

# **Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)**

## **Specification**

BTEC Professional qualifications

First teaching January 2015

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [qualifications.pearson.com](http://qualifications.pearson.com) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) (QCF)

The QN remains the same.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 94037 2

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	3
TQT value added	3
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
Reference to credit transfer within the QCF removed	10
QCF references removed from unit titles and unit levels in all units	19-239
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



## Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

# **BTEC Professional qualification titles covered by this specification**

## **Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)	601/5401/9
---	------------

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Contents

<b>What are BTEC Level 5 Professional qualifications?</b>	<b>1</b>
Sizes of BTEC Professional qualifications	1
Key features of the Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)	2
National Occupational Standards	2
<b>Rules of combination</b>	<b>3</b>
Rules of combination for Pearson BTEC Level 5 qualifications	3
Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)	4
<b>Assessment</b>	<b>6</b>
<b>Quality assurance of centres</b>	<b>7</b>
Approval	7
<b>Programme design and delivery</b>	<b>8</b>
Mode of delivery	8
Resources	8
Delivery approach	8
<b>Access and recruitment</b>	<b>9</b>
Access to qualifications for learners with disabilities or specific needs	9
Restrictions on learner entry	10
Recognising prior learning and achievement	10
<b>Unit format</b>	<b>11</b>
Unit title	11
Unit reference number	11
Level	11
Credit value	11
Guided learning hours	11
Unit aim	11
Unit introduction	11
Learning outcomes	12
Assessment criteria	12

Unit content	12
Essential guidance for tutors	13
<b>Units</b>	<b>15</b>
Unit 1: Understand Children and Young People's Development in Residential Childcare	19
Unit 2: Understand Support for Children and Young People Who are Vulnerable and Disadvantaged	31
Unit 3: Lead and Manage a Team within a Residential Childcare Setting	40
Unit 4: Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare	50
Unit 5: Lead Practice for Communication and Information Management in Residential Childcare Settings	66
Unit 6: Manage Risk in Residential Childcare	76
Unit 7: Lead and Manage Group Living in Residential Childcare	84
Unit 8: Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse	94
Unit 9: Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare	103
Unit 10: Implement a Positive Relationship Policy in Residential Childcare	116
Unit 11: Lead practice to Support the Well-being and Resilience of Children and Young people in Residential Childcare	127
Unit 12: Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People	137
Unit 13: Undertake Professional Development in Residential Childcare Settings	145
Unit 14: Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare	154
Unit 15: Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare	164
Unit 16: Understand the Care System and Its Impact on Children and Young People	173
Unit 17: Lead a Residential Childcare Service That Can Engage with the Youth Justice System	183
Unit 18: Understand the Youth Justice System as It Relates to Residential Childcare	193
Unit 19: Lead Practice to Support Young People Leaving Care	203

Unit 20: Understand the Context of Residential Childcare for Children and Young People with Complex Disabilities or Conditions	215
Unit 21: Principles for Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services	224
Unit 22: Support Others to Understand Models of Disability and their Effects on Working Practice with Children and Young People	234
Unit 23: Undertake a Research Project within Services for Health and Social Care or Children and Young People	240
<b>Further information and useful publications</b>	<b>248</b>
How to obtain National Occupational Standards	248
<b>Professional development and training</b>	<b>249</b>
<b>Annexe A</b>	<b>251</b>
The Pearson/BTEC qualification framework for the health and social care sector	251
<b>Annexe B</b>	<b>255</b>
Wider curriculum mapping	255
<b>Annexe C</b>	<b>257</b>
National Occupational Standards mapping	257
<b>Annexe D</b>	<b>262</b>
Assessment Strategy	262



# What are BTEC Level 5 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

## Sizes of BTEC Professional qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Professional qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Key features of the Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)**

The Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) has been developed to give learners the opportunity to:

- demonstrate competence as a Residential Childcare manager
- develop knowledge, understanding and skills related to the leadership and management of practitioners in Residential Childcare
- have existing skills recognised
- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 5 vocationally-related qualification
- progress to employment in Residential Childcare
- progress to related general and/or vocational qualifications.

The BTEC Level 5 Diploma extends the work-related focus from the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

## **National Occupational Standards**

Where relevant, BTEC Level 5 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

# Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

## Rules of combination for Pearson BTEC Level 5 qualifications

When combining units for a Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)**

- 1 Qualification TQT: 650. Qualification credit value: 65 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 51 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)

The Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) is a 65 credit and 488 guided learning hour (GLH) qualification that consists of 15 mandatory units **plus** 3 optional units that provide for a combined total of 8 credits (where at least 51 credits must be at Level 5 or above).

<b>Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)</b>			
<b>Unit</b>	<b>Mandatory units</b>	<b>Credit</b>	<b>Level</b>
1	Understand Children and Young People's Development in Residential Childcare	3	5
2	Understand Support for Children and Young People Who are Vulnerable and Disadvantaged	2	4
3	Lead and Manage a Team within a Residential Childcare Setting	5	5
4	Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare	8	5
5	Lead Practice for Communication and Information Management in Residential Childcare Settings	4	5
6	Manage Risk in Residential Childcare	3	5
7	Lead and Manage Group Living in Residential Childcare	4	5
8	Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse	3	5
9	Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare	5	5
10	Implement a Positive Relationship Policy in residential childcare	6	5
11	Lead practice to Support the Well-being and Resilience of Children and Young people in Residential Childcare	3	5
12	Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People	2	4
13	Undertake Professional Development in Residential Childcare Settings	2	4
14	Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare	3	5
15	Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare	4	5

Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England)			
Unit	Optional units	Credit	Level
16	Understand the Care System and Its Impact on Children and Young People	3	4
17	Lead a Residential Childcare Service That Can Engage with the Youth Justice System <b>Barred combination with unit 18</b>	5	5
18	Understand the Youth Justice System as It Relates to Residential Childcare <b>Barred combination with unit 17</b>	3	4
19	Lead Practice to Support Young People Leaving Care	4	5
20	Understand the Context of Residential Childcare for Children and Young People with Complex Disabilities or Conditions	3	4
21	Principles for Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services	3	4
22	Support Others to Understand Models of Disability and their Effects on Working Practice with Children and Young People	2	4
23	Undertake a Research Project within Services for Health and Social Care or Children and Young People	10	5

# Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In BTEC Level 5 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering BTEC Level 4–7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

### **Pearson quality assurance processes will involve:**

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for BTEC Level 4-7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (SV) for each sector offered who will conduct an annual visit to quality assure the programmes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

New centres must complete a centre approval application.

# Programme design and delivery

## Mode of delivery

Pearson does not normally define the mode of delivery BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

BTEC Level 5 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 5 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

# Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## Restrictions on learner entry

Pearson BTEC Level 5 in Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) is accredited for learners aged 19 and above.

## Recognising prior learning and achievement

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

# Unit format

All units in BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

### Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in **bold** at the beginning of each section of content.
- *Italicised sub-heading*: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.



# Units



# Units

Unit 1:	Understand Children and Young People's Development in Residential Childcare	19
Unit 2:	Understand Support for Children and Young People Who are Vulnerable and Disadvantaged	31
Unit 3:	Lead and Manage a Team within a Residential Childcare Setting	40
Unit 4:	Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare	50
Unit 5:	Lead Practice for Communication and Information Management in Residential Childcare Settings	66
Unit 6:	Manage Risk in Residential Childcare	76
Unit 7:	Lead and Manage Group Living in Residential Childcare	84
Unit 8:	Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse	94
Unit 9:	Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare	103
Unit 10:	Implement a Positive Relationship Policy in residential childcare	116
Unit 11:	Lead practice to Support the Well-being and Resilience of Children and Young people in Residential Childcare	127
Unit 12:	Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People	137
Unit 13:	Undertake Professional Development in Residential Childcare Settings	145
Unit 14:	Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare	154
Unit 15:	Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare	164
Unit 16:	Understand the Care System and Its Impact on Children and Young People	173
Unit 17:	Lead a Residential Childcare Service That Can Engage with the Youth Justice System	183
Unit 18:	Understand the Youth Justice System as It Relates to Residential Childcare	193
Unit 19:	Lead Practice to Support Young People Leaving Care	203
Unit 20:	Understand the Context of Residential Childcare for Children and Young People with Complex Disabilities or Conditions	215

Unit 21:	Principles for Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services	224
Unit 22:	Support Others to Understand Models of Disability and their Effects on Working Practice with Children and Young People	234
Unit 23:	Undertake a Research Project within Services for Health and Social Care or Children and Young People	240

# Unit 1: Understand Children and Young People's Development in Residential Childcare

**Unit reference number:** M/506/7650

**Level:** 5

**Credit value:** 3

**Guided learning hours:** 25

---

## Unit aim

The aim of this unit is to enable learners to gain an understanding of the development of children and young people from birth to 19 years, including factors and influences on this development.

## Unit introduction

This unit provides the knowledge and understanding of aspects of development expected for children and young people from birth to 19 years including physical, intellectual and emotional development. Theories and frameworks supporting development are also explored in order to establish the effect they have on current practice. Learners will also explore factors impacting on progress, including personal factors such as health and disability and external factors such as family environment and education. Children and young people develop at different rates and monitoring this in order to take appropriate action is vital; learners will explore approaches to assessment and intervention.

## Additional information

**Aspects of development** including:

- Physical
- Communication
- intellectual/cognitive
- Social, emotional and behavioural
- Moral
- Identity

**Personal factors** including:

- health status
- disability
- sensory impairment
- learning difficulties
- genetic
- Trauma
- Grief and loss

**External factors** including:

- Poverty and deprivation
- History of abuse and neglect
- Family environment and background
- Behaviour of mother during pregnancy
- Personal choices
- Looked after/care status
- Education

**Theories of development** including:

- Cognitive
- Psychoanalytic
- Humanist
- Social Learning
- Operant conditioning
- Behaviourist
- Attachment
- Transition sociology

**Frameworks to support development** including

- Social pedagogy

**Times of transition** including:

- emotional, affected by personal experience e.g. bereavement, entering/leaving care
- physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis
- physiological e.g. puberty, long term medical conditions
- intellectual e.g. moving from pre school to primary to post primary

**Methods of assessing** development needs e.g.

- Assessment Framework/s
- Observation
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

**Types of interventions** e.g. those offered through:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitors
- counsellor/therapist
- foster carers
- residential care workers

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the pattern of development that would usually be expected for children and young people from birth to 19 years	1.1 Explain the sequence and rate of all aspects of development that would usually be expected in children and young people from birth to 19 years  1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction  1.3 Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours
2 Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by <b>personal factors</b>  2.2 Analyse how children and young people's development is influenced by <b>external factors</b>  2.3 Evaluate how <b>theories of development</b> and <b>frameworks to support development</b> influence current practice
3 Understand how to support children and young people's development during transitions	3.1 Analyse how and why children and young people's development can follow non-linear paths at <b>times of transition</b>  3.2 Analyse support to minimise disruption to development during periods of transition

Learning outcomes	Assessment criteria
<p>4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions</p>	<p>4.1 Compare <b>methods of assessing</b>, recording and monitoring children and young people's development</p> <p>4.2 Explain in what circumstances each method would be used</p> <p>4.3 Explain how children and young people's own account of their development contributes to the assessment process</p> <p>4.4 Explain how information from assessment and monitoring is used to select appropriate interventions</p> <p>4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people</p>
<p>5 Understand the use of interventions to support the development of children and young people</p>	<p>5.1 Explain the importance of early identification of development issues and the potential risks of late recognition</p> <p>5.2 Analyse how <b>types of interventions</b> can achieve positive outcomes for children and young people where development is not following the pattern expected</p> <p>5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people</p>

## Unit content

### 1 Understand the pattern of development that would usually be expected for children and young people from birth to 19 years

*The sequence and rate of all aspects of development that would usually be expected in children and young people from birth to 19 years:*

