

Unit Title: **SCMP3 Professional practice in children and young people's social care**

Level: 3

Credit value: 4

Guided learning hours: 30

Unit accreditation number: F/601/0315

## Unit purpose and aim

This unit provides the knowledge, skills and understanding 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.

Learning Outcomes	Assessment Criteria	Exemplification
1 Understand the legislation and policy framework for working with children and young people in social care work settings	1.1 Explain how current and relevant <b>legislation and policy</b> affects work with children and young people  1.2 Describe the impact of social care standards and codes of practice on work with children and young people  1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)	Current and relevant legislation and policies as appropriate to UK Home Nation
2 Understand the professional responsibilities of working with children and young people	2.1 Explain the responsibilities of <ul style="list-style-type: none"> <li>• a corporate parent</li> <li>• a professional carer</li> </ul> 2.2 Explain what is meant by a 'duty of care'  2.3 Analyse the <b>impact of professional relationships</b> on children and young people	<b>Impact of professional relationships may include</b> <ul style="list-style-type: none"> <li>• power relationships</li> <li>• dealing with an employed professional</li> </ul>

	<p>2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people</p> <p>2.5 Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people</p>	<ul style="list-style-type: none"> <li>• feelings of powerlessness</li> <li>• uncertainties about how to behave and relate</li> </ul>
3 Be able to meet professional responsibilities by reflecting on own performance and practice	<p>3.1 Explain the professional responsibility to maintain current and competent practice</p> <p>3.2 Demonstrate how to engage with professional supervision in order to improve practice</p> <p>3.3 Demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people</p> <p>3.4 Explain the importance of understanding the limits of personal competence and when to seek advice</p>	
4 Be able to develop effective working relationships with professional colleagues	<p>4.1 Demonstrate how to respect and value the professional competence and contribution of colleagues</p> <p>4.2 Explain own rights and expectations as a professional and how to assert them</p>	
5 Understand the implications of equalities legislation for working with children, young people and families	<p>5.1 Explain how current <b>equalities legislation</b> affects work with children young people and families</p> <p>5.2 Identify examples of good practice in promoting equality and explain how and why they are effective</p>	Equalities legislation as appropriate to UK Home Nation

<p>6 Understand the value of diversity and the importance of equality and anti-discriminatory practice</p>	<p>6.1 Explain what is meant by diversity</p> <p>6.2 Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families</p> <p>6.3 Describe the effects of discrimination and explain the potential results for children and young people</p>	
--	--	--

## Assessment

---

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg 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 and Development 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 and Development.

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 and Development:

- CCLD: 305

## Additional information

---

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.