

Unit 10: Caring for Children and Young People

Unit code:	H/600/8962
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to consider the type of care provided for children who may need to be looked after. They will be able to gain an understanding of the risks to children and young people of abusive and exploitative behaviour and the strategies used to safeguard them from this behaviour.

● Unit introduction

In this unit learners will consider the care available for children and young people who need to be looked after. They will explore the different types of care available and the roles of a range of relevant people and organisations involved in safeguarding and caring for children and young people. They will also explore the systems and procedures used to look after and safeguard children and young people when their parents are unable to do so. Learners will gain an understanding of the risks to children and young people of abusive and exploitative behaviour and the strategies used to safeguard them from this behaviour.

The unit has been developed with reference to the Health and Social Care National Occupational Standards and is an important unit for all learners aiming to work in health or social care.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know why children and young people might need to be looked after
- 2 Know how care is provided for looked after children and young people
- 3 Understand the risks to children and young people of abusive and exploitative behaviour
- 4 Understand the strategies used to safeguard children and young people from abusive and exploitative behaviour.

Unit content

1 Know why children and young people might need to be looked after

Looked after children: following the imposition of a care order by the court; with the agreement of their parents

Potential reasons: family related, eg following a bereavement/loss of a parent, parental illness or incapacity (hospitalisation, mental ill health, substance misuse); suspected or actual maltreatment; child or young person related, eg health problems, behavioural problems, learning difficulties, disability, as a result of committing an offence

2 Know how care is provided for looked after children and young people

Legislation/legal framework: relevant to home country; relevant sections from, eg United Nations Convention on the Rights of the Child (UNCRC) 1989, Every Child Matters (ECM) 2003, The Children Act 1989, 2004, The Human Rights Act 1998, The Data Protection Act 1998, Framework for the Assessment of Children in Need and their Parents 2000, Common Assessment Framework (England); other relevant local policies

Care available: foster care; respite care; residential childcare; adoption; planning for care in partnership with the child or young person, their parents, and other agencies, eg fostering agencies; the paramountcy principle

Organisation of care provision: home country governments responsible for overall social care, health and education for children and young people; local authority services, eg Local Authority Children's Services (England), Health and Social Service Trusts (Northern Ireland); third sector organisations, eg Barnados, NSPCC, British Association for Adoption and Fostering; private providers, eg private nurseries

Type of services: universal (provided to all children and young people); specialist (to meet the needs of a particular group, eg looked after children, children who are disabled); targeted (towards certain groups of children or young people to prevent risk eg of harm, or offending)

Job roles: commissioning, directing and managing services, eg Directors of Children's Services; directly working with children and young people, eg volunteers, social workers, health visitors, nursing assistants, youth workers, tutors, educational psychologists, play workers, foster parents

Regulation of care provision: regulation of those working with children and young people, eg CRB checks; regulation of services provided for children and families, eg Ofsted; regulatory bodies, eg General Teaching Council for England, General Social Care Council

3 Understand the risks to children and young people of abusive and exploitative behaviour

Types of maltreatment: abuse (physical, emotional, intellectual, sexual); neglect; bullying and harassment

Risk of maltreatment: within family; outside family; in care setting; strangers

Indicators of maltreatment: physical, eg bruising, unexplained injuries, soreness, infections, underweight, poor personal hygiene; behaviour, eg withdrawal, aggression, distress, rocking/head banging, hunger, reluctance to go home, low self-esteem, developmental delay

Wider factors suggesting risk of maltreatment: dysfunctional family relationships; child or young person acting out abuse, eg animal abuse; family history link to abuse; poor or impaired parenting skills; lack of attachment; risk of exploitation, eg from visual, written and electronic forms of communication and media; substance abuse in household

Consequences of maltreatment: emotional and psychological dysfunction affecting relationships, eg displaced anger, self-harming, becoming perpetrators of abuse themselves; intellectual, eg impaired capacity to learn, brain development can be subtly affected; social inadequacy; illness, eg psychosomatic illness, auto-immune disorders, unwanted pregnancy, sexually transmitted infections or disability; mental ill health, attempted suicide, substance abuse