- *physical development:* gross motor physical development, e.g. development of locomotion, balance and co-ordination; fine motor physical development, e.g. palmar grasp, pincer grasp, hand-eye coordination; physical maturity, e.g. target height, hormones, puberty, sexual maturity
- *communication development:* e.g. pre-linguistic vocalising; linguistic; theories of language, language acquisition device, nature/nurture debate, critical period
- *intellectual/cognitive development:* e.g. object permanence; use of symbols; development of abstract concepts, memory, imagination; multiple intelligence - Gardner; maturation theory, Gesell scales
- *social development:* e.g. social interaction; cooperation with others; development of friendships; importance of friendships
- *emotional and behavioural development:* e.g. attachment; theories of attachment, Bowlby, Ainsworth; effects of separation; the distress syndrome; self-concept; emotional resilience
- *moral development:* e.g. stages; theories, Kohlberg, Eisenberg, Piaget, Gilligan
- *identity development:* e.g. personal identity; social identity, Rogers, growth promoting climate
- *sequence of development:* e.g. broadly the same sequence; normal ranges of development; cephalocaudal development in infancy, links with the nervous system
- *rate of development:* e.g. individual differences in rate, different aspects of development affect one another; range of factors affecting individual differences; principles of physical development
- *the impact of adolescent development on a young person's thoughts, feelings and behaviours:* e.g. sequence/rate of development; risk taking; vulnerability; social and emotional development; decision making

### 2 Understand the factors that impact on children and young people's development

*How children and young people's development is influenced by personal factors:* including: health status; disability; sensory impairment; learning difficulties; genetic; trauma; grief and loss

*How children and young people's development is influenced by external factors:* including: poverty and deprivation; history of abuse and neglect; family environment and background; behaviour of mother during pregnancy; personal choices; looked after/care status; education

*How theories of development and frameworks to support development influence current practice:* including: cognitive; psychoanalytic; humanist; social learning; operant conditioning; behaviourist; attachment; transition sociology; frameworks, including social pedagogy

### **3 Understand how to support children and young people's development during transitions**

*How and why children and young people's development can follow non-linear paths at times of transition, including:* emotional, affected by personal experience, e.g. bereavement, entering/leaving care; physical, e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis; physiological, e.g. puberty, long term medical conditions; intellectual, e.g. moving from pre-school to primary to post-primary

*Support to minimise disruption to development during periods of transition:* e.g. assessment framework/s; observation; standard measurements; information from parents, carers, children and young people, other professionals and colleagues

### **4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions**

*Methods of assessing, recording and monitoring children and young people's development:* e.g. routine screening; assessment frameworks, e.g. common assessment framework (CAF); observation, e.g. narrative, time sampling, longitudinal study, diagrammatic, e.g. graphs, charts, sociogram, assessment for learning; standard measurements, e.g. centile charts; information from others, e.g. parents, carers, children and young people, professionals, colleagues; Leuven Involvement Scale

*How children and young people's own account of their development contributes to the assessment process:* e.g. needs; preferences; choice; child/person-centred; their experience/view; evaluation; review

*How information from assessment and monitoring is used to select appropriate interventions:* intervention provided by specialist services, e.g. social workers, psychologists, psychiatrists, physiotherapists, health visitors, speech and language therapists, youth offending teams, residential social workers

*The importance of accurate documentation in assessing, monitoring and recording the development of children and young people:* e.g. registration and inspection frameworks; legal requirements, e.g. principles of the Data Protection Act 1998; policy and procedures of setting; importance of accuracy and objectivity; ethical guidelines; bias; confidentiality

### **5 Understand the use of interventions to support the development of children and young people**

*The importance of early identification of development issues and the potential risks of late recognition:* e.g. language and communication delay; impacts on cognitive development/learning, social development, and emotional development/behaviour

*How types of interventions can achieve positive outcomes for children and young people where development is not following the pattern expected: e.g. those offered through: social worker, speech and language therapist, psychologist, psychiatrist, youth justice, physiotherapist, nurse specialist, additional learning support, assistive technology, health visitors, counsellor/therapist, foster carers, residential care workers*

*The role of multi-agency teams working together to address development issues in children and young people: e.g. social work support for looked after children, children who have disabilities; speech and language therapist support with communication difficulties; psychologist support with learning and behavioural difficulties; psychiatrist support with emotional difficulties*

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the importance of the expected sequence and rate of development for children and young people from birth to 19 years. The unit also explores how to support the development of children and young people and the impact transition can have on development.

Learners may benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of theoretical, statutory and legal frameworks informing the development of children and young people.

The unit also includes the role of monitoring and recording children and young people's development and effective interventions to support development.

Learning outcome 1 addresses the sequence and rate of all aspects of development and the effect adolescent development can have on young people. Learners could be encouraged to carry out independent research and then liaise with colleagues and peers to gain insight into the characteristics of each area of development. The evidence gathered could then be used to identify what sequence and rate is usually expected of children and young people.

Learning outcome 2 focuses on key factors affecting children and young people's development.

This could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify the relevant theories and frameworks; link them, using their chosen examples, to the impact of internal and external factors on children and young people's development.

Learners could also use the material to explore how theories and frameworks can be effective in supporting children and young people's development.

Learning outcome 3 explores transitions and the impact this can have on children and young people. This could be delivered through the use of relevant video clips on line which learners could use to gain insight into the key role support mechanisms play in supporting children and young people through transitions, ensuring that their development is as unaffected as possible. Findings could be used to analyse why development might not follow the expected paths during transition.

Learning outcome 4 explores the value of assessment, monitoring and recording children and young people's development to determine appropriate interventions. A taught session introducing the methods of assessing and recording development and the information which can inform this would be useful. Desk based research could support this and findings could be applied to work based scenarios.

Learning outcome 5 could be delivered through revisiting the case studies identified for learning outcome 2. The focus of learning outcome 5 is interventions which facilitate children and young people's development and how the early identification of issues relating to development is important. Multi-agency working is also explored and its role in supporting children and young people's development.

Discussions with other professionals who have worked in a multi-agency scenario could be beneficial. Desk based research could support this and findings could be applied to the scenarios given.

Learners could be encouraged to engage with employers and other employees to gain knowledge and understanding of the interventions and support available and factors impacting on areas of development.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to demonstrate an understanding of the expected sequence and rate of development for children and young people, explaining key terminology and the role of adolescent behaviour in areas of a young person's development. An assignment focusing on the sequence and rate of development could be used. Learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience. They could then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. This could be supported by a professional discussion, to enable further questioning on the sequence and rate of all aspects of development in assessment criterion 1.1.

For learning outcome 2, learners are asked to demonstrate an understanding of the theories of development and frameworks that have an impact on practice when supporting the development of children and young people. This could be addressed through learners producing a reflective account using evidence relating to their own place of work or, alternatively, learners could generate their evidence through a relevant case study. For example for assessment criterion 2.3, learners could evaluate how theories of development and frameworks support development influence practice within their setting or within the setting in a relevant case study. In addition, learners need to show they can analyse the influence of personal and external factors on children and young people's development, covering assessment criteria 2.1 and 2.2. This could be carried out through a presentation to colleagues, referring to experiences within the work setting as examples or using relevant case studies.

For learning outcome 3, learners will need to demonstrate an understanding of the range of resources available to support children and young people's development needs during transition and how they can be best supported. A reflective account or a report, supported by a professional discussion, could be used for 3.1 and 3.2 where learners will first need to analyse reasons for non-linear developmental paths during times of transition and then analyse the support available to meet the needs of children and young people at this time.

For learning outcome 4, learners will need to demonstrate an understanding of the importance of assessing, recording and monitoring children and young people's development. In a reflective account or report, covering all assessment criteria, learners could explain approaches to assessment, recording and monitoring, when they would be used, the importance of accuracy and how findings influence the selection of effective interventions. The value of children and young people's input into their progress also needs to be explored.

For learning outcome 5, learners will need to demonstrate an understanding of the key area of early recognition of issues around development for children and young people and analyse the use of interventions. Evidence could be in the form of a reflective account or learner diary, using anonymised examples from their own work setting or from case-study material. For assessment criterion 5.3, learners could explore a given case study or an anonymised example from their own work setting, in order to produce a report that evaluates the role that multi-agency teams play in working together to address developmental issues in children or young people.

## Essential resources

There are no essential resources required for this unit.

## Indicative resource materials

### Books

Brown, S – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam; reprint edition 2010) ISBN 9781583333785

Else, P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN 9780826495655

Lindon, J – *Understanding Child Development* (Hodder Education, 2012) ISBN 9781444167184

Meggitt, C – *Child Development, an Illustrated Guide 3rd edition with DVD* (Pearson Education 2012) ISBN 9780435078805

Minett, P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 9780340889152

Trodd, L – *Transitions in the Early Years: Working with Children and Families* (Sage, 2012) ISBN 9781446249789

### Journals

Nursery World – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

'Play Right' International Play Association – [www.ipaworld.org](http://www.ipaworld.org)

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Children's Play Information Service – [www.ncb.org.uk/cpis](http://www.ncb.org.uk/cpis)

Department for Education – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances – [www.early-education.org.uk](http://www.early-education.org.uk)

KIDS provides opportunities and support to disabled children, young people and their families – [www.kids.org.uk](http://www.kids.org.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## **Unit 2:**

# **Understand Support for Children and Young People Who are Vulnerable and Disadvantaged**

**Unit reference number:** A/506/7652

**Level:** 4

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is to enable learners to gain an understanding of the effects of vulnerability and disadvantage on children and young people's development, life chances and outcomes.

### **Unit introduction**

This unit gives learners the knowledge and understanding they need to enable them to provide the appropriate support to improve life chances. They will investigate factors that have an impact on outcomes and opportunities for children and young people, including poverty and disadvantage.

The unit examines how partnership working increases the likelihood of positive outcomes for children and young people. The unit looks at collaboration with carers in supporting children and young people's achievement.

### **Additional information**

**Factors**, e.g.

- poverty
- social and community pressures
- health status
- abuse and neglect
- violent and/or offending family or personal backgrounds
- race, gender, sexual orientation
- asylum seeking or victims of trafficking.

**Vulnerability:** where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances.

**Carers** are parents, family members and others who care for a child or young person at home.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand factors that impact on outcomes and life chances of children and young people	1.1 Explain the critical impact that poverty has on outcomes and life chances 1.2 Describe how <b>factors</b> impact on outcomes and life chances for children and young people 1.3 Explain how children and young people can be marginalised by inequalities in society
2 Understand how poverty and disadvantage can affect children and young people's development.	2.1 Explain what is meant by disadvantage and <b>vulnerability</b> in relation to children and young people 2.2 Analyse how poverty and disadvantage can affect children and young people's: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Communication development</li> <li>• Intellectual/cognitive development</li> <li>• Social, emotional and behavioural development</li> </ul>
3 Understand the strategic and policy context for improving outcomes for children and young people	3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people. 3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances. 3.3 Analyse policies and guidance which inform support services for children and young people at national and local level.

