

# **ATHE Level 4 Certificate**

## **Working with Children, Individuals and Families**

### **Learning Outcomes and Assessment Criteria**

## Unit 1 - Engagement and Communication - Building Effective Relationships

Engaging, communicating and building effective relationships with families	
<b>Unit aims</b>	This unit is designed to develop learners' understanding of the importance of building and maintaining effective relationships when working with families, and strategies for doing so. They will also have the opportunity to develop their own reflective practice in this area.
Level 4	
Learning outcomes The learner will:	Assessment criteria The learner can:
<b>1. Understand the principles and values that underpin work with families.</b>	<p>1.1 Analyse the key principles and values of effective whole family working</p> <p>1.2 Explain the importance of evidence-based practice in working with families and individuals</p>
<b>2. Understand the nature of effective relationships with individuals and whole families.</b>	<p>2.1 Explain the importance of partnership-working when working with families and individuals</p> <p>2.2 Explain the importance of building trust when working with families and individuals</p> <p>2.3 Assess the effectiveness of different communication strategies in establishing relationships with families and individuals</p> <p>2.4 Analyse how effective relationships with families and individuals support effective service delivery</p>
<b>3. Understand personal and professional boundaries within relationships with individuals and families</b>	<p>3.1 Explain the importance of personal and professional boundaries when establishing safe working relationships with individuals and families with complex needs</p> <p>3.2 Analyse different strategies for agreeing personal and professional boundaries</p>
<b>4. Understand how to address barriers to participation for families and individuals with complex needs</b>	<p>4.1 Analyse the impact of complex needs on individuals and families and their ability or willingness to engage with support</p>

	4.2 Explain ways to overcome barriers to participation for families and individuals
<b>5. Understand why it is important to be aware of family relationships and function when working with families and individuals</b>	5.1 Analyse the importance of understanding attachment relationships when working with families and individuals
<b>6. Understand non-judgemental practice in working with families and individuals</b>	6.1 Analyse ways in which equality of opportunity, inclusion, non-judgmental and anti-discriminatory practice can be promoted and supported in work with individuals and families.  6.2 Explain how individuality, difference and diversity can be respected and celebrated when working with individuals and families and why it is important to do so
<b>7. Understand worker resilience and self-management when working with families and individuals</b>	7.1 Analyse the importance of worker resilience and self-management when working with families and individuals  7.2 Recommend ways in which they as an individual, their manager, team and organisation can support and enhance worker resilience
<b>8. Be able to build and maintain an effective relationship with individuals and whole families</b>	8.1 Use appropriate strategies to establish a safe, professional relationship  8.2 Select and apply appropriate strategies to support family participation and open communication  8.3 Demonstrate non-judgemental practice when working with individuals and families
<b>9. Be able to reflect on own practice in working with individuals and families with complex needs</b>	9.1 Explain the process of reflection and the importance of reflective practice in the context of building and maintaining relationships with families with complex needs  9.2 Critically review own practice in building and maintaining relationships with families with complex needs

## Unit 2 - Assessment, Tools and Planning

Working with Families: Assessment, Tools and Planning	
<b>Unit aims</b>	This unit is designed to develop learners' understanding of the whole family assessment process including the use of tools and approaches. Learners will be expected to demonstrate their skills and apply their understanding in carrying out an assessment of need and creating a clear family plan. Learners will also have the opportunity to develop their own reflective practice in this area.
<b>Level 4</b>	
<b>Assessment guidance</b>	<b>Assessment in accordance with awarding organisation guidance</b>
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the process of an effective whole family assessment of needs.	1.1 Explain the function of the different elements of a whole family assessment including <ul style="list-style-type: none"> <li>• analysis of needs</li> <li>• decision-making</li> <li>• planning</li> <li>• review</li> <li>• exit strategies</li> </ul> 1.2 Assess the benefits of Team around the Family meetings within a whole family assessment 1.3 Analyse how whole family assessments help organisations support families to achieve sustained positive outcomes
2. Understand the use of strengths-based and child-centred approaches when working with families	2.1 Explain how working with family and individual strengths can empower families and individuals towards positive changes 2.2 Explain the importance of taking a child-centred approach during the assessment process
3. Understand why it is important to have an understanding of child development when completing family assessment of needs.	3.1 Justify the need for a clear understanding of child development, including baby and teenage brain function, when making plans to address a family's needs

	3.2 Explain the possible impact of childhood experiences on future outcomes and life chances for families and individuals
4. Understand how to use assessment tools to identify risk and assess needs of families	4.1 Explain the use and benefits of different tools for use with families, including children, in identifying risk and assessing need.
5. Be able to complete a whole family needs assessment	5.1 Carry out a clear assessment of needs for a whole family 5.2 Use appropriate tools to gain assessment information and manage risk 5.3 Use appropriate strengths-based and child-centred approaches during the assessment
6. Be able to create a family plan based on the assessment of needs	6.1 Produce a clear family plan which addresses identified needs and is designed to facilitate change and develop resilience, self-reliance and independent action
7. Be able to reflect on own practice in completing a whole family needs assessment and family plan	7.1 Explain the process of reflection and the importance of reflective practice in the context of completing a whole family needs assessment and plan 7.2 Critically review own practice in completing a whole family needs assessment and plan

## Unit 3 - Supporting family members towards independence and self – reliance

Supporting Families towards independence and self-reliance	
<b>Unit aims</b>	This unit is designed to help learners understand the importance of independence and self-reliance. It will provide an understanding of why families can become reliant on services and professionals. It will equip learners with strategies to support individuals and families towards education, learning, training and employment. Learners will also have the opportunity to develop their own reflective practice in this area.
<b>Level 4</b>	
<b>Assessment guidance</b>	<b>Assessment in accordance with awarding organisation guidance</b>
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>
1. Understand the importance of supporting individuals and families towards independence and self-reliance	1.1 Summarise the benefits for individuals and families of being supported towards independence and self-reliance.
2. Understand the reasons behind lack of opportunities such as education, learning, training and employment in individuals and families.	2.1 Explain the barriers, including multi-generational causes, behind lack of opportunities such as education, learning, training and employment in individuals and families. 2.2 Analyse the impact of intergenerational history and cycles on the decision and choice-making of individuals and families.
3. Understand how to address barriers to education, learning, training and employment within families.	3.1 Summarise a range of different positive approaches to addressing non-engagement in learning, training and employment. 3.2 Analyse the effectiveness of different tools and techniques in supporting individuals and families to address barriers to learning, training and employment.
4. Be able to reflect on own practice when supporting families towards independence and self-reliance	4.1 Explain the process of reflection and the importance of reflective practice in the context of supporting families towards independence and self-reliance. 4.2 Critically review own practice when supporting individuals and families to access opportunities such as education, learning, training and employment.