
Crossfields Institute

Qualification Specification

Level 2 Award in Working with Trauma



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Key Facts

Qualification Title	Crossfields Institute Level 2 Award in Working with Trauma
Qualification Number (QAN)	603/6974/7
Qualification Type	Vocationally Related Qualification
Sector	Health and Social Care
Level	2
Rules of Combination	A single, compulsory unit
Total Qualification Time	10
Guided Learning Hours	6
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	6 months
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by Mulberry Bush Outreach

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 2 Award in Working with Trauma is to:

- Support your role in the workplace

It will equip you with the basic knowledge, understanding and skills to work effectively and empathetically with children and young people.

1.2 Who is it for?

This qualification is designed for people who work across the childcare sector, whether in education, health or social care, to help them work effectively and empathetically with children and young people who have experienced trauma.

1.3 What does the qualification cover?

The qualification consists of one unit:

1. **Working with Trauma**

You will be introduced to the theoretical frameworks which underpin our understanding of working with trauma. This will include exploring the different types of trauma and their physical and psychological impact on individuals, as well as introducing strategies to support individuals who have experienced trauma.

The qualification is at level 2 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you:

- Are currently working with children and young people in an education, health or social care setting – it is recommended that candidates have worked in the sector for a minimum of six months
- Can provide evidence that you can speak and write English at a level equivalent to IELTS 6 if English is not your first language.
- Are over 18.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of group discussion by experienced tutor/assessors
- materials that communicate what you have learnt – e.g. poster, leaflet, etc
- short presentation to group

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

1.5 What are the progression opportunities?

This qualification has been designed to support your development and progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in the education, social care and/or healthcare sectors working with children and young people who have experienced trauma
- progress to further training and qualifications in therapeutic work with children and young people

Section 2: Units

2.1 Unit List

Unit title	Ofqual ref	Total qualification time (TQT)	Credits
Working with Trauma		10	1
	Total	10	1

Unit 1

Working with Trauma

Ofqual unit code J/618/5956 **Guided Learning Hours (GLH)** 6

Unit level 2 **Total Qualification Time (TQT)** 10

Unit aim This unit will introduce you to the theoretical frameworks which underpin our understanding of working with trauma. This will include exploring the different types of trauma and their physical and psychological impact on individuals, as well as introducing strategies to support individuals who have experienced trauma. This unit will support you to be able to directly apply your knowledge in your workplace.

Learning outcomes	Amplification
You will be able to: Describe different forms of trauma	You will be taught about different types of trauma, including single, multiple and pervasive forms as well as community trauma. You should be able to distinguish between these and give examples of each.
Identify how life experiences may lead to trauma and their impact on the individual	You will be able to identify the types of life events which may lead to trauma. This will include looking at Adverse Childhood Experiences (ACE's)
Identify the impact trauma has on human development	You will explore the physical and physiological impact of trauma, looking at how trauma may impact brain development.
Assess how different interventions may be suitable in different circumstances	You will discuss a range of interventions which may be used to address the impact of trauma and start to identify which interventions may be most appropriate for an individual based on their life experiences and presenting evidence of trauma.

Indicative Content

The following should be covered:

- Definitions of trauma
- Trauma continuum
- What causes trauma?
- The impact on the body and the brain / neuroplasticity
- Hyperarousal
- Developmental trauma
- Research of trauma
- Building on the fight/flight/freeze model
- Disassociation - what is it and how to work with it
- Strategies for working with different traumas

Additional Requirements for Delivery and Assessment

Learners must be prepared to take part in group discussions where their contributions will be observed and assessed

Key Learning Resources

De Thierry, B. (2015). *Teaching the child on the trauma continuum*. Tolworth: Grosvenor House Publishing Limited.

Music, G., (2016). *Nurturing natures: Attachment and children's emotional, sociocultural and brain development*. Abingdon: Routledge

Perry, B., & Szalavitz, M. (2006) *The boy who was raised as a dog: What traumatized children can teach us about love, loss, and healing*. New York, NY: Basic Books.

Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking Penguin.

www.uktraumacouncil.org

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Adequate resources to meet the delivery and assessment requirements for this qualification. Please contact Crossfields Institute for further information regarding this.
- Tutors who are appropriately qualified and experienced in working with children and young people who have experienced trauma
- Assessors who are both occupationally knowledgeable and qualified to make assessment decisions
- A learning environment that allows for group work and discussion in a meaningful way and which supports the learner in developing their knowledge, understanding and skills in working with trauma
- Internal Quality Assurers who are both occupationally knowledgeable and qualified to make quality assurance decisions
- Skills and infrastructure to use IT systems in support of their delivery, including a secure and accessible online learning environment if the qualification is delivered online.
- The ability to access and use Crossfields Institute's centre management software

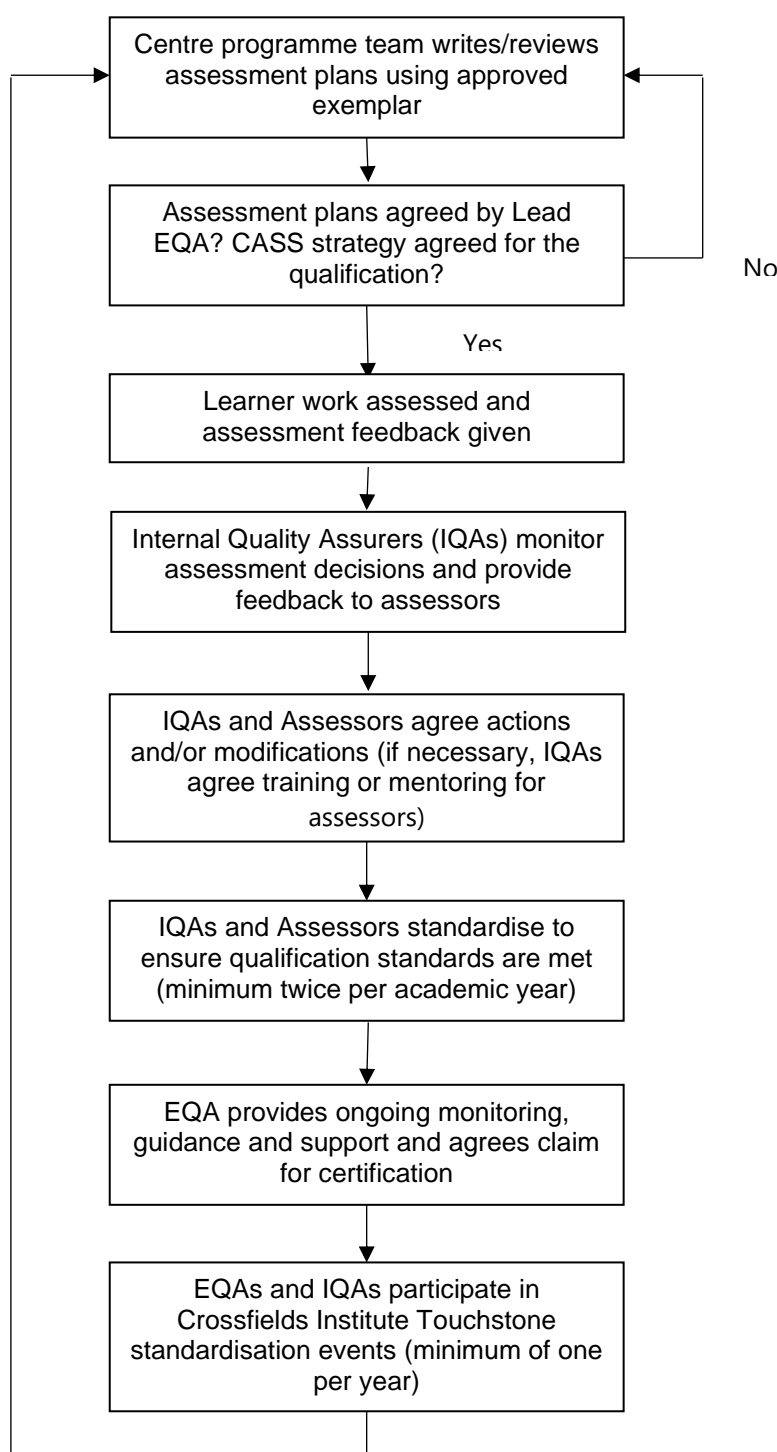
For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook (www.crossfieldsinstitute.com/resources).

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the learning outcomes and amplification of these
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications are available for these roles. Crossfields Institute can provide customised assessor and IQA education as well as a review of assessor and IQA practice. The Lead IQA at the centre must have, or be working towards, a recognised IQA qualification.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Appendix 1: Exemplar Assessment Plan

Unit	Learning outcomes covered	Assessment task	Date due for Completion
Unit 1 Working with Trauma	1. Describe different forms of trauma	Create a poster or information leaflet and present to the group Participate in group discussions, sharing relevant examples from own work practice (following agreed rules for confidentiality and safeguarding)	
	2. Identify how life experiences may lead to trauma and their impact on the individual		
	3. Identify the impact trauma has on human development		
	4. Assess how different interventions may be suitable in different circumstances	Respond to case study examples to identify different interventions and explain their suitability This can be in the context of a group discussion or in another form of response e.g. written response, presentation or professional discussion	