Learning outcomes	Assessment criteria
<p>4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage</p>	<p>4.1 Explain how to engage <b>carers</b> in the planning of services so that children and young people are more likely to achieve positive outcomes.</p> <p>4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services.</p>
<p>5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage</p>	<p>5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people</p> <p>5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage</p> <p>5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people</p> <p>5.4 Analyse why practitioners should act as agents of change in the work setting</p>

## Unit content

### 1 Understand factors that impact on outcomes and life chances of children and young people

*The critical impact that poverty has on outcomes and life chances:* e.g. health; cognitive development; social, emotional and behavioural development; educational outcomes; parenting behaviours impacting on expectations and outcomes

*How factors impact on outcomes and life chances for children and young people:* the impact of, for example, poverty; social and community pressures; health status; abuse and neglect; violent and/or offending family or personal backgrounds; race, gender, sexual orientation; asylum seeking or victims of trafficking on life chances for children and young people

*How children and young people can be marginalised by inequalities in society:* e.g. discrimination; exclusion; barriers; access to opportunities; worth; sense of belonging; attitudes; inequalities in society, e.g. housing, financial, education, racial, gender

### 2 Understand how poverty and disadvantage can affect children and young people's development

*Disadvantage and vulnerability in relation to children and young people:*

- *disadvantage:* e.g. the types of circumstances or situations that reduce the likelihood of positive outcomes for children and young people
- *vulnerability:* e.g. where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances
- *How poverty and disadvantage can affect children and young people's:*
- *physical development:* e.g. poor nutrition; impact on growth; activities/exercise; illness; disease; energy
- *communication development:* e.g. interaction; peer involvement; social inclusion; access to resources/facilities; role modelling
- *intellectual/cognitive development:* e.g. parental guidance; role modelling; access to resources/books; opportunities for learning/development
- *social, emotional and behavioural development:* e.g. peer guidance; parental/carers support/guidance and role modelling; inclusion/exclusion

**3 Understand the strategic and policy context for improving outcomes for children and young people**

*National or local policy related to outcomes and life chances for children and young people:* e.g. Public Sector Equality Duty; No Health Without Mental Health: A cross-Government mental health outcomes strategy for people of all ages (2011); Munro review of child protection (2011); Review of Commercialisation and Sexualisation of Childhood (2011); Health Inequality Duty (Health and Social Care Act 2012)

*National and local policy's impact on outcomes and life chances:* e.g. access funding; resources; government support; evidence based; practitioner input

**4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage**

*Engaging carers in the planning of services:* e.g. effective communication; involvement in all stages; planning; assessment; evaluation; review; monitoring; exchange of views

*How partnership working with other agencies can address the needs of children and young people whose carers are users of adult services:* e.g. collaboration; understanding; planning; shared knowledge; interaction

**5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage**

*How the principles of social pedagogy inform practice to support positive outcomes for children and young people:* e.g. holistic approach; assessment; planning; inclusion; organisational culture; sharing of good practice; workforce development; policy

*Increasing the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage:* e.g. needs assessment; respect; inclusion

*Importance of practitioners having high expectations of and ambitions for all children and young people:* e.g. aspirations; equality; recognising achievement; focus on abilities; recognising opportunities; facilitation of achievement; partnership working

*Why practitioners should act as agents of change in the work setting:* e.g. facilitating development and achievement; roles/responsibility; accountability; risk management; role modelling; collaboration with others

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops knowledge and understanding of the meaning of vulnerability and disadvantage for children and young people.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills needed to support practice that reflects the needs of children, young people and others when working to improve outcomes.

Learning outcome 1 has a focus on the effect poverty has on children and young people's outcomes and life changes. Learning outcome 1 could be a project or enquiry-based learning, using case-study material or anonymised examples from learners' work settings to explore the support issues influencing the outcomes and life chances of children and young people.

Learning outcome 2 explores children and young people's development and the effect poverty and disadvantage can have on all areas of development.

Learners could be encouraged to liaise with colleagues and peers to gain insight into what disadvantage, poverty and vulnerability are and the influence they have on identified areas of development, recording their findings in report format.

Learning outcome 3 focuses on the knowledge and skills required to implement strategy and policy to promote positive outcomes for children and young people, exploring the need for strategic direction locally and nationally. Desk-based research could support this and findings could be applied to examples identified from the work setting or given case studies.

Learning outcome 4 could be delivered through the use of case studies or examples from the work setting. The focus of learning outcome 4 is collaboration and partnership working and learners could explore the range of agencies which exist and/or that interact with their own workplace regularly. They would then apply this to addressing the needs of children and young people identified in the case studies or examples from their own workplace.

Learning outcome 5 could be a project or enquiry-based learning, using case-study material or anonymised examples from learners' work settings, to explore the roles and responsibilities of the practitioner in relation to developing children and young people's resilience and self-confidence through the application of social pedagogy and acting as an agent of change.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1 an assignment, professional discussion or reflective account could be used to enable learners to explain the concepts as they have experienced them in their practice.

For learning outcome 2, evidence could be provided by a reflective account or journal or written assignment, to show the learner evaluating the impact of poverty and disadvantage on children and young people's development. If using a reflective account the learner should use observations in order to evaluate the impact of poverty and disadvantage on children and young people within their own workplace.

For learning outcome 3, evidence could be provided by a report for colleagues analysing the effect that local or national policy and guidance has on service provision in their own setting and children and young people locally and nationally. Learners should use evidence relating to their own place of work or alternatively they could generate their evidence through a relevant case study.

For learning outcome 4, evidence could be provided by a reflective account, where the learner explains the influence that carer and other agency involvement has had on children and young people's needs and outcomes in a particular case study or example from their own work setting.

For learning outcome 5, evidence could come from a report or formal assignment investigating the role played by social pedagogy and the practitioner as agents of change in practice. They should also investigate approaches to increasing resilience and self-confidence in children and young people, and the value of practitioners having high expectations of and ambitions for children and young people. Learners could draw on examples from their workplace or from research into the area of social pedagogy.

## Essential guidance for tutors

### Essential resources

There are no special resources needed for this unit.

### Indicative resource materials

#### Books

Blyth, M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN 9781447304906

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon, J – *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

#### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Coram Children's Legal Centre (CCLC) specialises in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## **Unit 3:**

# **Lead and Manage a Team within a Residential Childcare Setting**

**Unit reference number:** L/506/7607

**Level:** 5

**Credit value:** 5

**Guided learning hours:** 36

---

### **Unit aim**

The aim of this unit is to enable learners to gain the knowledge, understanding and skills required to lead a team in a residential childcare setting. The unit explores the meaning and application of management and leadership styles and theories, as well as the influence of organisational culture on teamwork.

### **Unit introduction**

This unit includes the key aspects of management and leadership within a residential childcare setting. It explores the theories and concepts of management and leadership, planning for development, managing individuals and teams, performance management and planning for change. The management of change is key to any service and learners are asked to engage with this process and associated theories.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the concepts of management and leadership	1.1 Compare and contrast leadership and management 1.2 Analyse theoretical models of leadership styles 1.3 Analyse theoretical models of management styles 1.4 Explain how both leadership and management involve a two way dynamic between the people involved
2 Understand the features of effective team performance within residential childcare	2.1 Compare models of team working 2.2 Analyse the features of an effective team 2.3 Analyse barriers to effective team performance 2.4 Analyse how management and leadership styles influence team performance 2.5 Analyse methods for conflict resolution within a team
3 Be able to lead the development of a positive organisational culture	3.1 Analyse components of a positive organisational culture 3.2 Develop strategies to support a positive organisational culture in own team 3.3 Implement strategies to support a positive organisational culture in own team 3.4 Evaluate strategies used to develop a positive organisational structure

Learning outcomes	Assessment criteria
<p>4 Be able to develop a plan with team members to meet agreed objectives</p>	<p>4.1 Support team members to understand and commit to the vision and strategic direction of the organisation</p> <p>4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction</p> <p>4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives</p> <p>4.4 Agree roles and responsibilities with team members</p> <p>4.5 Support sharing of skills and knowledge between team members</p>
<p>5 Be able to support individual team members to work towards agreed objectives</p>	<p>5.1 Carry out professional supervision with team members in accordance with organisational requirements</p> <p>5.2 Set individual work objectives with team members based on agreed team objectives</p> <p>5.3 Use a solution focussed approach to support team members in addressing challenges</p> <p>5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role</p> <p>5.5 Work with team members to identify opportunities for continuing professional development</p>

Learning outcomes	Assessment criteria
<p>6 Be able to manage performance</p>	<p>6.1 Involve children or young people in the monitoring and management of team performance</p> <p>6.2 Monitor progress towards agreed objectives</p> <p>6.3 Provide feedback on performance to:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the team</li> </ul> <p>6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives</p> <p>6.5 Explain processes for managing teams when their performance does not meet agreed objectives</p> <p>6.6 Recognise individual and team achievements</p>
<p>7 Understand how to lead a team through change</p>	<p>7.1 Analyse factors that drive change in residential childcare settings</p> <p>7.2 Compare theories of change management</p> <p>7.3 Evaluate tools and techniques that support team members to implement change</p>

## Unit content

### 1 Understand the concepts of management and leadership

*Theoretical models:* Goleman's six styles; Hay and McBer's Emotional Competence Inventory; Dulewicz and Higgs Leadership Dimensions; the Tannenbaum Schmidt Leadership Continuum; Hersey-Blanchard's Situational Leadership

*Leadership styles:* paternalistic; autocratic; charismatic; persuasive; participative; democratic; laissez-faire; transactional; transformational

*Theoretical models of management styles:* Rensis Likert; Theory X and theory Y; Blake and Mouton's Managerial Grid Dimensions; William J Reddin's 3D theory

*How leadership and management involve a two way dynamic between the people involved:* planning; organising; coordinating; influencing others; cooperation; employee engagement; empowering employees; negotiation; creating ownership; authority; ultimate responsibility

### 2 Understand the features of effective team performance within residential childcare

*Models of teamworking:* e.g. Syer and Connolly Cycle of developing teamworking skills; Tuckman's team dynamics; Belbin's team roles

*The features of an effective team:* e.g. unity of purpose; shared values; complementary skills; clear roles and responsibilities; agreed ground rules; focussed; effective communication; trust; commitment; collaboration; honesty; mutual respect; motivation

*Barriers to effective team performance:* e.g. workload; lack of communication; lack of direction; personal grievances; conflict

*How management and leadership styles influence team performance:* e.g. effectiveness; approach; unity; collaboration

*Methods for conflict resolution within a team:* e.g. Win-Win negotiation; Force Field Analysis; Paired Comparison Analysis; FOCUS model; mediation

### 3 Be able to lead the development of a positive organisational culture

*Components of a positive organisational culture:* collaboration; communication; values and beliefs; valuing contribution from others; inclusiveness and openness

*Strategies to support a positive organisational culture in own team:* e.g. dynamic approach; person-centred care; integrated workforce agenda; urgency and priorities; co-working arrangements; rota systems; challenging routine practices

**4 Be able to develop a plan with team members to meet agreed objectives**

*Develop a plan with team members to meet agreed objectives:* staged approach; vision; outcomes; use of specific, measurable, achievable, realistic and timed (SMART) targets; delegation; roles and responsibility; authority; shared goals and objectives

*Roles and responsibilities with team members:* Belbin's team roles – plants, resource investigators, monitor evaluators, co-ordinators, implementers, completer finishers, team workers, shapers, specialists; utilising team members' strengths, skills, expertise; planning for skill/knowledge sharing between team members

**5 Be able to support individual team members to work towards agreed objectives**

*Professional supervision with team members in accordance with organisational requirements:* e.g. agreed ways of working; recording; confidentiality; areas for development; key issues; positive feedback; planning and preparation; constructive approach

*Set work objectives with team members based on agreed team objectives:* e.g. based on learning needs and staff development; through supervision and appraisals; comparing skills and requirements; setting SMART objectives (specific, measurable, achievable, realistic, time-related); realistic number of objectives

*Use a solution focussed approach to support team members in addressing challenges:* methods to overcome challenges. e.g. communication; participation; involvement; training; extra resources; agreement; reviewing; allocation of responsibilities; revising plans; reassessing priorities; effective use of resources, time and personnel

*Support team members to manage their emotional responses to distressing situations that arise in their job role:* supervision; appraisal; mentoring; counselling

*Work with team members to identify opportunities for continuing professional development:* personal and professional development; learning plan; personal and team objectives; progression opportunities; development of roles within the team

## 6 Be able to manage performance

*Involve children or young people in the monitoring and management of team performance:* involving children, young people and carers in decision making; encouraging inclusive practice; encouraging reflective practice; putting research needs into action; building trusting and open relationships; support networks; anti-discriminatory practice; staff appraisals

*Monitor progress towards agreed objectives:* reference to objectives and guidelines of the setting; performance appraisals linked to agreed personal objectives; recording of information and evidence; regular monitoring of progress through observation, one-to-one meetings and evidence provided

*How to provide feedback on performance to:*

- *the individual:* direct feedback; one-to-one meetings; supervision and appraisals; using positive and negative critique; self-assessment; reflection
- *the team:* types e.g. verbal; written; informal and formal; meetings; use of reports and audits; positive and negative critique; ensuring shared responsibility

*Processes for managing individuals when their performance does not meet agreed personal objectives:* e.g. constructive criticism; identifying limitation or gaps in performance; use of mentoring; supervision; identifying personal training needs; staff development; encouraging self-reflection and self-critiquing; engaging in continuous professional development; following agreed disciplinary procedures

*Recognise individual and team achievements:* e.g. positive reinforcement; recognition; praise; encouragement

## 7 Understand how to lead a team through change

*Factors that drive change in residential childcare settings:* e.g. legislation; policy; resource availability including appropriately qualified staff; changes in requirements for sector qualifications; financial constraints; ethical considerations, e.g. rights of individuals to autonomy, right to freedom from maltreatment and abuse

*Theories of change management:* e.g. Kotter; Lewin; Bridge's Transition Model; Kübler-Ross Five Stage Model

*Tools and techniques that support team members to implement change:* e.g. planning; contingency planning; monitoring; review; evaluation; staged approach

## Essential guidance for tutors

### Delivery

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than on individual assessment criteria.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the key role that leadership and management play in team performance and the development of a positive culture.

