

Unit Title: Understand how to support children and young people who have experienced harm or abuse

OCR unit number: 3
 Sector unit number: RCC 3.3
 Level: 3
 Credit value: 3
 Guided learning hours: 22
 Unit reference number: A/506/8364

Unit aim and purpose

This unit provides the knowledge and understanding required to support children and young people who have experienced harm or abuse.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse</p>	<p>The Learner can:</p> <p>1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse</p> <p>1.2. Explain the roles and responsibilities of others with regard 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>Harm or abuse may be:</p> <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Financial • Bullying • Self harm • Neglect • Exploitation by gangs, groups or solo perpetrators <p>Others may include:</p> <ul style="list-style-type: none"> • Team members • Families or carers • Advocates • Social workers • Others in the local network for safeguarding and protection
<p>2 Understand how to support children and young people who disclose harm or abuse</p>	<p>2.1 Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse</p> <p>2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p>	<p>Actions could include avoiding leading questions or putting pressure on the child or young person to disclose information</p>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.3 Explain the importance of supporting a child or young person to understand:</p> <ul style="list-style-type: none"> • with whom the information they disclose will be shared • the reasons for sharing information they disclose <p>2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced</p> <p>2.5 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed</p> <p>2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner</p>	
<p>3 Understand how to support children or young people who have experienced harm or abuse</p>	<p>3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse</p> <p>3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse</p> <p>3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced</p> <p>3.4. Describe positive coping strategies that a child or young person can be supported to develop</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	following harm or abuse 3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed	
4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse	4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse 4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained	Key people are those who are important to the child or young person 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
5 Understand how to address the practitioners support needs in relation to harm or abuse	5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person 5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse	

Assessment

This unit must be assessed in accordance with Skills for Care and Development'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.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. 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 SCDHSC0325.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Additional information

We do 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.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website www.ocr.org.uk.