

**Employer / Employee**

**Rights and Responsibilities Unit**

**For**

**Youth Work Apprenticeship Framework**

**Work Book**

This work book has been designed for learners to help them provide the evidence needed to achieve unit R/602/2954 Understand employment responsibilities and rights in health, social or children and young people’s settings, which has been added to the following qualifications

**600/0019/3 ABC Level 2 Certificate in Youth Work Practice**

**600/0083/1 ABC Level 3 Diploma in Youth Work Practice**

Details of which can be found on the ABC Awards web site

The reason for this is that the Youth Work Apprenticeship Frameworks at Level 2 and Level 3 have been amended and were live from April 2011. If learners are completing the ABC Level 2 Certificate in Youth Work Practice or the ABC Level 3 Diploma in Youth Work Practice as part of this new Apprenticeship Framework, they will be required to show evidence of knowledge of Employer/ Employee Rights and Responsibilities. The additional optional unit will provide this evidence

Learners completing the tasks in the work booklet can be supported and guided to ensure that they understand what is required of them, but all work produced must be the learners own work.

The evidence produced must be assessed by a centre assessor against the relevant Learning Outcomes and Assessment Criteria for the unit. Further information about this is contained in the Qualification Guidance Documents available to approved centres on the ABC Awards web site.

All Assessor decisions should be quality assured through internal standardisation, and ABC Awards will request sample the assessment decisions and internal standardisation within a centre via its External Quality Assurance Process.

Centres may not wish to use all the Tasks in the booklet as they are, and may wish to use other methods of assessment such as oral presentations etc. That is acceptable, but evidence must be provided of an individual learners achievement of all Assessment criteria, be clearly signposted and made available for external quality assurance upon request. For a presentation this could include, research notes used to prepare, visual material and notes used in presentation, witness statements from the assessor etc.

**Unit** **R6022954 Understand employment responsibilities and rights in health, social or children and young people’s settings**

**Learning Outcome 1. Know the statutory responsibilities and rights if employees and employers within own area of work**

**Task 1.** (AC1.1) List a minimum of 4 aspects of employment covered by law

|  |
| --- |
| a. Minimum wage  b. Health and safety,  c. Discrimination,  d. Disability Act |

**Task 2.** (AC 1.2 and AC1.3) For a minimum of 4 current employment laws, fill in the information in the table below

|  |  |  |
| --- | --- | --- |
| **Title of Law** | **Key Features** | **Reasons why the law exists** |
| Disability Act | It now gives disabled people rights in the areas of: \*employment \*education \*access to goods, facilities and services \*buying or renting land or property, including making it easier for disabled people to rent property and for tenants to make disability-related adaptations | aims to end the discrimination that many disabled people face.~  The **Disability Discrimination Act 1995**) is an Act of the Parliament of the United Kingdom which has now been repealed and replaced by the Equality Act 2010 , once, it made it unlawful to discriminate against people in respect of their disabilities in relation to employment, the provision of goods and services, education and transport. |
| Discrimination law | Examples of anti-discrimination law include, \*Age Discrimination Act of 1975 \*Racial Discrimination Act 1975 \*Disability discrimination act \*Anti-Discrimination Act 1977 | Discrimination laws exist to protect you against discrimination (direct and indirect) during both the recruitment process and  the term of your employment.  \*Refers to the law on the right of people to be treated equally. |
| Health and safety law | \*Provide a written health and safety policy (if they employ five or more people); \*Assess risks to employees, customers, partners and any other people who could be affected by their activities;  \*Arrange for the effective planning, organisation, control, monitoring and review of preventive and protective measures;  \*Ensure they have access to competent health and safety advice;  \*Consult employees about their risks at work and current preventive and protective measures.  Failure to comply with these requirements can have serious consequences – for both organisations and individuals. Sanctions include fines, imprisonment and disqualification. | Protect yourself and your staff from illness or injury in the workplace. |
| he Equality Act | in addition to age, under the Equality Act people cannot be discriminated against as a result of any of the other ‘protected characteristics’. These are: disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. | The Equality Act 2010 brought together existing regulations that already gave protection against ageism and other forms of discrimination, and extended them.  Since October 2010 this has been the main law relating to age discrimination, protecting you against ageism in employment, education and training.  The law maintains your right not to be disadvantaged or treated badly at work because of your age. |