Learning outcome 1 could be delivered through enquiry-based learning, using case-study material or anonymised examples from the learners' work settings. Learners should identify the relevant theoretical models, link them, using their chosen examples, to management and leadership and explain the dynamic involved when leading and managing individuals and teams.

For learning outcome 2, online tools such as the Myers-Briggs Inventory and the Belbin Team Roles Analysis would support the development of learner self-awareness and an understanding of the facilitation of successful team performance. Findings from these activities could support learners' analysis of factors affecting team performance and approaches to conflict resolution in teams. This could be followed by a discussion of learners' findings.

Learning outcome 3 explores the influence a positive organisational culture can have on teams. Independent research, using relevant online journals and published research into organisational culture, could support learners to apply approaches to examples from their own place of employment. Learners could then evaluate their current organisational strategies for creating a positive organisational culture in order to establish whether the current methods could be improved.

Learning outcomes 4 and 5 could be addressed through learners drawing on their own experiences, identifying factors that impact on the process of identifying and agreeing objectives with teams to enable them to utilise their skills effectively. Learners could liaise with colleagues and peers to gain insight into the necessary roles and responsibilities needed to support team development. The evidence gathered could then be used to identify methods of supporting teams to achieve their agreed objectives.

Learning outcome 5 explores the support individuals might need in relation to their role and ongoing development. Desk-based research could further support this and findings could be applied to work-based scenarios.

Learning outcome 6 looks at performance management and addressing performance which does not meet identified objectives. This could be delivered through the use of case studies or examples from the work setting. In order to identify appropriate methods, it may be beneficial for learners to observe performance management discussions or to view examples of videos of performance management conversations online. Learners could use the examples given or chosen and review the support necessary to facilitate effective performance.

Learning outcome 7 explores change and leading a team during a time of change. The learning outcome could be met through project- or enquiry-based learning, using case-study material or anonymised examples from the learner's work setting to explore the support necessary for the management of change. Learners should compare theories of change, recognising approaches that could support team members.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, reflective accounts could be used and learners could interact with the concepts as required by the assessment criteria. They should indicate how this knowledge and understanding would impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. A professional discussion or reflective account could be used to support this, where the learners will need to identify the distinctions between management and leadership styles and theories.

For learning outcome 2, learners could produce a report or assignment, relating their evidence to teams within their own workplace or alternatively the learners could generate their evidence through research of another organisation or through a relevant case study.

For learning outcome 3, evidence from direct observation could be appropriate for assessment criteria 3.2 and 3.3, supported by work products such as procedure documents that the learner has produced.

A reflective account, professional discussion or a report could be used to supplement the observation, covering assessment criteria 3.1 and 3.4, where learners will need first to identify what makes up a positive organisational culture and then evaluate the strategies they have used.

Learning outcomes 4, 5 and 6 require evidence from direct observation to demonstrate how learners facilitate the development of objectives and the achievement of these objectives through their work with teams and individuals, identifying the necessary roles and responsibilities to support this. A reflective account, professional discussion or a report could be used to supplement evidence for learning outcomes 4, 5 and 6. Learners will need to explain the planning and actions they implemented to support the development of team and individual objectives and the techniques used to manage ongoing performance.

For learning outcome 7, a journal entry or report could include an evaluation of the appropriate change management tools and approaches for the work setting.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Books

Cameron, E and Green, M – *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change* (Kogan Page, 2012) ISBN 9780749464356

Fulcher, L et al – *Residential Child Care in Practice: Making a Difference* (Social Work in Practice Series) (Policy Press, 2013) ISBN 9781847423108

Fulton, D – *Essential Skills for Managers of Child-Centred Settings* (Routledge, 2011) ISBN 9789814287869

Smith, M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Thompson, N and Thompson, S – *The Critically Reflective Practitioner* (Palgrave Macmillan, 2008) ISBN 9780230573185

### Websites

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Belbin's team roles theory – [www.belbin.com](http://www.belbin.com)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## **Unit 4:**

# **Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare**

**Unit reference number:** M/506/8362

**Level:** 5

**Credit value:** 8

**Guided learning hours:** 55

---

### **Unit aim**

The aim of this unit is to develop the knowledge, understanding and skills required to be able lead practice within a residential childcare setting to support the important areas of safeguarding and protection. The unit explores the need to develop and implement policies and procedures for safeguarding and protecting children and young people.

### **Unit introduction**

The unit provides the underpinning knowledge and understanding of the importance of safeguarding and protection of children and young people in residential childcare. It examines approaches to working with children and how these approaches are underpinned by legislation and policy. The unit also covers the skill of working as part of local networks to reduce the risk of harm, and leading practice to reduce the risk of potential, actual or alleged harm or abuse within the residential childcare setting.

Ongoing monitoring and evaluation of agreed ways of working and policies and procedures is key to ensuring the safety and security of children and young people and is a vital managerial role; this unit further endorses this aspect of practice.

### **Additional information**

**Working practices**, for example:

- childcare practice
- child protection
- risk assessment
- ensuring the voice of the child or young person is heard (such as providing advocacy services)

- supporting children and young people and others who may be expressing concerns
- working practices that protect practitioners and children/young people.

**Agencies and organisations** may include:

- social services
- NSPCC
- health visitors
- GP
- probation
- police
- school
- psychology service.

**Independent visitors** are specially trained volunteers with the designated role of befriending and advising a looked after child or young person.

**Policies and procedures required for safeguarding**, for example e.g.:

- listening to children and young people
- sharing concerns and recording/reporting incidents
- dealing with allegations
- duty of care
- whistleblowing
- propriety and behaviour
- physical contact/intimate personal care
- off site visits
- photography and video
- bullying
- use of the internet and mobile phones
- missing from care
- visitors
- timely and accurate information sharing
- partnership working
- safer recruitment.

**Poor practice and attitudes,** for example:

- denial of the issue
- blaming the victim
- not listening to and hearing children and young people
- being inconsistent or untrustworthy
- not placing the child or young person's needs first
- becoming desensitised to issues of harm and abuse
- being overprotective
- failing to report suspicions at an early stage
- failing to share information
- failing to work in partnership with key agencies.

**Perpetrators and their behaviours,** for example:

- position of power in the organisation
- position of power in the community (such as through business, political or faith groups)
- celebrity status
- fellow resident/peer
- grooming (of the child or young person and those around them)
- threats of reprisals
- promises of rewards
- denial of behaviour as abusive
- targeting boys and young men (in relation to sexual abuse).

**Key features** include:

- common patterns of child sexual exploitation both within and outside the setting
- myths about those who sexually exploit
- profiles of those who sexually exploit
- distinguishing features of abusive and non-abusive sexual activity.

**Key Partners** include:

- sexual health services
- police, Crown Prosecution Service
- youth offending services
- probation services
- housing services
- drug and alcohol services
- mental health services, including Child and Adolescent Mental Health (CAMHS)

- community health services, including GPs
- hospital trusts
- education services
- voluntary and community sector
- family and carers.

**Problem Profiling**, i.e. building a picture:

- of gangs, groups, individuals, businesses and neighbourhoods that increase the risk of child sexual exploitation
- of the potential victims who are vulnerable to sexual exploitation and grooming.

**Local strategies** may involve:

- local authorities
- Local Safeguarding Children Boards (LSCBs)
- Multi Agency Safeguarding Hubs (MASH).

**A plan to review** should include:

- the views of children and young people
- current guidance arising from inquiries and serious case reviews
- liaison with different organisations.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the impact of current legislation for the safeguarding of children and young people	<p>1.1 Explain the current legislative framework that underpins the safeguarding of children and young people</p> <p>1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect <b>working practices</b> with children and young people</p> <p>1.3 Review how processes used in the work setting comply with current legislation</p> <p>1.4 Explain the relationship between safeguarding and child protection</p>
2 Be able to participate in local networks to safeguard children and young people	<p>2.1 Identify the range of <b>agencies and organisations</b> involved in local networks for safeguarding of children and young people</p> <p>2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse</p> <p>2.3 Work with other agencies and organisations in local networks using agreed protocols</p>
3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	<p>3.1 Implement policies and legal requirements that support safe recruitment of team members</p> <p>3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused</p> <p>3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm</p>

Learning outcomes	Assessment criteria
<p>4 Be able to lead practice that minimises the risk of harm and abuse in the care setting</p>	<p>4.1 Lead a culture where the needs of children or young people are paramount</p> <p>4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard</p> <p>4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed</p> <p>4.4 Analyse the roles of advocates and <b>independent visitors</b> in relation to safeguarding children and young people in care</p>
<p>5 Be able to implement policies and procedures for safeguarding children and young people</p>	<p>5.1 Identify <b>policies and procedures</b> needed for comprehensive safeguarding in a residential childcare setting</p> <p>5.2 Lead the implementation of policies and procedures for safeguarding children or young people</p> <p>5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected</p> <p>5.4 Provide information and mentoring to team members about safeguarding</p> <p>5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse</p> <p>5.6 Challenge <b>poor practice and attitudes</b> in relation to safeguarding</p> <p>5.7 Support continuous improvement to practice and attitudes in relation to safeguarding</p>

Learning outcomes	Assessment criteria
<p>6 Understand situations that present high risk of harm for children and young people</p>	<p>6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people</p> <p>6.2 Analyse known characteristics of <b>perpetrators and their behaviours</b> that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity</p> <p>6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse</p>
<p>7 Understand approaches that address child sexual exploitation</p>	<p>7.1 Analyse research and official inquiries to identify <b>key features</b> of child sexual exploitation</p> <p>7.2 Analyse trends in child sexual exploitation in the context of human trafficking</p> <p>7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming</p> <p>7.4 Explain the roles of <b>key partners</b> involved in local networks to address sexual exploitation of children and young people</p> <p>7.5 Explain the purpose and key features of <b>problem profiling</b></p> <p>7.6 Describe ways to contribute to <b>local strategies</b> to combat child sexual exploitation</p>

Learning outcomes	Assessment criteria
<p>8 Be able to review policies and procedures for safeguarding children and young people in residential childcare</p>	<p>8.1 Develop <b>a plan to review</b> the policies and procedures for safeguarding children or young people</p> <p>8.2 Implement a review of policies and procedures for safeguarding children or young people</p> <p>8.3 Analyse findings from a review of policies and procedures</p> <p>8.4 Work with others to implement an action plan to improve policies and procedures</p>

