

SCDHSC0310

Work with children and young people to prepare them for adulthood, citizenship and independence



Overview

This standard identifies the requirements when working with children and young people to prepare them for adulthood, citizenship and independence. This includes how you will support children and young people to access support, advice and information about adulthood, citizenship and independence. It also includes working with children and young people to identify the skills and abilities they will need to be effective citizens and adults, and to prepare children and young people to move on and become independent.

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Performance criteria

Support children and young people to access support, advice and information about adulthood, citizenship and independence

You must be able to:

- P1 seek advice, support and training to equip you to work with a **child or young person** to assess their needs and prepare them for adulthood, citizenship and independence
- P2 promote the **active participation** of the child or young person to assess and **communicate** their own support preferences and needs in terms of their independence, citizenship and becoming an adult
- P3 identify with the child or young person appropriate sources of support that will help them understand aspects of independence, citizenship and adulthood relevant to needs
- P4 help the child or young person access appropriate support materials, information and individual assistance to enable them to prepare to move into independent and/or semi independent accommodation
- P5 support the child or young person to understand and evaluate the support materials, and identify any materials that are discriminatory or exclusive
- P6 provide individualised support to enable the child or young person to understand any information that will help prepare them for adulthood, citizenship and independence
- P7 support the child or young person to access individual assistance to help them make the transition to independence, citizenship and adulthood

Identify with children and young people the skills and abilities needed to become adults and effective citizens

You must be able to:

- P8 work with the child or young person to identify the skills, abilities and behaviour that will enhance their **life chances** and equip them to be responsible adults and effective citizens
- P9 help the child or young person to identify skills, abilities and behaviour patterns they need to acquire to enable them to become responsible adults and effective citizens
- P10 support the child or young person to identify personal experiences and behaviour that they think may affect their ability to become responsible adults and effective citizens
- P11 give guidance to the child or young person about socially acceptable behaviour that will prepare them for being responsible

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- adults and effective citizens
- P12 use documents, materials, everyday experiences and specific individual and group activities to initiate discussion on the positive aspects of citizenship and adulthood, and any associated risks of **danger, harm and abuse**
- P13 support the child or young person to understand the rights and responsibilities involved in being an adult and an effective citizen
- P14 where the child or young person has specific needs in relation to understanding the rights and responsibilities involved in being an adult and effective citizen, support them to access specialist support

Prepare children and young people to move on and become independent

You must be able to:

- P15 contribute to developing, implementing and changing plans to prepare a child or young person for adulthood, citizenship and independence
- P16 provide information about moving on and becoming independent that is understandable, accessible, non discriminatory, inclusive and that meets the individual needs of the child or young person
- P17 contribute to the assessment of the child or young person's needs in relation to moving into independent or semi independent living
- P18 contribute to developing plans for the move into independent or semi independent living
- P19 contribute to liaising with housing and other relevant services to ensure the preferences and needs of the child or young person are paramount
- P20 assist the child or young person to receive continued support in their relationships, identity, educational and practical life skills when they move on
- P21 use documents, materials, everyday experiences and specific individual and group activities to illustrate and help communications about skills, knowledge and risks associated with independent living
- P22 work with **others** to acquire any specialist support for the young person to ensure that they are not disadvantaged, discriminated against nor excluded
- P23 support the child or young person who is distressed about leaving the existing environment to express their feelings, fears and concerns about moving on
- P24 contribute to developing, implementing and changing plans to support a young person who is living independently

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice

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- K20 how and when to seek support in situations beyond your experience and expertise

Theory

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

- K24 principles of reflective practice and why it is important

Communication

You need to know and understand:

- K25 factors that can affect communication and language skills and their development in children and young people
- K26 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and

- K33 legal requirements, policies and procedures for the security and

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understand:

- confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how stereotypes can limit the child or young person's ability to move on and become an active citizen
- K37 how and where to access information and support that can inform your practice when preparing children and young people for adulthood, citizenship and independence
- K38 theories relevant to the children and young people with whom you work about identity and self-esteem
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 the effects of stress and distress on children and young people
- K41 working in integrated ways that promote children and young people's well-being
- K42 methods of effective communication and engagement with children and young people, their parents, families and carers when preparing them for adulthood, citizenship and independent living
- K43 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour
- K44 methods of working with, engaging and sustaining a child/young person's interest when preparing them for adulthood, citizenship and independence
- K45 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K46 types of support for disabled children, young people and parents
- K47 resources, information and advice which can support children and young people's preparation for adulthood, citizenship and independence
- K48 the skills and abilities children and young people that will need to plan and prepare them for adulthood, citizenship and independence
- K49 issues that need to be taken account of by children and young people when they move on and become independent, including how to protect themselves from harm and abuse
- K50 difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as "in need", when preparing them for adulthood, citizenship and independence
- K51 the type of opportunities that occur naturally that can be used to

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help children to communicate their feelings about adulthood, citizenship and independence

K52 the type of opportunities that occur naturally that can be used to reinforce behaviour that illustrates that children and young people are ready for adulthood, citizenship and independence

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards all individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Danger is the possibility of harm and abuse happening

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

Life chances are the chances children and young people have to maximise and realise their full potential, educationally and socially

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

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Scope/range related to knowledge and understanding

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All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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