**Task 3.** (AC1.4) In the table below, list a minimum of 3 different sources of information available to you.

For each, state the type of information / advice each source provides.

|  |  |
| --- | --- |
| **Source** | **Types of information / advice** |
| Book | Use books when looking for an overall background on an issue or story and facts |
| Articles from magazines, journals, newspapers etc | There are various types of articles: Scholarly, Peer reviewed, Magazine, Newspapers, to name a few. Many focus on a specific area or discipline and are published more frequently than books. |
| Web pages | Ease of access and availability of open access material including government websites and reports, photos etc |

**Learning Outcome 2. Understand agreed ways of working that protect own relationship with employer**

**Task 1.** (AC2.1, AC 2.3) Fill in the table below with details contained in your own contract

|  |  |
| --- | --- |
| **Area covered in contract** | **What your contract says** |
| Job role and responsibilities | * promote the personal, educational and social development of young people aged between 16 and 25 * recruiting new volunteers * networking * supporting young people * face to face working * fund raising |
| Hours of work | 3 days a week, 22,1/2 hours a week |
| Rate of pay | £2.60 per hour |
| Holiday entitlement | Our holiday year begins on 1april and ends on 31march, if you star or finish your employment during the year holiday entailment will be calculated as ratio of annul entailment for the completed month of service during that holiday year,  Recognise 8 bank/public holidays each year, these are good Friday, Ester Monday may day, spring bank holiday, late summer bank holiday, Christmas day ,boxing day and new year’s day.  you may be needed to work pubic holidays |
| Sickness and sick pay | During authorised absence due to sickness you are entitled to statutory sick pay , provided you earn more than the minimum criteria set out in the statutory sick pay regulations. |
| Health and Safety | It is essential that you comply with the health and safety regulations and we will give you full training on what you need to know during you induction and on and ongoing basis. If you wilfully or by neglect fail to observe the organisations health and safety rules and regulations, disciplinary action may be taken, in serious cases such action may include your dismissal without notice for gross misconduct. |
| Equal Opportunities | We aim to ensure:  a. that no job applicant or employee receives less favourable treatment on the grounds of his or her race, nationality, ethnic organ, religion, religious or part-time status or trade union activates.  b)that no applicant or employee is place at any disadvantage on the above grounds that are not justifiable in law under the relent legislate |
| Disciplinary Procedures | Stage one: a verbal warning from your line manager with an accompanying note detailing any relevant conversation sent to the organisations ceo . stage two :a written warning from the organisation ceo followed by a meeting with the ceo to discuss expedited level of behaviour etc. stage three : dismissal which in the case of serious misconduct may be instant dismissal |

|  |  |
| --- | --- |
| Grievance Procedure | 3steps  step 1: if the matter cannot be resolved by informal discussion or if you are not satisfied with the outcome of the informal discussion, then you must inform the office manger that you wish to take the after further and submit a formal written grievance with in 14days,you should try to explain fully the nature of your complaint and send the written grievance to the ceo.   step2: very effort will be made to resolve your grievance at a formal hearing within 7days. At the hearing you have the right to be accompanied by either a work colleague or an accredited trade union representative .  step 3:following the grievance meeting , you will be informed of the person whom you can send a written appeal to if you are still not entirely or consider you have not been fairly treated. Your written appeal should say why you are appealing ageist the decision and needs to be sent within t7days of you receiving the outcome of the hearing in writing . |
| Arrangements for Maternity / Paternity leave | If you are pregnant you must let us know as soon as possible so we can both ensure a safe working environment by carrying out a risk assessment and explain your rights. You should let us know no later than the end of your 15th week prior to the week in which your baby is due.  Pregnant employers are entitled to 26 weeks ordinary maternity leave and 26 weeks additional maternity leave regardless of length of services.  Paternity leave: you may be entitled to take to two weeks paid paternity leave within 56days of the birth of your child. This must be taken as a block of one or two weeks and will be paid at the either the current statutory paternity pay rate or at 90% of your average weekly earnings if less than the current statutory paternity pay. |