## Unit content

### 1 Understand the impact of current legislation for the safeguarding of children and young people

*The current legislative framework that underpins the safeguarding of children and young people:* e.g. United Nations Convention on the Rights of the Child (UNCRC) 1989; Human Rights Act 1998; Education Act 2011; Children Act 2004; Childcare Act 2006; Children and Young Person's Act 2008; Borders, Citizenship and Immigration Act 2009; Local Safeguarding Children Boards (Amendment) Regulations 2010; Equality Act 2010; Working Together to Safeguard Children (2013); Care Act 2014

*How current national and local guidelines, policies and procedures for safeguarding affect working practices with children and young people:* childcare practice; child protection; risk assessment; ensuring the voice of the child or young person is heard (e.g. providing advocacy services); supporting children and young people and others who may be expressing concerns; working practices that protect practitioners and children/young people

*The relationship between safeguarding and child protection:* e.g. safeguarding has broader parameters than child protection; safeguarding involves protecting children from harm and abuse, mistreatment, impairment of health or development

### 2 Be able to participate in local networks to safeguard children and young people

*The range of agencies and organisations involved in local networks for safeguarding of children and young people:* may include: social services; NSPCC; health visitors; GP; probation; police; school; psychology service

*The importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse:* e.g. consistency; continuity; advice; guidance; need to know; expediency; harm reduction; risk management

### 3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members

*Policies and legal requirements that support safe recruitment of team members:* e.g. duty of care; safer recruitment; identity checks; qualification checks; references; Disclosure and Barring checks (DBS); completion of full recruitment process; advertising; use of the job description/person specification

*Support team members to recognise the power inherent in their role and the potential for this to be abused:* e.g. decision making; risk management; influence on self-esteem and wellbeing of children and young people; duty of care; guidance; modelling safe practice/behaviour; ensuring voice of child or young person is heard; supporting children and young people and others who may be expressing concerns

*Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm: e.g. reporting; recording; monitoring; supervisor; duty of care; risk identification/management; safeguarding*

**4 Be able to lead practice that minimises the risk of harm and abuse in the care setting**

*A culture where the needs of children or young people are paramount: e.g. child/person-centred approach; awareness of children or young people's choice and preference; assessment; taking children or young people's choices and preferences into account when planning; review; identification of needs; sharing and developing an understanding of best practice*

*Develop positive, trusting and consistent relationships in which children or young people are listened to and heard: e.g. sharing of best practice and training team members; open communication; peer support; creating and maintaining appropriate boundaries; areas of responsibility; appropriate information sharing; ensure team members understand the limits of their authority; recording information in line with organisation's policies and procedures*

*Systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed: systems, e.g. accessible concerns/complaints procedures for children or young people; advocacy; support to raise concerns/make a complaint; clear communication about progress/outcome of complaint*

*The roles of advocates and independent visitors in relation to safeguarding children and young people in care: independent visitors are specially trained volunteers with the designated role of befriending and advising a looked after child or young person; advocates support children and young people to have their views, wishes and preferences taken into account when decisions are made about their lives*

**5 Be able to implement policies and procedures for safeguarding children and young people**

*Policies and procedures needed for comprehensive safeguarding in a residential childcare setting: e.g. listening to children and young people; sharing concerns and recording/reporting incidents; dealing with allegations; duty of care; whistleblowing; propriety and behaviour; physical contact/intimate personal care; off-site visits; photography and video; bullying; use of the internet and mobile phones; missing from care; visitors; timely and accurate information sharing; partnership working; safer recruitment*

*The implementation of policies and procedures for safeguarding children or young people: ensuring copies of safeguarding policies and procedures are available to staff; leading by example; training and mentoring staff; raising awareness of possible physical, emotional and social indicators suggesting abuse or neglect; working with parents and other agencies involved with individual children and young people; arranging and delivering training; ensuring policies and procedures are understood and followed; being aware of alternative approaches and the importance of keeping self and others up to date with new and emerging practice*

*Training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected:* e.g. training on: signs; symptoms; indications; reporting; recording; confidentiality; roles; responsibilities; duty of care; the identification and management of risk; health and safety

*Own role in ensuring prompt response to suspicions of harm or abuse:* e.g. risk assessment; priorities; safety; confidentiality; partnership; lines of reporting; monitoring; collaboration

*Challenge poor practice and attitudes in relation to safeguarding:* e.g. denial of the issue; blaming the victim; not listening to and hearing children and young people; being inconsistent or untrustworthy; not placing the child or young person's needs first; becoming desensitised to issues of harm and abuse; being overprotective; failing to report suspicions at an early stage; failing to share information; failing to work in partnership with key agencies

*Continuous improvement to practice and attitudes in relation to safeguarding:* e.g. monitoring; observation; accountability; vigilance; consistency of reporting and communication; training and development; support for staff

## **6 Understand situations that present high risk of harm for children and young people**

*Situations and circumstances that present high risk of harm or abuse for children and young people:* e.g. isolation; communication difficulties; informal care situations; one-to-one provision; inappropriate/lack of policies/procedures; ineffective employment checks; substance misuse; history of childhood abuse

*Characteristics of perpetrators and their behaviours that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity:* e.g. position of power in the organisation; position of power in the community (e.g. through business, political or faith groups); celebrity status; fellow resident/peer; grooming (of the child or young person and those around them); threats of reprisals; promises of rewards; denial of behaviour as abusive; targeting boys and young men (in relation to sexual abuse)

*Why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse:* peer pressure/support; common aims; interests; sense of belonging; achievement; boredom; activity; network

*Risks:* involvement in group/gang activities; predators; peer pressure; initiation; rewards

## **7 Understand approaches that address child sexual exploitation**

*Research and official inquiries to identify key features of child sexual exploitation:* to include: common patterns of child sexual exploitation both within and outside the setting; myths about those who sexually exploit; profiles of those who sexually exploit; distinguishing features of abusive and non-abusive sexual activity

*Trends in child sexual exploitation in the context of human trafficking:* increased use of social media; forced labour; domestic servitude; child begging; disposable labour; online and offline sexual encounters; increase of child sex tourism; statistical data on trends, e.g. change over time; influence of technology; case studies

*Ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming:* e.g. use of social media; open to grooming; acceptability; priorities; need for company/comfort; buying power; pressure

*The roles of key partners involved in local networks to address sexual exploitation of children and young people:* to include: sexual health services; police, Crown Prosecution Service; youth offending services; probation services; housing services; drug and alcohol services; mental health services, including Child and Adolescent Mental Health (CAMHS); community health services, including GPs; hospital trusts; education services; voluntary and community sector; family and carers

*The purpose and key features of problem profiling:* i.e. building a picture of: gangs; groups; individuals; businesses and neighbourhoods which increase the risk of child sexual exploitation; the potential victims who are vulnerable to sexual exploitation and grooming

*Ways to contribute to local strategies to combat child sexual exploitation:* e.g. local authorities; Local Safeguarding Children Boards (LSCBs); Multi Agency Safeguarding Hubs (MASH)

## **8 Be able to review policies and procedures for safeguarding children and young people in residential childcare**

*Review the policies and procedures for safeguarding children or young people:* to include: the views of children and young people; current guidance arising from inquiries and serious case reviews; liaison with different organisations

*Implement an action plan to improve policies and procedures:* e.g. duty of care; fitness for purpose; currency; validity; supervision; collaboration

## Essential guidance for tutors

### Delivery

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than on individual assessment criteria. Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and colleagues in protection and safeguarding.

Learning outcome 1 could be delivered through enquiry-based learning, using case-study material or anonymised examples from learners' work settings. Learners should identify the national legislation that underpins the rights of children and young people to safeguarding and protection, and explain key points. Learners could also use the material to analyse how guidelines, policies and procedures impact on practice in residential childcare, exploring the links between safeguarding and child protection.

Learning outcome 2 explores the value of networks to support the safeguarding of children and young people. Learners will need to be aware of the range of agencies and organisations that collaborate with a team working with children and young people. Learners could begin by researching independently the range of agencies and organisations. They would benefit from shadowing local network meetings or discussions with colleagues from different agencies and organisations.

Learning outcome 3 addresses the support needed from practitioners to enable effective safeguarding of children and young people, identifying the policy and practice that protects all parties. Learners could be encouraged to liaise with colleagues and peers to gain insight into the ways of working needed to minimise the risk of harm to children and young people. This could involve reviewing and discussing current policies and legal requirements and planning the best methods to support others with the implementation of these policies.

Learning outcome 4 addresses practice when with children and young people that minimises the risk of harm and abuse in the setting. Learners could identify relevant video clips online and use them to gain insight into the key roles that practice, systems and culture have on the identification and minimising of risk. This learning outcome includes analysing the roles of the advocates and independent visitors who are responsible for safeguarding children and young people. Learners would benefit from independent research and a discussion with people carrying out these roles in order to gain insight into the part they play in the safeguarding of children and young people.

Learning outcome 5 could be delivered through revisiting the material gathered for learning outcome 1. Learners are asked to ensure that team members implement the policies and procedures identified in learning outcome 1, providing guidance and mentoring as necessary and appropriate. Desk-based research could support this and findings could be applied to the workplace through the use of shadowing, mentoring and reflective practice.

Learning outcome 6 could be delivered through the use of case studies or examples from the work setting, with independent research into the subject. The focus of learning outcome 6 is the circumstances that pose a risk of harm to children and young people. Learners are asked to explain characteristics of perpetrators and the appeal groups and gangs can have for children and young people.

Learning outcome 7 could comprise a project or enquiry-based learning, using case-study material or anonymised examples from learners' work settings, to explore the support necessary to protect children and young people from sexual exploitation. Learners could question the effectiveness of approaches to addressing sexual exploitation.

Learning outcome 8 focuses on the skills required to review policies and procedures to promote children and young people's safeguarding. Learners could be encouraged to liaise with colleagues and peers to gain insight into the principles and components needed when developing policies and procedures. Findings from this activity could support learners in reviewing the effectiveness of policies and procedures, making recommendations and action planning for improvement.

## **Assessment**

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, reflective accounts could be used and learners could be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience. They should then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. The reflective account could include an analysis of the impact of guidelines, policies and procedures on practice and how own approaches meet current legislative requirements.

Learning outcome 2 requires evidence from direct observation. The observation should demonstrate collaboration with local agencies and organisations using agreed ways of working. Evidence for assessment criterion 2.1 could also come from a journal entry or report that identifies the range of agencies and organisations involved in the learner's local network for safeguarding children and young people.

Learning outcomes 3, 4 and 5 require evidence from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. A reflective account, professional discussion or a report could be used to supplement the observation for assessment criteria, such as assessment criteria 4.4 and 4.5, that require reflection on practice and analysis.

For learning outcome 6, learners can relate their evidence to their own workplaces or they could generate their evidence through research of an organisation or a relevant case study. Evidence could be presented in the form of a report or reflective account, where learners draw on their research into characteristics of perpetrators and why children and young people become involved in gangs, relating this information to scenarios from their workplace or case studies.

A report supported by a professional discussion could be used to provide the evidence for learning outcome 7 where learners will need to identify enquiries and research into child sexual exploitation. The reflective account could include analysis exploring why children and young people in care are perhaps more vulnerable to exploitation and grooming. Methods of addressing sexual exploitation and problem profiling should also be explained in relation to their role in creating strategies to address child sexual exploitation. Learners could interpret statistical analysis of child sexual exploitation in relation to human trafficking for assessment criterion 7.2, in order to establish changes in trends over time. Learners could draw on their experience within their workplace or case studies to provide examples for their analysis.