Theories of maltreatment: medical, sociological, psychological, feminist

Issues: cultural, eg changing face of the family, social disadvantage, different concepts of discipline, cultural variations

4 Understand the strategies used to safeguard children and young people from abusive and exploitative behaviour

Strategies with children/young people: respectful, child-centred approach; providing active support; empowering children and young people; support assertiveness and self-confidence, self-esteem and resilience; sharing information and not keeping secrets; giving children information according to their age, needs and abilities, eg how to respect their bodies and keep safe; preventing the transmission of disease

Strategies for working with parents and families: developing supportive partnership relationships with parents and families, involving parents in the assessment of children's needs; helping parents to recognise the value and significance of their contributions, encouraging the development of parenting skills

Procedures where maltreatment is considered, suspected, confirmed or excluded: policies of the setting; implementing safe working practices; whistleblowing; reporting arrangements; security of records; sequence of events leading to registration on child protection register or care proceedings

Roles and responsibilities: following the policies and procedures of setting; observation; responsibility for observing children and families and their interaction; recognising maltreatment indicators; how to respond if maltreatment is suspected; what action to take following disclosure, maintaining confidentiality according to policies of the setting

Responding to direct or indirect disclosure: listening carefully and attentively; communicating at the child/young person's own pace and without undue pressure; taking the child/young person seriously; reassuring and supporting the child/young person; providing unconditional acceptance; boundaries of confidentiality; promptly following the correct procedures of the setting; how to deal with own feelings and emotions

Support for children/young people who disclose: provide access to professional support; demonstrating unconditional acceptance of the child/young person; empowering children and young people to take control of their situation; awareness of the potential impact on the child/young person and other family members, counteracting possible stereotyping

Minimising the effects of abuse: encourage expression of feelings within acceptable boundaries; improving self-image; building self-esteem and confidence, eg play therapy, counselling; role of voluntary organisations

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline why children and young people may need to be looked after away from their families [IE1; IE2; IE3; IE4; CT1; CT2; CT3; CT4]	M1 discuss how policies and procedures help children, young people and their families whilst the child is being looked after	
P2 outline the arrangements for providing quality care for looked after children and young people [IE1; IE2; IE3; IE4; SM3; SM4]	M2 explain the roles and responsibilities of two members of the children's workforce in relation to looked after children and young people	D1 evaluate the regulation of care provision for looked after children and young people
P3 explain the factors that would lead to suspicion of child maltreatment or abuse [IE1; IE2; IE3; IE4; CT1; CT2; CT3; CT4; SM3; SM4]	M3 assess strategies and methods used to minimise the harm to children, young people and their families where abuse is confirmed.	D2 justify responses where child maltreatment or abuse is suspected or confirmed, referring to current legislation and policies.
P4 explain appropriate responses when child maltreatment or abuse is suspected [IE1; IE2; IE3; IE4; RL1; RL2; RL3; RL4]		
P5 explain the strategies and methods that can be used to support children, young people and their families where abuse is suspected or confirmed. [IE1; IE2; IE3; IE4; SM3; SM4; CT1; CT2; CT3; CT4]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Due to the multi-disciplinary nature of the unit content it is recommended that a team of tutors from relevant professional backgrounds share teaching responsibilities. Also, because of the sensitivity of the issues covered, it is recommended that learners have access to support services. Tutors will need to handle delivery of the unit carefully.

It is strongly recommended that this unit is delivered in the later stages of the programme, by which time learners will have developed their understanding of professional work with children and their families. They will have gained experience in their work placements, including some knowledge and understanding of protection issues.

The unit lends itself to inviting professional speakers from health, education, social services and the police/youth justice system to describe their roles in child protection. It is important to differentiate between universal services for all children, including welfare arrangements in court proceedings for example during divorce, from the specific arrangements for children in need/at risk. A visit to the local magistrates' court would be useful in enabling learners to experience the atmosphere of legal proceedings. The use of case studies and information in the public domain from enquiries into child deaths is recommended, ensuring that confidentiality is respected if these are taken from real-life situations.