**Task 2.** (AC2.2) List the information which is shown on your payslip and briefly explain what this is.

|  |
| --- |
| **Your personal information: Your** name and permanent home address will be shown here. If you're on long-term sick leave, for example, this means that you should still usually be able to receive your payslip.  **Tax code and National Insurance number: Your** tax code is given to you by the Inland Revenue - it tells your employers how much tax to deduct from your pay. If you have the wrong tax code you could end up paying too much or too little tax.  Your National Insurance (NI) number is also usually shown on your payslip. You have to have a NI number to work in the UK, and it stays the same for your whole life, even if you move abroad or change your name. Your NI number is like your personal account number for the whole social security system.  **Payments - wages, bonuses, etc.:**This section shows the amount of your wages before any deductions (gross wages), like tax, pension or national insurance contributions. It might also show a breakdown of how your pay was calculated - maybe an hourly or weekly rate multiplied by the number of those hours or weeks you've worked. It could also show any bonuses or commission you've earned.  **Eductions - taxes, pension, etc. :**Your payslip must show the amount of any fixed deductions (such as trade union subscriptions). It'll also show individual amount of any variable deductions, like tax, National Insurance and pension contributions, which have been made from your pay.  **Year to date :**Usually, you'll see a section that shows how much you've been paid so far in the financial year (6 April one year to 5 April the next year). It'll probably how much tax you've paid so far in the year, and the amount of National Insurance contributions both you and your employer have made.  **Net pay - what's left :**Your payslip will show your take-home pay for this period: the net amount of your wages. This is the total after deductions like tax have been made. You can check this against your bank statement to make sure they're the same amounts. |

**Task 3.** (AC2.3) List the personal information which is kept on employees by employers which needs to be kept up to date

|  |
| --- |
| Data an employer can keep about an employee includes: \*name \*address \*date of birth \*sex \*education and qualifications \*work experience \*National Insurance number \*tax code \*details of any known disability \*emergency contact details  They will also keep details about an employee such as: \*employment history with the organisation \*employment terms and conditions (eg pay, hours of work, holidays, benefits, absence) \*any accidents connected with work \*any training taken \*any disciplinary action |

**Task 4.** (AC2.5) Find out about the following relating to agreed ways of working in your work environment and report your findings below

The policies in place and where these can be found

|  |
| --- |
| The polices can be found on the computer  We have health and safety  Every child matters 2003 Working together to safeguard children ACADEMIC APPEALs procedure Equal opportunities POLICY statement  *Child Protection and Safeguarding Policy.* Equal opportunities POLICY statement |

The codes of practice which employees / employers are expected to follow and how these are put into practice

|  |
| --- |
| The Code, together with the practical guidance produced by the Commission will:  • help employers and others understand their responsibilities and avoid  disputes in the workplace;  • help individuals to understand the law and what they can do if they believe  they have been discriminated against;  • help lawyers and other advisers to advise their clients;  • give Employment Tribunals and courts clear guidance on good equal  opportunities practice in employment; and  • ensure that anyone who is considering bringing legal proceedings under  the Act, or attempting to negotiate equality in the workplace, understands  the legislation and is aware of good practice in employment.  At the volunteer net work we have a stayion of terms of conditions of employment which set out how to behave and explains how the rules and regulations will be met. |

**Learning Outcome 3 Understand how own role fits within the wider context of the sector**

**Task 1.** (AC3.1, 3.2) Explain how your role links with and affects the service provided by

**a.** Identifying the overall aims and targets of your organisation

|  |
| --- |
| is a charity organisation based across Somerset, with our head office in Glastonbury.  We work with volunteers and organisations to help place suitable volunteers with great placements and vice versa. We support volunteers throughout their activities as well as putting on volunteering taster days for them. We run a number of projects with our main aim being to assist volunteers aged 16-25, although we do work with all age ranges. We work with a large number of organisations involved in all aspects of volunteering. |