Evidence for learning outcome 8 could be in the form of work products, including procedure documents and plans for reviewing policies and procedures. These could be supported with a journal entry or reflective account where the learner reflects on the findings of their review and future plans for implementing changes. For assessment criterion 8.4, work products such as meeting minutes and witness testimonies could show demonstration of the learner working with others to implement an action plan for improvements.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Books

Blyth, M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN 9781447304906

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement (British Association for Adoption and Fostering (BAAF), 2008)* ISBN 9781873868133

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon, J – *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Coram Children's Legal Centre (CCLC) specialises in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 5: Lead Practice for Communication and Information Management in Residential Childcare Settings

**Unit reference number:** A/506/7585

**Level:** 5

**Credit value:** 4

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is to develop the knowledge, understanding and skills required to be able to manage and improve personal and team communication with children and young people. The unit also involves the development of knowledge in relation to communication in professional networks, approaches to conflict management and skills development of information management systems in residential childcare settings.

## Unit introduction

This unit provides the knowledge, understanding and skills necessary to enable learners to lead approaches to effective communication in residential childcare settings. It explores the challenges and barriers to communication and the approaches to overcoming these barriers, enabling team members to overcome them. The unit also explores communication in professional network settings, conflict management and the importance of effective management of information. Learners will use reflective practice to improve their communication methods and enable the development of their teams.

## Additional information

**Sources of support** may be:

- professional
- technological
- within the organisation
- beyond the organisation

**Communication methods and aids** may include:

- verbal
- non-verbal
- sign
- pictorial
- written
- electronic/technological
- assisted

**Approaches to communication** may be:

- personal
- organisational
- formal
- informal
- public (information/promotional)

**Others** may include:

- team members
- other professionals
- family members
- advocates

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the theoretical context of communication in residential childcare settings	1.1 Compare theoretical models of communication relevant to residential childcare settings 1.2 Analyse the links between communication, interaction and relationship
2 Be able to develop team members' knowledge and skills to support communication with children and young people	2.1 Support team members to develop their knowledge and skills about communication 2.2 Support team members to develop strategies for overcoming barriers 2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication 2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person 2.5 Support team members to reflect on the impact of their own communication with children or young people
3 Be able to support team members in addressing specific communication needs of children and young people	3.1 Research <b>sources of support</b> to address specific communication needs 3.2 Evaluate the effectiveness of <b>communication methods and aids</b> used by children or young people in the work setting 3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs

Learning outcomes	Assessment criteria
<p>4 Be able to develop practices that support children and young people to communicate openly in the work setting</p>	<p>4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other</p> <p>4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group</p> <p>4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting</p>
<p>5 Understand approaches to conflict management</p>	<p>5.1 Analyse key communication skills in models of conflict resolution</p> <p>5.2 Assess the benefits of working with rather than resolving conflict in certain situations</p>
<p>6 Be able to develop communication to support professional networks and teams</p>	<p>6.1 Compare the effectiveness of <b>approaches to communication</b> for working with <b>others</b> in professional networks or teams</p> <p>6.2 Recommend improvements to communication for working in professional networks or teams</p> <p>6.3 Implement changes to communication to support professional networks and teams</p>
<p>7 Be able to manage systems for effective information management</p>	<p>7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation</p> <p>7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication</p>

## Unit content

### 1 Understand the theoretical context of communication in residential childcare settings

*Theoretical models of communication:* e.g. Shannon and Weaver's Mathematical Model; Argyle's stages of the communication cycle; Monroe's Motivation Sequence; Diffusion theory; Lasswell's 'Five Ws' model; Egan's SOLER model

*Links between communication, interaction and relationship:* e.g. expression of needs; to share ideas/information; offering reassurance; forming/building relationships; to ask questions; to share experiences; inclusion; respect; empowerment; self-esteem; choice; guidance; interaction; development; trust

### 2 Be able to develop team members' knowledge and skills to support communication with children and young people

*Knowledge and skills about communication:* e.g. effective approaches; observation; assessment; agreement; review; liaison with carers/relatives/key people; ability; person centred; autonomy; awareness of own/others' body language; agreed outcomes

*Overcoming barriers:* e.g. aids/adaptations; ICT; augmentative/alternative technology; advocates; interpreters; the environment; use of language/terminology/jargon

*Behaviour as conscious or unconscious communication:* e.g. non-verbal communication; body language; tone of voice; hand gestures; facial expressions

*Factors that make communication difficult for children:* e.g. age/stage of development; vocabulary; language barriers; trust

### 3 Be able to support team members in addressing specific communication needs of children and young people

*Sources of support:* e.g. parents/carers; speech and language therapist; peers/colleagues; interpreters; professional; technological; within the organisation; beyond the organisation

*Communication methods and aids:* verbal; non-verbal; sign; pictorial; written; electronic/technological; assisted; formal; informal; advocate; interpreter; use of ICT/aids/adaptations/augmentative approaches; British Sign Language; Makaton

*Support team members to work as part of a multi-agency team:* e.g. interaction; cohesion; needs led; roles/responsibilities; agreed ways of working; clear communication

**4 Be able to develop practices that support children and young people to communicate openly in the work setting**

*Positive practices:* effective communication; method of communication; awareness of needs/preferences/abilities of children and young people; consistency; continuity; privacy; confidentiality; duty of care; reporting; recording; the use of reflective practice; peer review; feedback from children and young people; planning for improvements; training

**5 Understand approaches to conflict management**

*Models of conflict management:* e.g. Khun and Poole's model; Rahim's meta-model; DeChurch and Marks meta-taxonomy; Thomas-Kilmann Conflict Model

*Communication skills for conflict management:* e.g. listening; negotiating; arbitration; clarity; questioning techniques; non-verbal skills; openness and honesty; non-judgemental

*Benefits of working with conflict in certain situations:* e.g. motivation; achievement; foster open working culture; exchange of views; evaluation; review of working practice

**6 Be able to develop communication to support professional networks and teams**

*Effective approaches to communication:* e.g. personal; organisational; formal; informal; public (information/promotional); clear; transparent; lines of communication; agreed ways of working; protocols; use of jargon/terminology; clarity; consistency; confidentiality; urgency; priorities; reflective practice; evaluation of approaches used; changes/improvement to approaches used

**7 Be able to manage systems for effective information management**

*Legal and ethical conflicts:* e.g. the need for consent to share personal information; when information can or should be shared without consent; 'need to know'; need for adherence to policy and protocols for information sharing; risk management; duty of care; safeguarding; storage; access

*Manage systems for information management:* e.g. the Data Protection Act 1998; Common Law Duty of Confidentiality; Health and Social Care Act 2012; the Human Rights Act 1998; codes of practice relevant to sector; policies/procedures of work setting

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops knowledge and understanding of the importance of effective approaches to communication and information management in residential childcare settings, as well as the application of this knowledge.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than on individual assessment criteria. Learners will develop knowledge and understanding of models of communication and how team members can be supported to use communication skills to support communication with children and young people. Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support positive communication and secure information management practice.

Learning outcome 1 is the underpinning knowledge for the rest of the unit. It would be beneficial if this learning outcome were covered first so that learners can apply the knowledge to their practice. It could be delivered through a project or enquiry-based learning, using case-study material or anonymised examples from learners' work settings. Learners should identify theoretical models of communication and link them, using their chosen examples, to their practice, explaining key aspects.

Learning outcomes 2 and 4 focus on the skills and knowledge required by teams to support effective communication with children and young people. This could involve learners liaising with colleagues and peers to gain insight into what constitutes good practice in relation to communication. The evidence gathered could then be used to evaluate the roles and contributions of team members supporting communication, identifying any changes or enhancements which could be made.

Learning outcome 3 explores resources that could be accessed to address the specific communication needs of a child or young person. Independently, learners could explore and identify the types of provision available to children and young people in their community. This activity would then enable learners to evaluate the methods and aids available and how they can be used by team members to address communication needs.

Learning outcome 5 relates to conflict management and the communication skills necessary to resolve conflicts. Learners are also asked to explore methods of addressing conflict and why conflict can sometimes be healthy. Desk-based research could support this and findings could be applied to examples of conflict in the work setting.

Learning outcome 6 involves looking at the ways practitioners in networks or teams communicate with each other. Learners could use examples from their work setting or a case study to explore methods used and to make recommendations for improvement or change. This could be delivered alongside learning outcome 3, as assessment criterion 3.3 explores multi-agency working. Internet video examples of good and bad communication could also be useful.

Learning outcome 7 addresses the management of information and learners could liaise with colleagues and peers to gain insight into systems used in settings. Learners will also need to research the legal and ethical conflicts they might encounter when sharing information. Learners could research past examples of ethical conflicts and reflect on how the situation could be handled differently and all potential outcomes.

## **Assessment**

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to demonstrate an understanding of the theoretical models supporting effective communication in a residential childcare setting. An assignment or reflective account could be used to enable learners to compare models and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, evidence is required from direct observation. This could be supported by work products such as training materials and meeting minutes as well as witness testimony. This evidence could be supplemented by a reflective account, for assessment criterion 2.3, which asks learners to explain the value of team members identifying conscious or unconscious communication through behaviour.

A reflective account, professional discussion or a report could be used for assessment criteria 3.1 and 3.2 where learners will need to explain communication methods and sources of support they have identified, going on to evaluate their impact when used by children and young people.

Assessment criterion 3.3 could be assessed with learning outcome 6, in relation to communication in professional networks. An observation is required and learners will need to show how they support team members to work in partnership around a child or young person to support their communication needs.

Learning outcome 4 asks learners to show how they promote a culture where open communication is encouraged between children and young people and team members, evaluating practice and implementing improvements. A reflective account, professional discussion or a report could serve to support the observation of assessment criteria 4.1 and 4.3, providing a commentary of work activity and allowing for the evaluation necessary for assessment criterion 4.2.

For learning outcome 5, learners will need to demonstrate an understanding of approaches to conflict management. A report or reflective account using examples from their workplace or through research of an organisation or through a relevant case study would be appropriate.

For learning outcome 7, learners will need to show that they can manage information systems effectively and appropriately. Learners will have regular contact with confidential information so they can use anonymised scenarios from their work setting to analyse the legal and ethical tensions that exist between the maintenance of confidentiality and information sharing in the organisation. Alternatively, they could generate their own case studies. A reflective account, professional discussion or a report from their work setting, showing how the activities are carried out, would be appropriate.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Books

Dunhill, A et al – *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services Series)* (Learning Matters, 2009) ISBN 9781844452651

Lefevre, M – *Communicating with Children and Young People: Making a Difference (Social Work in Practice Series)* (Policy Press, 2010) ISBN 9781847422828

Petrie, P – *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy* (Jessica Kingsley Publishers, 2011) ISBN 9781849051378

### Websites

4 Children work with children, young people and their families to ensure access to locally-based, joined-up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Action on Hearing Loss, guidance and advice for those with a hearing loss – [www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Disability Now is a news site offering featured articles, questions and answers and details of disability-related events and classified ads – [www.disabilitynow.org.uk](http://www.disabilitynow.org.uk)

KIDS provides opportunities and support to children with disabilities, young people and their families – [www.kids.org.uk](http://www.kids.org.uk)

RNIB Royal National Institute of Blind People: practical support for the blind or partially sighted – [www.rnib.org.uk](http://www.rnib.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## **Unit 6:** **Manage Risk in Residential Childcare**

**Unit reference number:** J/506/7590

**Level:** 5

**Credit value:** 3

**Guided learning hours:** 22

---

### **Unit aim**

The aim of this unit is to enable learners to understand how to identify and manage risk in residential childcare settings and how to put risk management procedures into practice. The unit explores the advantages to children and young people of a culture where risk and associated benefits are in proportion and are supported in a positive way.

### **Unit introduction**

The unit assesses the learner's knowledge, understanding and skills required for health and safety and risk management, including the development, implementation and review of policies, procedures and practices in children and young people's residential childcare.

