Unit 4222-390 Assessment and Planning with Children and Young People (SCMP 1)

Level: **3**
Credit value: **5**
UAN: **M/600/9760**

Unit aim

This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to place children and young people at the centre of assessment and planning
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

Guided learning hours

It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Professional Practice in residential child care
- Standard: 4.1
- Training Support and Development Standards for Foster Care: 1.3
- Health and Social Care NOS Unit 36.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

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Assessment Criteria

Outcome 1 Understand how to place children and young people at the centre of assessment and planning

The learner can:

1. explain the value of a child-centred model of assessment and planning
2. explain how to identify the needs of children and young people
3. explain the importance of working with **others** to assess the needs of children and young people to inform planning
4. analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
5. explain the importance of **permanency planning** for children and young people.

Outcome 2 Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes

The learner can:

1. demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
2. demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
3. explain how the goals and targets identified will support the achievement of positive outcomes
4. develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes
5. explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.

Outcome 3 Be able to work with children and young people to implement the plan for the achievement of positive outcomes

The learner can:

1. demonstrate how a child, young person and **others** are provided with clear information about the roles and responsibilities of all those involved in the plan
2. agree with a child, young person and others how goals and targets will be **achieved**
3. demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
4. demonstrate how progress towards goals and targets is agreed and recorded with the child or young person.

Outcome 4 Be able to work with children and young people to review and update plans

The learner can:

1. demonstrate how to record relevant information to prepare for a review
2. demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
3. demonstrate how to contribute to reviews based on measurement of progress of the child or young person
4. present information to reviews about aspects of the plan that are working well and those that need to be changed.

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Additional guidance

Others may include:

- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Effective methods/Ways to engage may include:

- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

Permanency planning

Permanency planning is necessary for looked-after children and young people who need plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.