SC20.2.5		
25	How to prevent and manage conflict in group living situations. SC20.2.5, SC20.2.6, SC20.2.7		
26	Methods of ensuring that clients, family and friends are aware of complaints procedures and ways of supporting them in using the procedures when necessary. SC20.2.10		

Option Group B Unit CSC97CA - **Z13**

Enable Clients to Participate in Recreation and Leisure Activities

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Candidate Name:

Unit Check List

Element	Date Completed	Assessor's Initials
Z13.1 Encourage clients to plan recreation and leisure activities		
Z13.2 Support clients during recreation and leisure activities		

^s
Unit Z13 Enable Clients to Participate in Recreation and Leisure Activities

Centre Name:..... Centre Number:.....

I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the way the assessment(s) was conducted and its outcome.

Candidate's Name:..... Candidate's Signature:.....

Date Unit Completed:..... Candidate's Number:.....

I certify that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures.

Assessor's Name:..... Date:Signature:

Countersignature's Name: Date:Signature.....
 (Required if Assessor's not yet qualified)

I confirm that I have sampled/not sampled this unit. (Please delete as appropriate)

Internal Verifier's Name:..... Date:Signature:

Countersignature's Name: Date:Signature:

I confirm that I have sampled this unit. (Where unit is included in sample)

External Verifier's Name: Date:Signature:

Z13 - Option Group B Unit CSC97CA

Enable Clients to Participate in Recreation and Leisure Activities

Key to Methods of Evidence Gathering

- A Direct observation by an assessor with D32/D33 qualification
- B Questioning
- C Witness (third party) testimony –
authenticated statements from witnesses
- D Work plans/Schedules of activities
- E Inspection of the setting by a D32/D33 qualified assessor
- F Reflective accounts
- G Log books, diaries, notes
- H Work products
- I Case studies, assignments or projects
- J Client observations
- K Simulation – including role play and skills rehearsals to
be set up by the assessor
- L Skills transferable from other performance
- M Past achievements –
evidence from before registration for NVQ assessment
- N Formal written or oral tests/extended questioning

Option Group B Unit CSC97CA - Z13

Enable Clients to Participate in Recreation and Leisure Activities

Elements

- Z13.1 Encourage clients to plan recreation and leisure activities
Z13.2 Support clients during recreation and leisure activities

Information about this unit

Summary

This unit is concerned with the worker enabling the client to participate in recreation and leisure activities which are of interest to them. The activities may be sedentary and indoors (such as talking with others about the old days) or active and outdoors (such as horse riding or walking). They may take place within or outside the care setting. The worker may participate in the activity or support the client's involvement whilst not taking part themselves.

Who this unit is aimed at

This unit is designed to be applicable to all clients in all care settings who need such support.

Principles of good practice

The worker supports the client in choosing between the different activities available and assesses the appropriateness of the activity for the client including the degree of risk or danger that it carries. They may have to resolve conflicts which arise when the client expresses a preference for activities which are unsuitable because, for example, of too great a risk or danger. This unit is concerned with recreation and leisure in the sense of keeping one's mind and body active, not for specific therapeutic purposes.

Relationship to other units

This unit is related to W2 which also involves the worker in supporting the client's involvement in interests and activities, primarily linked to enabling clients to maintain contact with those significant to them. However Z13 has a more specific focus on helping the client to plan recreation and leisure and also describes in more detail the worker's role in offering active support. Y2 identifies a similar role to that described in Z13 but covers a much broader range of services. Unit Z5 describes the worker's role in assisting clients who have limited mobility to make preparations for journeys and visits, and accompanying/escorting them.

The unit should not be confused with units X1 and X2 which focus on specific development activities and programmes for therapeutic purposes.

Place in the NVQ/SVQ framework

This unit occurs in the following qualification:

- Care Level 2

Evidence requirements for this unit

You must provide your assessor with evidence for **all** the performance criteria and **all** aspects of range and knowledge. The evidence must be provided in the following ways, taking account of any special considerations which may be noted below:

Special considerations

None.

1 Direct observation

Your assessor must observe you in real work activities which provide at least some of the evidence for each element in this unit. During these observations you will meet many of the performance criteria (PCs) and as many aspects of the range categories as possible.

PCs which might not be observed by your assessor include:

Z13.1.5.

You can, of course, cover these PCs during the observations if the opportunity arises.

Z13 - Option Group B Unit CSC97CA

Enable Clients to Participate in Recreation and Leisure Activities

2 Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range which are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge which is listed in the specification. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observe you working.

You will need to agree, and review an assessment plan with your assessor so that you can collect sufficient evidence to show that you are competent and meet the requirements of the unit. You will need to discuss with your assessor what will be acceptable. Types of evidence could include:

- products of your work
- statements from other people who have seen you working (witness testimony)
- simulations
- questioning, oral or written
- case studies, projects, assignments and reflective accounts of your work.