The value and importance of managing risk in a balanced and enabling way is covered, linked to the legislative and theoretical frameworks influencing risk management. The implementation of policies and procedures enables learners to evaluate practice and improve service delivery as a result.

### **Additional information**

**Others** may include:

- children and young people
- workers/practitioners
- other professionals
- carers
- visitors to the work setting
- inspectors/regulators.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings	1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings 1.2 Analyse the theoretical models of risk management in services supporting children and young people 1.3 Analyse the legal responsibilities of own role in relation to risk management 1.4 Analyse ethical principles associated with the management of risk
2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people	2.1 Analyse how risk-taking relates to the well-being and development of children and young people 2.2 Support <b>others</b> to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people 2.3 Manage <b>others</b> to establish shared agreement on approaches to risk and risk management 2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management

Learning outcomes	Assessment criteria
<p>3 Be able to lead implementation of risk management procedures</p>	<p>3.1 Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements</p> <p>3.2 Work with others to manage risks and issues</p> <p>3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements</p> <p>3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with</p>
<p>4 Be able to review health, safety and risk management policies, procedures and practices</p>	<p>4.1 Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and <b>others</b></p> <p>4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting</p> <p>4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting</p> <p>4.4 Plan improvements to address the findings of the evaluations</p>

## Unit content

### 1 Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings

*The legislative framework for health, safety and risk management in residential childcare settings:* the roles and responsibilities of the Health and Safety Executive (HSE); The United Nations Convention on the Rights of the Child; Health and Safety at Work etc. Act 1974; Manual Handling Operations 1992; Control of Substances Hazardous to Health (COSHH) 1994 (amended 2002); Human Rights Act 1998; the Management of Health and Safety Regulations 1999 (amended 2003); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations RIDDOR 2013; Food Safety Act 1990; Food Hygiene Regulations 2006; The Regulatory Reform (Fire Safety) Order (FSO) 2005; Working Together to Safeguard Children (2013)

*Theoretical models of risk management in services supporting children and young people:* e.g. ecological theory; resilience/strengths approach; research-informed model of risk/needs assessment and management; risk factor model

*Legal responsibilities of own role in relation to risk management:* e.g. how organisational policies support the implementation of the legislation; how work practices are influenced by the legislation; the way procedures are developed is influenced by legislation in own work setting in relation to health, safety and risk management; monitoring; review; dissemination of information; training; supervision

*Ethical principles associated with the management of risk:* e.g. duty of care; compliance; child/young person centred; roles and responsibilities; management; reporting; recording; best interests; confidentiality

### 2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people

*How risk-taking relates to the well-being and development of children and young people:* e.g. skills development; independence; self-esteem; self-efficacy; understanding of the impact/outcome of risk taking

*How the balancing of risks and benefits can achieve positive outcomes for children and young people:* e.g. learning of new skills; increased abilities; application; knowledge; social network; achievement; positive feedback; inclusion

*Shared agreement on approaches to risk and risk management:* e.g. inherent risk; the concept of calculated risk; inclusion; decision making; reporting; recording

*A culture that recognises the benefits of positive risk-taking and a balanced approach to risk management:* e.g. empowerment; inclusion; identify/manage risk; shared responsibility; control; enabling children and young people to understand and manage risks

### 3 **Be able to lead implementation of risk management procedures**

*Assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements:* e.g. working with a range of other people and organisations to assess potential risks; identify hazards and develop policies to manage risk in your area of responsibility, e.g. individuals accessing support, workers/practitioners, visitors to the work setting, Local Area Safeguarding Boards

*Manage risks and issues:* implementing the five steps to planning a risk assessment; understanding how risk assessment is used in the development of policies; procedures and practices in health and social care or childcare services, including the relationship to safeguarding

*Complete records and reports to comply with health, safety and risk management requirements:* e.g. develop and implement reporting procedures in line with legislation and the requirements of the organisation

*The actions to take when health, safety and risk management policies, procedures and practices are not being complied with:* e.g. review; monitor; disciplinary route as necessary; stop activities; training; safe place

### 4 **Be able to review health, safety and risk management policies, procedures and practices**

*Evaluate the health, safety and risk management policies, procedures and practices within own work setting:* e.g. from staff, individuals, carers, significant others, domiciliary workers; evaluating policies: setting up an evaluation cycle for health and safety policy review

*Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting:* e.g. consistency; continuity; legibility; accuracy; storage

*Plan improvements to address the findings of the evaluations:* e.g. recommending changes to policies, procedures or practice in the context of new and emerging health, safety and risk management issues, e.g. staff changes; keeping up to date with health and safety issues; identifying methods of updating staff

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops knowledge and understanding of health and safety and, particularly, risk identification and management and the effect it can have in supporting children and young people in residential childcare settings.

Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on individual assessment criteria. Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the key role the management of risk plays in team performance and the development of a positive culture.

Learning outcome 1 could be delivered through enquiry-based learning, using case-study material or anonymised examples from learners' work settings. Learners should identify relevant legislation, theoretical models and ethical principles and link them, using their chosen examples, to health and safety and risk management, explaining the dynamics involved when leading and managing individuals and teams.

Learning outcome 2 has a focus on establishing a culture where the balance of risks and benefits supports positive outcomes for children and young people. This could comprise a project or enquiry-based learning, using case-study material or anonymised examples from learners' work settings, to explore the support necessary to facilitate a culture where risks and their benefits are balanced and not perceived as a threat. Learners would benefit from discussions with colleagues who have responsibility for health and safety and risk management, as well as observing activities that demonstrate the balancing of risks and benefits. Findings from these activities could support the learner's analysis of the management of team performance and of own practice in a positive risk-taking culture.

Learning outcome 3 looks at the implementation of risk management policies and procedures. This could be delivered through the use of case studies or examples from the work setting. The focus of learning outcome 3 is on managing practice to ensure health and safety and risk management procedures are all current, valid and implemented correctly. Observations and discussions with colleagues, as well as viewing training materials and health and safety records, would also be beneficial. Learners could use the examples given or chosen and review the support necessary to facilitate effective application of risk management procedures.

Learning outcome 4 could be addressed through learners drawing on their own experience, identifying the value of feedback when reviewing health and safety and risk management policies, procedures and practice. Findings from this review will inform change and improvement.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the legal, ethical and theoretical frameworks supporting the management of risk in residential childcare settings. Reflective accounts or a learning journal could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience. They should then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of the characteristics of a culture which supports risk-taking and realises the benefits for children and young people, and how they facilitate others to establish this culture. Learning outcome 2 requires evidence from direct observation, covering assessment criteria 2.2 and 2.3. The observation should demonstrate the learner supporting others to identify the impact risk-taking can have on the well-being and development of children and young people. This could be supported by work products such as training materials, observation records and also witness testimony. A reflective account could enable learners to provide evidence for assessment criteria 2.1 and 2.4, where learners are asked to analyse and evaluate risk-taking and their own practice.

For learning outcome 3, learners will need to demonstrate their management of others to ensure the implementation of appropriate procedures to facilitate risk management. This requires evidence from direct observation. A reflective account, professional discussion or a report could be used to supplement the observation, covering assessment criterion 3.4, where learners will need to explain the action to take in the event of non-compliance with health and safety and risk management procedures.

For learning outcome 4, learners will need to gain feedback in relation to health and safety and risk management policy and approaches used in the setting. Evidence could be in the form of work products, such as meeting records, emails and risk policies. Learners are asked to use the outcomes of evaluation activities to plan for improvement and change. A reflective account, professional discussion or a report could be used to supplement evidence for learning outcome 4, to cover assessment criteria 4.2, 4.3 and 4.4. Learners will need to evaluate their approaches, the approaches of their residential childcare setting and/or case-study approaches in relation to health and safety and risk management in order to establish any improvements needed and plan for implementation of these improvements.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Books

Blyth, M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN 13 9781447304906

Brown, A – *Taking Risks: Young People and Risk-Taking Behaviour (Youth)* (Grove Books Ltd, 2009) ISBN 9781851747245

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon, J – *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Coram Children's Legal Centre (CCLC) specialises in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Health and Safety Executive – [www.hse.gov.uk](http://www.hse.gov.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# **Unit 7:**

## **Lead and Manage Group Living in Residential Childcare**

**Unit reference number:** L/506/7591

**Level:** 5

**Credit value:** 4

**Guided learning hours:** 31

---

### **Unit aim**

The aim of this unit is to enable learners to gain the knowledge, understanding and skills needed to be able to lead and manage a group-living setting in residential childcare. The unit introduces legal frameworks that drive practice in residential childcare.

### **Unit introduction**

This unit gives learners the knowledge and understanding they need to be able, when working with children and young people, to facilitate group living. The unit explores the influence of legislation and policy on practice as well as theoretical frameworks for group living. This underpinning knowledge supports the planning, delivery, management and review of activities and environments in group living within a residential childcare setting.

### **Additional information**

**Others** may include:

- family members
- team members
- advocates
- other professionals.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand current theoretical frameworks for group living for children and young people	1.1 Summarise theoretical approaches to group living for children and young people in residential childcare 1.2 Summarise theories about how the physical environment can support well-being in a group setting
2 Understand the current legal, policy and rights frameworks for children and young people in group living	2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people 2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people
3 Be able to support positive outcomes in a group living environment	3.1 Analyse how group living can support positive outcomes for children and young people 3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people 3.3 Support team members to understand group dynamics within the group living environment 3.4 Use different approaches to resolve conflicts and tensions in group living 3.5 Work with <b>others</b> to support children or young people to maintain and develop relationships within and beyond the group living environment 3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes

Learning outcomes	Assessment criteria
<p>4 Be able to lead the planning, implementation and review of group living activities for children and young people</p>	<p>4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people</p> <p>4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities</p> <p>4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships</p> <p>4.4 Work with children or young people and others to review group living activities</p>
<p>5 Be able to manage work schedules and patterns to maintain a positive environment for group living</p>	<p>5.1 Evaluate the effects of work schedules and patterns on a group living environment</p> <p>5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment</p> <p>5.3 Recommend changes to work schedules and patterns as a result of evaluation</p>

## Unit content

### 1 Understand current theoretical frameworks for group living for children and young people

*Theoretical approaches to group living for children and young people in residential childcare:* e.g. social pedagogical approach and outcomes-focused service provision for children and young people in group care; psycho-social approaches and therapeutic programmes for children and young people needing them, e.g. counselling, behaviour management programmes

*Theories about how the physical environment can support well-being in a group setting:* e.g. Bronfenbrenner's Ecological Systems Theory of Development; Lewin's Equation; Maslow's Hierarchy of Needs

### 2 Understand the current legal, policy and rights frameworks for children and young people in group living

*The legislative, policy and rights frameworks that underpin group living for children and young people:* e.g. United Nations Convention on the Rights of the Child (UNCRC); key legislation for protecting and safeguarding, e.g. the Children Act 1989 (amended 2014); Children and Families Act 2014; Sexual Offences Act 2003; Human Rights Act 1998; Equality Act 2010; Working Together to Safeguard Children (2013); Data Protection Act 1998; The Protection of Freedoms Act 2012; legislation to promote wellbeing and improved outcomes for children and young people, e.g. Children Act 1989 (amended 2014); Children and Young Person's Act 2008; the right of access to universal, targeted and specialist services across health, social care and education that are available for children and young people, e.g. immunisation and health screening, Child and Adolescent Mental Health Services (CAMHS)

*The impact of legislation, policy and regulation on group living for children and young people:* e.g. how to use the legislative frameworks to carry out an audit of policies and procedures to ensure compliance in relation to security procedures, access and visiting rights, safeguarding policies, data and information management and security, inter-agency and joint working; how to use the legislation and policy to promote the rights of children and young people within the setting, maintain and enhance their physical, social and emotional wellbeing and improve individual outcomes; how to balance safety and security with children and young people's rights to privacy and empowerment