The unit could be introduced by pooling learners' knowledge, understanding and experiences gained so far during their progression through the programme. Learners could then be asked to clarify, for example, child protection policies at their placements, and share these with the class in the next session.

This will then need to be extended and expanded by the tutors responsible for delivering the unit, preferably with the use of a range of guest speakers. Case studies, and to a certain extent sensitively managed role plays, could help to make learning more practical. Learners should be encouraged to be reflective during their progression through the unit.

The nature of this unit can lead to disclosure of abuse by and to learners. In such cases, child protection procedures must be followed. **It is therefore essential that tutors delivering this unit have had professional child protection training and that a professional referral is available to a learner if required.**

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Tutor input: child welfare and children's social care – why governments care; an outcomes-based approach.
Tutor input/discussion: overview of children and young people's developmental needs – physical growth and development, education and cognitive development, emotional and behavioural health and development, social and relationship development, self-care skills.
Tutor input: overview of wider needs – basic physical care and safety needs, emotional warmth, stimulation and support, role models, guidance and boundaries, stability and consistency.
Discussion: the 'good enough' parent – rights and responsibilities, expectations and reality (video, quiz, handouts etc). Factors affecting parenting capacity. Conclusion. (Possible speaker, eg health visitor.)
Learner research – the key features of the legal framework promoting children's welfare including specific country legislation, eg CAFCASS (England).
Tutor input: looked after children and young people – policy and practice.
Visit: local magistrates' court.
Assignment 1: Why do some children and young people need to be looked after by the state? (P1)
Find out the views of looked after children through accounts of their experiences, thoughts and opinions (literature search, web-based research). Review your findings and conclude with a list of family-related and child-related reasons for being looked after.
Class discussion and summary.
Tutor input/discussion: safeguarding children and young people – whose responsibility? The organisation and regulation of services and the children's workforce, universal, targeted and specialist services in health, education and social care.
Assignment 2: What services are available for children and young people and their families in your local area? (P2, M1, M2, D1)
Find out what services are available for children and young people and their families in your local area, who provides the services, how are they funded and the profile of staff working in two of the providers you have identified.
Tutor input/discussion: who is at risk? Forms of maltreatment and abuse and how to recognise them (possible speaker from health or social work, use of case study material in public domain). Negative effects of maltreatment and abuse.
Guest speaker/case study: likely predisposing risk factors – social, emotional, health (possible speaker from, eg Barnardos or NSPCC, use of case study material in public domain).
Tutor input: introduction to the assessment of children, young people and family needs – strengths and weaknesses (possible speaker from Barnardos or NSPCC).
Assignment 3: Case study (P3, P4, P5, M3, D2)
Tutor input: implications of maltreatment for children and young people – meeting the emotional needs of looked after children and young people.
Tutor input: minimising the effects – meeting children's needs and maximising positive outcomes, working with families.
Video and guided class discussion: overview of looked after children and conclusions.
Unit review and assessment.

Assessment

The evidence for this unit is likely to be presented in written form, although other forms of presentation are acceptable, for example verbal recordings supported by digital images, PowerPoint presentations.

The first, and smallest, assignment involves research to find out why children and young people sometimes need to be looked after by the state. Since this is a highly sensitive area, it is likely that the assignment will mostly involve secondary research. Evidence that learners have a clear grasp of why children and young people might need to be looked after is required, for example for their own safety. This should include knowing that some reasons are unexpected and unforeseen, for example parental illness or bereavement. Learners need to ensure confidentiality by keeping the anonymity of any interviewees.

The second assignment could focus on the provision of care for looked after children and young people. Learners could investigate the provision and delivery of services for looked after children and young people locally through internet research and research at their work experience placements. It is important that learners understand the regulated nature of work in this area, and that regulation covers both individuals and organisations that provide services.