**b.** Identifying the tasks that you carry out

|  |
| --- |
| The tasks I carry out are  at events I do \*help look after the volunteers \*talk to younger people \*keep the volunteers safe  \*to give out drinks and snakes  run actives and groups games etc   at the office or shop \*help with buskers  \*help with running of the office or shop  \*photo copy stuff and print stuff \*keep everyone safe  give advice to people |

**c.** Identify how your role contributes to the achievement of your organisation’s aims and targets

|  |
| --- |
| My role helps the contributes to the achievements of the organisation aim as I   .i Work with volunteers at the shop and at events, to all help and advise the youngest people when needed. and am their if they want to chat etc   We support volunteers throughout their activities as well as putting on volunteering taster days for them. |

**Task 2.** (AC 3.3) Describe how your work links with other organisations and / or individuals in the wider youth and community sector.

|  |
| --- |
| They work with volunteers and organisations such as  SRYP Chipps  Somerset youth partnership  other youth network  schools and colleges  Musician –young people- buskers |

**Task 3.** (AC 3.4) Select a **minimum of 3** representative bodies that influence the sector and in the table below describe the main roles and responsibilities of each.

|  |  |  |
| --- | --- | --- |
| **Representative Body** | | **Main roles and responsibilities** |
| Youth government eg uk youth parliament | | * Teach democratic values and skills to youth through hands-on experiences. To foster the development of citizen responsibility * To develop social competence, problem-solving ability, and communication skills * To inspire young people to be responsible and act with integrity * To encourage self reliance and a sense of purpose in youth * To provide training and experience through active participation in the three branches of government: legislative, executive and judicial * To stimulate careful deliberation of social issues and their possible resolutions * To create opportunities to hear and respect varying viewpoints * To apply ethical values in making public policy * To teach the YMCA core Values of honesty, caring, respect and responsibility | |
| Nya (National Youth Agency | | * They are an independent charity and the partner of choice for government, local authorities, businesses and the third sector, delivering with them, and advising and supporting them in the development of programmes and policies for young people. * We advocate with and on behalf of young people to promote their voice and influence in society * We advocate for youth work and youth work methodologies * We improve the delivery of work with young people through development of the non-formal curriculum and workforce skills and training.  Advising government on policies relating to young people * Designing and piloting innovative practice * Developing quality standards to help local authorities provide the best possible services for young people in their communities * Delivering participative action research * Validating youth work degrees and postgraduate courses * Running an innovative young researcher network * Running grant programmes for young people to help them get involved in improving their local community. | |
| C4EO's | | C4EO’s role is to support senior managers in local authorities, partner agencies and schools to improve the lives of children, young people and families by providing the best possible evidence of what works. | |

**Learning Outcome 4. Understanding career pathways available within own related sectors**

**Task 1.** (AC 4.1 and AC 4.2) You are going to find out about a minimum of 3 job opportunities within the Youth and Community Sector which may interest you. You will need to record the sources of information that you used to find out about each one. You need to record your findings below.

|  |  |
| --- | --- |
| JOB ONE TITLE | Youth Worker |
| Type of work involved | Working with people age 13+ |
| Typical working environment to include type of organisation | Clubs, day trips, |
| Qualifications required for entry into job | Social Work  Youth Work courses  Health  Promotion,  Diploma in Adolescent Health. |
| Skills, Qualities and Experience required | Friendly ,helpfall, fun,  Social Work  Youth Work courses health and social care  child care |
| Progression Opportunities available | To be come superior of a youth club  Outreach youth work: Similar to detached youth work, outreach is a form of youth work that takes place on young people’s own territory. Faith-based youth work Centre-based youth work |
| Sources of information used | http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=240&np=300&id=2404 |