Option Group B Unit CSC97CA - Z13

Enable Clients to Participate in Recreation and Leisure Activities

Element: Z13.1

The worker must be able to:

Encourage clients to plan recreation and leisure activities

Range

Recreation and leisure activities		Evidence method	Evidence reference
R1	sedentary		
R2	non-sedentary		

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	The client's interest in participating in <u>recreation and leisure</u> activities is established and their choice is acknowledged.		
2	Previous and existing interests and hobbies are identified and discussed with the client in a manner, and at a level and pace, appropriate to them.		
3	Accurate information on relevant <u>recreation and leisure activities</u> is made available to the client.		
4	Clients are offered a choice of recreational activities and are supported to be as self-managing as possible.		
5	<i>Where the client wishes to be involved in activities which may put their safety and well-being at risk, and which are inconsistent with the plan of care, the appropriate member of the care team is informed with minimum delay.</i>		

Notes on this element

- The activities may take place either within or outside the care setting.
- Sedentary activities include art and craft, board games, reading, listening to music.
- Non-sedentary activities are those that involve physical activities, such as walking, sports, gardening.

Element: Z13.2

The worker must be able to:

Support clients during recreation and leisure activities

Range

Recreation and leisure activities:		Evidence method	Evidence reference
R1	sedentary		
R2	non-sedentary		

Z13 - Option Group B Unit CSC97CA

Enable Clients to Participate in Recreation and Leisure Activities

Performance Criteria

It is inappropriate to generate a separate piece of evidence for each performance criterion but each performance criterion must be covered.

		Evidence method	Evidence reference
1	<u>Recreational and leisure</u> materials and equipment provided by the worker are appropriate to the client, their plan of care and any constraints of the care setting.		
2	Before the activity starts, equipment and materials are confirmed as safe for use.		
3	Clients who need instruction and advice on material and equipment use are offered it in a manner appropriate to them.		
4	Clients are supported in carrying out the activity as fully as possible consistent with the plan of care.		
5	Clients are given the opportunity to discuss what they have done and to plan future activities.		
6	The client's response to <u>recreation and leisure</u> is reported to the care team.		
7	Records of the client's response to <u>recreation and leisure</u> are accurate, legible and complete.		

Notes on this element

- The activities may take place either within or outside the care setting.
- Sedentary activities include art and craft, board games, reading, listening to music.
- Non-sedentary activities are those that involve physical activities, such as walking, sports, gardening.

Knowledge Specification for the Whole of this Unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Legislation, policy and good practice

		Evidence method	Evidence reference
1	The effect which health and safety legislation may have on the activities undertaken. Z13.2.2		
2	Why personal beliefs and preferences may affect recreation and leisure activities which clients and others see to be appropriate. Z13.1.2 and Z13.1.4		
3	Why information on recreation which is inconsistent with the plan of care should be passed on to the appropriate member of the care team. Z13.1.5		
4	Why the role of recreation and leisure activities may contribute to meeting or stimulating an interest in areas outside of their own immediate concerns. Z13.2.1 and Z13.2.5		

Option Group B Unit CSC97CA - **Z13**

Enable Clients to Participate in Recreation and Leisure Activities

5	Why client response to activity should be recorded if necessary. Z13.2.6		
6	Why discussion with the client about their experience is important. Z13.2.1 and Z13.2.5		

Factors which influence what you do

		Evidence method	Evidence reference
7	The role which recreation and leisure plays in the health and social well-being of individuals and groups. Z13.1.1 and Z13.1.3		
8	The dangers and difficulties associated with different equipment and materials both in themselves and in relation to different client groups. Z13.1.5, Z13.2.3		
9	The conflicts which might arise between the client's choice and wishes and the activities which are considered to be appropriate. Z13.1.5		
10	The resources available in the worker's care setting as regards equipment and materials that are relevant to different recreation and leisure activities and different client groups. Z13.1.1, Z13.1.2 and Z13.2.1		
11	The boundaries and limits to the worker's role in terms of promoting recreation and leisure activities. Z13.1.2, Z13.2.3 and Z13.2.5		
12	The effects of the therapeutic value or stimulation provided by recreational activities. Z13.1.5		

How to achieve important outcomes

		Evidence method	Evidence reference
13	How to communicate effectively with clients to determine their wishes and enable them to participate fully in their chosen activity. Z13.1.1		
14	How to handle conflict in ways which do not undermine the client's right of choice. Z13.1.4 and Z13.1.5		
15	Ways of evaluating the success of activities and assisting clients to do the same. Z13.2.5		
16	How to promote recreation and leisure and why the activities contribute to meeting client need. Z13.2.4 and Z13.2.6		
17	How recreation and leisure contributes to different stages of development. Z13.1.2		
18	How reasonable risk for different clients may be assessed and the factors that need to be taken into account and measured. Z13.1.4		