



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

PROFESSIONAL PRACTICE IN
CHILDREN AND YOUNG PEOPLE'S
SOCIAL CARE

J/505/7772

LEVEL 3 UNIT 27

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

PROFESSIONAL PRACTICE IN CHILDREN AND YOUNG PEOPLE'S SOCIAL CARE

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LEVEL 3 UNIT 27

AIM AND PURPOSE OF THE UNIT

This unit aims to provide the knowledge and understanding of principles and values in day-to-day practice when working with children or young people in a social care context. It introduces the concepts of professional responsibilities in supporting positive outcomes for children and young people and how working in partnership can further promote positive outcomes.

Learners will gain knowledge and understanding of the role of professional practice when working with children and young people within a social care context. Learners will develop an understanding of current legislation and policy frameworks affecting the work of professionals and an appreciation of the responsibilities of these professionals. Work with children and young people involves many other professions and services, and learners will develop an appreciation of the benefits of partnership working and to understand how partnership working can add value to the work, for both the professional and children and young people.

This unit will focus on developing learner's knowledge and understanding of the professional responsibilities of workers within children and young people's social care and the requirement for on-going professional development to maintain competent practice.

ASSESSMENT AND GRADING CRITERIA

| Learning Outcome (LO) | | Pass | Merit | Distinction |
|-----------------------|---|---|--|--|
| The learner will: | | The learner can: | | |
| 1 | Understand the legislation and policy framework for working with children and young people in social care work settings | P1 explain how current legislation and policy affects work with children and young people | | |
| | | P2 explain how the United Nations Convention on the Rights of the Child (UNCRC) supports current legislation and policy | | |
| 2 | Understand professional responsibilities when working with children and young people | P3 explain the responsibilities of <ul style="list-style-type: none"> • a corporate parent • a professional carer | | |
| | | P4 explain ways in which practitioners can maintain current and competent practice | M1 explain why it is important as a professional to take responsibility to maintain current and competent practice | D1 evaluate the benefits of maintaining current and competent practice |
| 3 | Understand partnership working when working with children and young people | P5 explain partnership working when working with children and young people | M2 analyse the effectiveness of partnership working when working with children and young people. | |

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

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

P1 Current legislation and policy: Children Act 1989/2004, Childcare Act 2006, UNCRC,

Children and Young Persons Act 2008, Care Planning, Placement and Review Regulations (2010),

National Minimum Standards 2002 (2011), Early Years Foundation Stage 2012,

Working Together to Safeguard Children 2010

P2 United Nations Convention on the Rights of the Child (UNCRC)

social workers, foster carers, sure start children's centre teams, police, Youth Offending Services (YOS)

M2 Effective partnership working: (e.g. shared communication, escalation of concerns, sharing expertise and knowledge, integrating services, aligning services, avoiding duplication)

2 Understand professional responsibilities when working with children and young people

P3 A corporate parent: local authority- A professional carer: (e.g. community carers, day nursery practitioners, child minders)

P4 Ways to maintain current and competent practice: training: (e.g. staff development training courses, further qualifications, seminars and sector conferences, research, professional journals, appraisal, reflective practice (e.g. Kolb), SMART targets, feedback from others)

M1 Why it is important to maintain professional practice: (e.g. meeting industry standards, following organisation policy and procedures, job role expectations, professional accountability, professional integrity, investigation/legal action by regulatory body; inspections)

D1 Benefits of maintaining current and competent practice: (e.g. adherence to policy, professional accountability, professional integrity, innovative working)

3 Understand partnership working when working with children and young people

P5 Partnership working: (e.g. health visitors, professional from health services, early years practitioners, SENCO's,

DELIVERY GUIDANCE

LO1 Understand the legislation and policy framework for working with children and young people in social care work settings

P1 Learners could be given different pieces of legislation to research in small groups and to then present their findings to the whole group via a media presentation.

Alternatively the full group of learners could be introduced to a range of current legislation, they could then be split in to small groups where each group is given one piece of legislation and asked to explain one or two key points of how the legislation affects work with children and young people, the explanation should be noted down on a large piece of paper, the papers are then circulated around the different groups in a 'round robin' activity, with each group adding to the list of explanations. This continues until each group has looked at each piece of legislation, the final group presenting the completed sheet to the whole group.

P2 UNCRC legislation would best be presented to the learner in summary format due to the high volume of content. As a whole group, during the presentation of the completed legislation activity, learners could suggest where aspects of the UNCRC legislation are evident within the range of legislation considered.

LO2 Understand professional responsibilities when working with children and young people

P3 Learners could be presented with the responsibilities of both a corporate parent and a professional carer and then identify key points, similarities and differences.

P4 Learners could be asked to identify all of the learning that they have undertaken whilst on their current course and to determine if any prior learning has contributed to their current knowledge. Learners could be asked to think about ways to ensure they continue to have up to date information or skills when in the position of a practitioner rather than learner. This could be within a whole group discussion (discussion recorded on white/smart board) or a paired activity.

M1 Learners could look at examples in the media of where child neglect or harm has not been identified in a timely or appropriate manner; or where day nurseries failing to keep children safe, when professional's practice has not been deemed to be competent or current (not in line with current legislation/policy requirements) and consider the potential impact on the children or young person, families and the professional. Further evaluation of this will enable the learner to demonstrate D1.

LO3 Understand partnership working when working with children and young people

P5 & M2 Learners could be given case studies e.g. child who is going through a transition such as family break-up or bereavement through loss of a close family member, a teenager who is not living at home, a young child with long term illness being cared for by foster carers. Learners could be asked to consider the role of the professional in each case to ensure effective partnership with all relevant agencies to ensure the needs of the child/or young person are met.

GENERIC ASSESSMENT GUIDANCE

P1 Produce a booklet or IT presentation which could be used to explain to new practitioners about how current legislation and policy affects work with children and young people in home country.

P2 Learners should explain how the United Nations Convention on the Rights of the Child (UNCRC) supports current legislation and policy, this could be in the form of a written assignment or included in the booklet/IT presentation produced as evidence for P1.

P3 A written assignment explaining the responsibilities of a corporate parent and professional carer. Or a poster presentation explaining key points, similarities and differences between the responsibilities of both corporate parent and professional carer.

P4 & M1 Learners could put up a wall display or produce a written guide for new practitioners explaining their responsibility to and ways in which to ensure current and competent practice is maintained when working with children and young people.

D1 This would be most effectively assessed through a written assignment where the learner can evaluate the benefits of maintaining current and competent practice.

P5 Learners could produce an information leaflet for parents/carers explaining the roles of different professionals and how this enables partnership working. This could be evidenced within a summary poster, or a learner presentation aimed at informing parents/carers.

M2 Using background information from a high profile case e.g. Baby P or Victoria Climbié, learners could produce an analysis of the effectiveness of partnership working, drawing on areas where this has not been effective.

RESOURCES

Textbooks

Laser, J & Nicotera, N, Working with Adolescents: A Guide for Practitioners (Social Work Practice with Children and Families), 2010, ISBN-13: 978-1609180355

Chivers, L & Trodd, L, Inter-professional Working in Practice: Learning and working together for children and families, 2011, ISBN-13: 978-0335244478

Newell, P, United Nations Convention and Children's Rights in the United Kingdom, 1991, ISBN-13: 978-0902817777



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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