|  |  |  |  |
| --- | --- | --- | --- |
| JOB ONE TITLE | | Community social Worker | |
| Type of work involved | | Community youth workers are young people and adults who are engaged in education, empowerment, activism, or other activities focused on adolescents in community-based |
| Typical working environment to include type of organisation | | including churches, schools, or community centers |
| Qualifications required for entry into job | | Social Work  Youth Work courses  Health  Promotion,  Diploma in Adolescent Health social work and graduate with a university degree BA (Hons) Social Work MA Social Work |
| Skills, Qualities and Experience required | | * Ability to relate to people from a wide range of backgrounds and to engage with target groups * In-depth understanding of related policies * Excellent written and oral communication skills including report writing * Understanding of the issues, concerns and interests of others without being patronising * Commitment and enthusiasm * Good leadership, motivational and organisational skills * Capable of working both on own initiative and as part of a team * Sincerity, patience and tact and the ability to earn the trust of others * Excellent listening skills and confidence in talking to people both in groups and on a one-to-one basis. |
| Progression Opportunities available | | To be come superior of a youth club  Outreach youth work: Similar to detached youth work, outreach is a form of youth work that takes place on young people’s own territory. Faith-based youth work Centre-based youth work |
| Sources of information used | Google | |

|  |  |
| --- | --- |
| JOB ONE TITLE | Care Assessment Worker! |
| Type of work involved | They can work for families with Mental Health issues etc. |
| Typical working environment to include type of organisation | the assessment is often carried out in the person's home, as this gives a clearer picture of how they are coping and what support they need.  If the assessment is arranged elsewhere, it should be somewhere that is convenient for the person being assessed and for their carer. |
| Qualifications required for entry into job | social work and graduate with a university degree Social Work  Youth Work courses  Health  Promotion,  Diploma in Adolescent Health BA (Hons) Social Work MA Social Work |
| Skills, Qualities and Experience required | * A friendly approach and the ability to put clients at ease, whatever their physical or social needs * The ability to be tactful and sensitive at all times * A good sense of humour * Respect for the client and their families * A high level of patience as shifts can be long and often stressful * A good knowledge of basic health care and hygiene standards * Excellent communication skills * The ability to deal with aggressive or anxious clients * A responsible and flexible attitude to clients and the job * Manual dexterity and a certain level of physical strength * Good stamina * The ability to stay calm under pressure * A commitment to the job, the client and their families * The ability to think quickly and solve problems as they arrive |
| Progression Opportunities available | To be come superior |
| Sources of information used | <http://www.wlv.ac.uk/default.aspx?page=21147> google |

**Task 2.** (AC 4.3) You need to produce a career plan to identify the next steps that you wish to take for your career path by

**a.** Identifying what aim you have for your career overall

|  |
| --- |
| To work in the care sector |

**b.** Identifying what you will need to do to achieve your goal and how long this may take (e.g. 1 year from now,

2 years etc.)

|  |
| --- |
| Get experience  get a level 3 and do any care courses training that might help |

**c.** Producing a plan for the next 5 years setting yearly goals for your career plan

|  |
| --- |
| Finish my youth couse by 2012/2013 get a level 3 in child care or health and social 2013/2014 get experiences in care, be in a school ,care home, care setting 2012-2014 work with special needs children young people 2012-2015 work with adults with special needs 2013-2014 |

