

Unit Title: Provide support to children or young people who have experienced harm or abuse

Sector unit number: HSC 3068

Level: 4

Credit value: 6

Guided learning hours: 45

Unit reference number: F/504/2204

Unit purpose and aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children or young people who have experienced harm or abuse.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand the role of self and others when supporting children or young people who have experienced harm or abuse</p>	<p>The Learner can:</p> <p>1.1 Explain own role and responsibilities to children or young people who have experienced harm or abuse</p> <p>1.2 Explain the role and responsibilities of others to children or young people who have experienced harm or abuse</p> <p>1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • Colleagues • Families or carers • Other professionals • Advocates <p>Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm</p>
<p>2 Be able to support children or young people who disclose harm or abuse</p>	<p>2.1 Support a child or young person to gain understanding about:</p> <ul style="list-style-type: none"> • who information of harm or abuse will be shared with • the reasons for sharing information of harm or abuse <p>2.2 Support a child or young person to disclose, at their own pace, harm or abuse they have experienced</p> <p>2.3 Explain why it is important to respond calmly to</p>	

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	<p>disclosures of harm or abuse</p> <p>2.4 Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse</p> <p>2.5 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.6 Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed</p> <p>2.7 Access support in situations that are outside your expertise, experience, role and responsibility</p>	<p>Actions could include avoiding leading questions or putting pressure on the child or young person to disclose information</p>
<p>3 Be able to support children or young people who have experienced harm or abuse</p>	<p>3.1 Access information about how to support a child or young person who has experienced harm or abuse</p> <p>3.2 Work with a child or young person, agreed key people and others to understand implications from harm and abuse</p> <p>3.3 Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse</p> <p>3.4. Work with agreed key people and others to support a child or young person to develop positive coping strategies</p> <p>3.5 Seek support where a child or young person's behaviour gives cause for</p>	<p>Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship</p>

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	<p>concern</p> <p>3.6 Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced</p> <p>3.7 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse</p>	
<p>4 Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse</p>	<p>4.1 Access information about limitations of involvement with a child or young person placed upon key people</p> <p>4.2 Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to</p> <p>4.3 Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives</p> <p>4.4 Support a child or young person to gain understanding about why it is necessary to set and maintain safe, consistent and understandable boundaries for themselves and key people</p>	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care.

SCDHSC0325

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.