P2 will include details of the different ways in which children and young people can be looked after and the types of provision available, together with consideration of issues such as continuity of education and healthcare needs.

For M1, learners need to discuss, in detail, the role of policies and procedures in helping children/young people and their families whilst the child or young person is being looked after. This could include, for example the assessment of needs, the support given, and consideration of issues such as continuity of education and healthcare needs.

M2 evidence will link the provision identified by learners with factual reference to safeguarding legislation, roles and responsibilities. Learners will have expanded on their knowledge to show how these impact on the roles and responsibilities of individual members of the children's workforce, for example in their work placement organisation. Detailed outlines of the two roles should demonstrate a knowledge of key aspects of the inspection and regulatory framework nationally and locally. Learners should be able to show how this contributes to the quality of care provided, for example through minimum standards.

D1 requires an evaluation of the care provision for the child/young person. Learners need to bear in mind that the needs of the child/young person are paramount when considering the issues, and consider the relative rights as afforded by the relevant legislation and any potential conflicts.

A third assignment in the form of a carefully constructed case study could give learners an opportunity to demonstrate an understanding of the presenting features of child maltreatment and the factors impacting on the likelihood of this occurring, followed by the strategies and methods that can be used to support children, young people and their families and help minimise the effects of maltreatment. It may be helpful to refer to the National Institute for Health and Clinical Excellence (NICE) Clinical Guideline 89 – *When to suspect child maltreatment*. It is important that all learners demonstrate knowledge of the protocols, policies and procedures, the lines of accountability, for investigating allegations of child maltreatment. The case study can be used to demonstrate that learners understand the likely effects of any maltreatment on the child/young person and can identify appropriate strategies and methods for the specific situation presented by the child/young person and the family. This should include short-term support and longer-term actions to assist the alleviation of symptoms.

For P3, learners need to show a clear understanding of the presenting features that might suggest a child or young person is being maltreated. These will include physical, social, emotional and intellectual features, and also some wider factors that may not be so obvious to the observer. For P4, learners need to explain the action they would take, in line with policy and protocols.

P5 recognises that there are a range of strategies available and these need to be explained in more detail, for example giving reasons why the methods used may help support the child, young person, or their families.

For M3, learners will assess why some strategies are more effective than others and will enlarge on this through a review of the strategies and a consideration of their strengths and weaknesses in terms of potential effectiveness. Learners will show evidence of research, and refer to this within their evidence.

For D2, learners will justify their actions, clearly explaining the reasons for this on the basis of the evidence provided. There will be a clear understanding of the family situation and the experience of the child/young person within the family.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Why do some children and young people need to be looked after by the state?	You are a researcher for a local radio station and have been asked to put together a piece on looked after children and young people.	Research/interviews. Presentation of findings, analysis and conclusions.
P2, M1, M2, D1	What services are available for children and young people and their families in your local area?	You have recently moved into the area with your two children, following separation from your partner who was drinking and abusive. You need to know what help and support is available for yourself and your children whose behaviour you are very worried about.	Research/interviews. Presentation of findings, conclusions and recommendations.
P3, P4, P5, M3, D2	Case study	You are working as a support assistant in a reception class and have responsibility for supporting a small group of four children. You have noticed some changes in the behaviour and appearance of one of the children in your care. You have to decide whether your observations are cause for concern and, if so, what will happen.	Presentation of conclusions and response to task-based case study.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

The following resources are considered essential for delivery of this unit:

- an appropriately qualified tutor
- staff policy and procedure handbooks, these should be available from the local health, education and social services departments
- library resources with newspapers, journals, key texts and other reference materials
- internet access to key websites.

In addition, the following resources are considered to be highly valuable:

- work experience placements
- guest speakers with specialist knowledge and/or experience
- case study materials
- DVDs/videos.