|  |  |  |
| --- | --- | --- |
| Career planning | | |
| Personal Details | |  | | | | |
| Name | | Thea l Rendall | | | | |
| Address | | 74 westfeild grove yeovil | | | | |
| Date of brith | | 14.08.1991 | | | | |
| Moble number | | 07452925252 | | | | |
| Home number | | 01935479699 | | | | |
| Email | | [Thea.l.rendall@hotmail.co.uk](mailto:Thea.l.rendall@hotmail.co.uk) | | | | |
|  | |  | | | | |
| Current Situation: | |  | | | | |
| Learning Provider: | | The volunteer net work | | | | |
| Course Title | | Youth work apprenticeship level 2 | | | | |
| Date Started: | | Sep 2012 | | | | |
| Expected End Date: | | Dec 2012 | | | | |
| Present Situation | | | | | | |
| I would like to apply for the above vacancy  I am currently completing a Level 2 in a Youth Apprenticeship with The Volunteer network and I am very keen to find a job working with children also with special needs,. I took part in a number of events while doing my youth apprenticeship. The events involved caring for the children staff, youths etc and providing activities, games. I really enjoyed working,   I am also a Somerset support worker, where i help out at a club called the 6.30 club at Fiveways School for children with disability. In the summer I have helped out with day/holiday schemes with children with disability, some of the things i helped with are  1. Days out to Longleat  2. Children’s bake off  3. Glastonbury children festival 4.9springs treasure hunt 5. Fun day at five ways which was cooking, swimming sports etc   The advantages I can bring to this post if I am offered the job, I am a calm natured person with good listening skills and are able to work towards targets and help any way I can. I can keep my composure under pressure.  I am a team worker but I am also able to work alone, I always have a smile to share, I enjoy working with children right up through to elderly as they bring joy to my day. i can be empathetic and non-judgmental and willing to try new things and adapt to the needs of the service user I enjoy working with others and am a responsible and caring person. I have always been a hardworking and I am keen to learn new skills and take part in any training needed. I feel it is important not to judge and not discriminate some one just because they are different, we are all equal and can achieve our goals and dreams, some of us just need a little bit of help to do that.  With this cover letter please find enclosed my cv hope that you will consider my application and I would welcome a phone call or email so that we might be able to set up an interview. If you need any further information then please do not hesitate to contact me. I thank you for your time and I look forward to hearing from you.  Yours sincerely Thea L Rendall | | | | | | |
| Work Experience and Volunteering | | | | | | |
| Date and duration | Work experience undertaken | | What did you learn or gain from each experience? | | | |
| 2010- prestion | Shaw trust | | Speaking up and clearly, money manerment, | | | |
| 2012 | Doe leader | | Helping other, speaking clearly, | | | |
| 2011 | Somerset supporting | | Be calm,frienly,fun,helpfall etc | | | |
| What work experience would be useful to support progress towards the desired career? | | | | | | |
| Anything in care and outside, | | | | | | |
| **Education** | | | | | | |
| Currently working towards Youth Work Certificate and Diploma Apprenticeship level 2  Includes voluntary roles at a variety of public events including stewarding, team work, catering and leadership  Adult Literacy & Numeracy level 2  B.Tech. First Diploma in Childcare level 2  B.Tech. First Diploma in Health and Social Care level 2  BSL British Sign Language level 1  Duke of Edinburgh Award – Silver  level 1 child care  skills for employment  Woodcraft and tools  introduction to youth work  First Aid  10 GCSE's | | | | | | |
| **Employment** | | | | | | |
| Somerset Support Workers - Support worker2012 – present  Support children with special needs (casual)   South Somerset District Council Workforce Nursery – Nursery Assistant2010 – 2012 General care and support of children including personal care, group work, reading stories etc. (casual)  Yeovil College, Foundation Learning – Teaching Assistant2009 – 2010 Supporting adults and teenagers with arts and crafts in the classroom (voluntary)  Fairmead Community Special Needs School - Classroom assistant2008 – 2009  (voluntary) Supported children with a variety of special needs including autism and epilepsy in P.E and other classroom activities  Yeovil Opportunity Group – Nursery Assistant (voluntary)2006 – 2008  Supported children with a variety of Severe Leaning Disabilities | | | | | | |
|  | | | | Date stared | End date | Achieved |
| Finish my youth course by 2012/2013 | | | | 2012 |  |  |
| get a level 3 in child care or health and social 2013/2014 | | | |  |  |  |
| get experiences in care, be in a school ,care home, care setting 2012-2014 | | | |  |  |  |
| work with special needs children young people 2012-2015 | | | |  |  |  |
| work with adults with special needs 2013-2014 | | | |  |  |  |

**d.** Listing the sources of information you have used researching your plan

|  |
| --- |
| <http://resources.leavingcare.org/uploads/87169827e9e28aed877f6697914ce296.pdf> <https://www.google.co.uk/search?q=+career+plan+for+in+care+&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a> |

**Learning Outcome 5. Understand how issues of public concern may affect the image and delivery of services in the sector**

**Task 1.** Identify at least 3 occasions where there has been public concern about issues linked to working with children and young people, briefly outlining what had happened to cause the concern.