Employer engagement and vocational contexts

It is anticipated that learners will have access to a suitable work placement in which they are able to observe and spend time with children and young people aged up to 19 years. It is important that tutors recognise that children's services are likely to be available to learners on the course as recipients, and that the older cohort covered by legislation and services will be their peers. Whilst this should not prevent placements in organisations offering services to young people, sensitivity will be required and placement options should always be discussed with learners.

Indicative reading for learners

Textbooks

Barker J – *The Child in Mind: A Child Protection Handbook* (Routledge, 2004) ISBN 9780415321754

Beckett C – *Child Protection: an Introduction* (Sage, 2003) ISBN 9780761949565

Benamer S, White K – *Trauma and Attachment* (Karnac Books, 2008) ISBN 9781855756663

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) ISBN 9780748784042

Bradley J (editor) – *The Tavistock Clinic: Understanding your Child* (series) (Jessica Kingsley co-published with the Tavistock Clinic) – a series of age-specific books on child development eg Lesley Maroni Understanding 4-5 year olds (2007) ISBN 9781843105343

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006) ISBN 9780340925393

Ferguson H – *Protecting Children in Time: Child Abuse, Child Protection and the Consequences of Modernity* (Palgrave Macmillan, 2004) ISBN 9781403906939

Fowler J – *A Practitioner's Tool for Child Protection and the Assessment of Parents* (Jessica Kingsley, 2002) ISBN 9781843100508

Gardner R – *Supporting Families: Child Protection in the Community* (Wiley, 2005) ISBN 9780470023020

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Book Options Plus* (Heinemann, 2006) ISBN 9780435464653

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Handbook* (Heinemann, 2005) ISBN 9780435453732

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007) ISBN 9780435499167

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journals and magazines

Care and Health

Children and Young People Now

Community Care

Websites

childpolicyinfo.childreninscotland.org.uk

www.baaf.co.uk

www.cypnow.co.uk

www.ci-ni.org.uk

www.childreninwales.org.uk/index.html

www.dcsf.gov.uk/everychildmatters/Youth

www.dcsf.gov.uk/everychildmatters/resources-and-practice

www.fostering.net

www.ncb.org.uk

www.nice.org.uk

www.nspcc.org.uk

www.tavi-port.org

4 Nationals Child Policy Network – Scotland

British Association for Adoption and Fostering

Children and Young People Now

Children in Northern Ireland

Children in Wales

Every Child Matters – Youth

Every Child Matters resources

Fostering Network

National Children's Bureau

National Institute for Health and Clinical Excellence

National Society for the Prevention of Cruelty to Children

The Tavistock and Portman – leaders in mental health care and education

Delivery of personal, learning and thinking skills

The table below identifies the personal, learning and thinking skills (PLTS) that have been included within the assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE1-4] carrying out investigations, drawing conclusions from primary or secondary research
Creative thinkers	[CT1-4] using imagination and empathy to understand the views and experiences of looked after children and young people, questioning the assumptions in relation to childhood injuries; considering strategies to minimise harm
Reflective learners	[RL1-4] evaluating the outcomes of investigations and research, presenting the results in different ways, forming judgements based on evidence
Self-managers	[SM3,4] carrying out independent investigations and research.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using IT for internet research writing up notes and findings of research producing statistical data on numbers of looked after children incorporating charts, tables and pictures into reports
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	completing a GANTT chart and action plan
Manage information storage to enable efficient retrieval	collating the results of research, investigations and interviews
Follow and understand the need for safety and security practices	understanding confidentiality and the Freedom of Information Act in relation to personal information
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	carrying out web-based research
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out web-based research and evaluation of sources of evidence
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	completing assignments
Bring together information to suit content and purpose	completing assignments and preparing class presentations
Present information in ways that are fit for purpose and audience	presenting assignments and communicating with information suppliers
Evaluate the selection and use of ICT tools and facilities used to present information	downloading photographs, DVD clips and other digital images for use in presentations and reports

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<ul style="list-style-type: none"> preparing interview questions contributing to class discussions participating in debate presenting to an audience
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading textbooks, website content, journals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> producing reports participating in discussions and debates.