|  |
| --- |
| 1.Soham murders: Holly Marie Wells and Jessica Aimee Chapman, two 10-year-old girls, were murdered in the village of Soham, Cambridgeshire on 4 August 2002. The girls passed the home of local school caretaker Ian Kevin Huntley, who called them into his house and then murdered them.  2.Death of Baby P: was a 17-month old British boy who died in London after suffering more than 50 injuries over an eight-month period, during which he was repeatedly seen by Haringey Children's services and NHS health professionals.  3. NSPCC finds 'hidden pool of neglect' in child protection system: Survey finds nearly 60% of social care professionals said it was unlikely swift action could be taken to protect neglected children. |

Task 2 Select one issue of concern and

a. Outline the different view points around the issue

|  |
| --- |
| Here is some view points I found bout the Soham murders:  [clare](http://www.dailymail.co.uk/registration/6039419/clare/profile.html) , Notts, 22/7/2012 14:44:had Huntley ever been bought to justice for previous rape & indecent assault these poor little girls may still have been with us today. Many miscarriages of justice went before their deaths even then highlighting what a soft touch the system really is. How do you ever get over as a parent such a tragic & barbaric loss? Total admiration for her family who have kept going when they maybe wanted to just give up because the pain of their loss is just too great to bear.  \*it took a case like this for the police forces of the UK to start sharing data?  Why do we even have so many police forces? We dont live in the 18th century any more Criminals can move from city to city with ease.  \* [Claire Lloyd](http://www.huffingtonpost.co.uk/social/Claire_Lloyd?action=comments) 06:38 on 15/08/2012  I have to repeat this comment as there seems to be a bunch of people on here who don't realise that Maxine Carr was an accomplice to this murder. She just got off because she played the ''abused naive girlfriend card''. Some facts for you to digest about Carr:  1) She was dating a pedophile who happened to work in a school with her. And lived with her. She didn't know he was a pervert. Right...  2) When she came home from Grimsby and their was blood splattered all up the walls (he told her his dog was menstruating and she apparently believed it) and then she washed his bloody jumper in the machine (but that was his dogs period too apparently). Are you telling me she never knew what he did?. That's aiding and abetting.  3) She invited the girls back to their home. HER.  4) Come on she knew, she gave a false alibi as well. At the time the girls were missing, that and the cleaning up of blood makes her as bad as him. She knew full well. She's a monster. She lied to those parents faces and even participated in the search for the girls. All the while knowing her flat was covered in blood and her boyfriends sweater.  *\*freesaxon*  *23rd June 2011 - 12:32* :The Ian Huntley case is bound to galvanise opinion towards a national police database. Of course this vile creature should have been hanged, but does it follow that we should have a NEW national database as a result ?  *\*freesaxon*  *23rd June 2011 - 12:33* :That’s the issue, a NATIONAL Criminal Police database must already be in place. This new database will `share intelligence on 15 million people’ umm `share intelligence’ ? a nicely worded phrase that could mean anything. Now I am NOT a `Uman rights Liberalist freak, but the move is worrying. |

**b.** How this issue affected / is affecting the public view of working with children and young people

|  |
| --- |
| That the safety of children is at risked , that the right checks are not in place  that people can get though the net as they government is not talking to each other  it might make people feel that their child are not safe and being looking after right. |

**Task 3.** (AC 5.4) Identify a minimum of 2 recent changes that have happened within the Youth Work Sector and complete the information required relating to each change in the table below.

|  |  |  |
| --- | --- | --- |
| **Identified Change** | **How this changed how you do your job** | **Has the change helped you in your work? Yes / No**  **Explain your Answer** |
| Every Child Matters: Change for Children | **Not really** | Yes as gives you key points to help them say health etc, because five outcomes that are key to well-being in childhood and later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. These five constitute the focus of government attention for all. |
| [The Joint Negotiating Committee (JNC)](http://www.nya.org.uk/workforce-and-training/the-jnc-and-its-role-in-the-youth-and-community-work-sector) for | Gaining a qualification that is either endorsed or validated by the NYA and recognised by the JNC ensures it is fit for purpose; developing youth work practitioners that can meet the needs of young people and employers in the youth work field.   * Youth Support Worker * Professional Youth worker | Not really |