### 3 Be able to support positive outcomes in a group living environment

*How group living can support positive outcomes for children and young people:* e.g. the importance of recognising how children and young people's life experiences influence their behaviour and responses to group living; strategies for promoting positive outcomes including ways of empowering children and young people so they are active participants in their own care, e.g. access to advocacy, peer mentors; the importance of minimising stress and feeling safe; ways of supporting staff to help children and young people develop positive and trusting relationships with others inside and outside the setting; identifying positive outcomes for individual children or young people, e.g. taking personal responsibility, identifying and setting self-directed goals; the importance of achieving these to the development of self-esteem and resilience

*How ethos and culture in a group living environment influence the wellbeing of children and young people:* e.g. care; support; guidance; tolerance; respect for others; unity; learnt behaviour; influence; equality of treatment; consistency

*Support team members to understand group dynamics within the group living environment:* e.g. training and development; impact of group dynamics on group living environment

*Approaches to resolve conflicts and tensions in group living:* e.g. ensuring tension is minimised through effective communication strategies; ensuring that mechanisms are in place to manage disagreement, conflict, complaints and rewards; ensuring that staff are aware of situations in which conflict is likely and that they have the skills to defuse and deal with them, including mediation, negotiation, successful behaviour management techniques that are in line with legal and operational guidelines, e.g. on restraint

*Support children or young people to maintain and develop relationships within and beyond the group living environment:* work with: family members, team members, advocates, other professionals; providing support, training and facilitation where necessary

*Ensure the physical environment supports positive outcomes:* e.g. understanding the links between the physical environment and emotional wellbeing; the importance of high quality furnishings, fixtures and fittings to self-esteem and the promotion of self-care; how this leads to positive outcomes for children and young people as they learn to respect their environment; understanding individual needs

#### 4 **Be able to lead the planning, implementation and review of group living activities for children and young people**

*Group living activities that meet the needs, preferences and aspirations of children or young people:* e.g. implementing management approaches that enable staff to identify and develop daily living routines and activities that meet children and young people's needs for security, safety, companionship and privacy, development needs and help them engage in positive relationships, e.g. modelling, shadowing, staff training and development, linking theory to practice, e.g. theories of child and adolescent development to age-appropriate activities

*Systems to ensure children or young people are central to decisions about their daily group living activities:* e.g. develop and use policies and procedures to ensure children and young people are engaged in and central to decisions about their care and daily living activities, on both an individual and collective basis; formally through representation at staff meetings; informally, e.g. through sharing of chores, making choices and agreeing plans with others; supporting children and young people to review their arrangements and activities, e.g. using peer mentors; overseeing staff input

*How daily living activities can be used to develop attachment and positive relationships:* e.g. training; mentoring and observations of team members to ensure inclusion, support, development; involvement of team members and children; social skills; self esteem

*Work with children or young people and others to review group living activities:* ensuring outcomes of activities meet expectations of children and young people; identifying need for change, improvements; working with team members and others to ensure that each child and young person's personal information includes their clearly identified and documented aspirations, goals, likes and preferences, that their overall developmental progress is assessed and documented, reviewed and changed with full participation of the child or young person so that their individual outcomes can be promoted

#### 5 **Be able to manage work schedules and patterns to maintain a positive environment for group living**

*The effects of work schedules and patterns on a group living environment:* know the potential effects of different working patterns on the development of relationships, e.g. shifts; developing methods to manage this and minimise disruption, e.g. key worker system; awareness of the manager's role in modelling appropriate approaches to developing and maintaining relationships with children and young people that are mutually respectful; awareness of power dynamics and the negative impact of these on the development of relationships with children and young people

*The effectiveness of own management of work schedules and patterns in maintaining a positive group living environment:* ensuring clear lines of accountability for managing rotas and working patterns; recognising the importance of regular monitoring and review; monitoring resources and resource allocation to ensure that positive outcomes for individuals can be achieved and maintained; monitor and review: approach, consistency, collaboration, continuity, support, currency, time allocation

*Changes to work schedules and patterns as a result of evaluation:* implementing changes as required, e.g. where there has been disruption, disturbance or dispute in the setting

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops knowledge and understanding of the key drivers of leading and managing group living in a residential childcare service. The unit also looks at the support needed for staff, and children and young people and how a positive culture can be fostered.

Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on individual assessment criteria. They will develop knowledge and understanding of theoretical and legal frameworks informing a group living setting.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the requirements for managers working with teams in this environment.

Learning outcomes 1 and 2 could be delivered jointly through enquiry-based learning, using case-study material or anonymised examples from learners' work settings. Learners should summarise and explain the theoretical frameworks and legal, policy and rights frameworks that underpin group living settings, analysing how they impact on group living.

Learning outcome 3 explores how the culture of a setting and team dynamics can contribute to positive outcomes for children and young people. This could be delivered through the use of relevant video clips online which learners could use to gain insight into the key role the culture of a setting and team dynamics play in enabling positive outcomes for children and young people. Observations or findings from the activity could be used to explore how teams can best be supported to develop a culture that promotes positive outcomes, involving children and young people in decision making.

Learning outcome 4 explores the planning and review stages of service delivery, identifying procedures that ensure children and young people are central to decision-making. Desk-based research could be used for this and findings could be applied to work-based scenarios or observations of colleagues.

For learning outcome 5, learners could liaise with colleagues and peers to gain insight into methods of supervising team work schedules in a group living setting. It should include evaluating the effectiveness of their own approach to managing work schedules and identifying areas for development.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcomes 1 and 2, learners will need to show an understanding of the theoretical, legal and policy context supporting group living, the environment and children and young people accessing the service. Written reports, learning journal entries or reflective accounts could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria. They should indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 3, learners will need to show an understanding of the importance of group living in facilitating positive outcomes for children and young people, explaining the role of ethos and culture. Learners are asked to support team members in awareness of group dynamics within the setting and use effective approaches for conflict resolution. Evidence is required from direct observation, covering assessment criteria 3.3, 3.4, 3.5 and 3.6. There should be sufficient evidence over time to ensure that the learner has met all of the requirements.

This evidence can be supplemented with work products, such as training materials, observation records and meeting minutes, as well as a reflective account, covering ACs 3.1 and 3.2. These assessment criteria ask learners to analyse key components for supporting positive outcomes, explaining the effect that ethos and culture have on children and young people's wellbeing.

For learning outcome 4, the learners will need to show an understanding of the requirement to plan, implement and review activities carried out in group living. Learning outcome 4 requires evidence from direct observation. The observation should demonstrate the leading of planning, implementation and reviewing procedures, ensuring the involvement of children and young people in discussions, as appropriate. Learners are also asked to show how they enable team members to be aware of the importance of daily living activities in developing positive relationships. This evidence can be supplemented with work products such as training materials, meeting minutes and activity plans.

For learning outcome 5, work product evidence such as work schedules, supported by a reflective account reviewing the effectiveness of the work schedules and recommending changes, would be appropriate. The use of a reflective account needs to show the learner exploring the impact of work schedules and patterns on children, young people and teams in a group living setting, identifying areas of weakness and making recommendations for improvements.

## Essential resources

There are no special resources needed for this unit.

## Indicative resource materials

### Books

Anning, A – *Developing Multiprofessional Teamwork for Integrated Children's Services* (Open University Press, 2010) ISBN 9780335238118

Fulcher, L et al – *Residential Child Care in Practice: Making a Difference (Social Work in Practice Series)* (Policy Press, 2013) ISBN 9781847423108

Fulton, D – *Essential Skills for Managers of Child-Centred Settings* (Routledge, 2011), ISBN 9789814287869

Smith, M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Walker, G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 97808264981

### Websites

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances – [www.early-education.org.uk](http://www.early-education.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# **Unit 8:**

## **Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse**

**Unit reference number:** F/506/8365

**Level:** 5

**Credit value:** 3

**Guided learning hours:** 24

---

### **Unit aim**

The aim of this unit is to assess the learner's knowledge, understanding and skills required to lead practice to provide the necessary support to children or young people who have experienced harm or abuse.

The unit also explores the need to develop the teams understanding in relation to the sensitivity of the subject and of attitudes and approaches that are not supportive in these situations.

### **Unit introduction**

The unit provides the knowledge and understanding of the importance of working to identified and agreed roles and responsibilities when supporting children and young people who have experienced harm or abuse.

The unit examines approaches to working with and supporting others to work with children who have experienced harm or abuse. These approaches are underpinned by collaboration with support networks which can provide guidance and information.

Ongoing implementation of agreed ways of working and policies and procedures is key to ensuring the safety and security of children and young people and the unit further explores this aspect of practice.

### **Additional information**

**Harm or abuse** may be

- Physical
- Emotional
- Sexual
- Financial
- Bullying

- Self harm
- Neglect
- Exploitation by gangs or groups

**Key people** are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

**Areas of support** may include supporting the child or young person to

- deal with distress, fear and anxieties caused by the harm or abuse
- understand the implications of harm and abuse they have experienced
- develop positive coping strategies following harm or abuse
- understand why boundaries may need to be set for contact between themselves and key people

**Unhelpful attitudes** e.g.

- denial that harm and abuse may occur
- blaming the victims of harm and abuse
- becoming desensitised to issues of harm and abuse
- not listening to and hearing children and young people
- being inconsistent or untrustworthy
- not placing the child or young person's needs first
- failing to report suspicions at an early stage
- failing to share information
- failing to work in partnership with key agencies
- being overprotective

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse  1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced <b>harm or abuse</b>
2 Be able to prepare team members to respond to disclosure or detection of harm and abuse	2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse  2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse
3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse	3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse  3.2 Explain types of restriction that might be imposed on the involvement of <b>key people</b> with a child or young person following harm or abuse  3.3 Analyse <b>areas of support</b> that may be needed when working with a child or young person following harm or abuse  3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse

Learning outcomes	Assessment criteria
<p>4 Be able to support team members to work with challenges relating to harm or abuse</p>	<p>4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues</p> <p>4.2 Challenge <b>unhelpful attitudes</b> in relation to harm and abuse</p> <p>4.3 Recommend sources of additional emotional support for team members</p>

## Unit content

### 1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse

*Children or young people who have experienced harm or abuse:* aspects of roles and responsibilities within own organisation in relation to children or young people who have experienced harm or abuse, e.g. key people; duty of care; safeguarding; reporting; monitoring; supporting; harm or abuse e.g. physical; emotional; sexual; financial; bullying; self-harm; neglect; exploitation by gangs or groups; cyber bullying

*Roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse:* roles and responsibilities of e.g. social services; NSPCC; Health visitors; GP; Probation Service; Police; School; school/specialist community nursing service; teaching and support services staff in school; psychology services

### 2 Be able to prepare team members to respond to disclosure or detection of harm and abuse

*Policies and procedures relating to disclosure and detection of harm or abuse:* ensure team members understand policies and procedures e.g. childcare practice; child protection; risk assessment; ensuring the voice of the child or young person is heard (e.g. providing advocacy services); supporting children and young people and others who may be expressing concerns; working practices that protect practitioners and children/ young people; recording/ reporting

*Information relevant to investigations into harm or abuse:* e.g. clothing; evidence of injury; records; reports; recordings; text messages; emails; messages/photos on social networking sites; photographs; drawings; letters

### 3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse

*Sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse:* e.g. social services; NSPCC; health visitors; school/specialist community nursing service; psychology services

*Types of restriction that might be imposed on the involvement of key people with a child or young person following harm or abuse:* e.g. visiting; communication; contact; police involvement; confidentiality; risk; level of contact

*Key people:* those who are important to the child or young person and who can make a difference to his or her well-being, e.g. family, friends, carers and others with whom the individual has an important relationship

*Areas of support that may be needed when working with a child or young person following harm or abuse:* e.g. supporting the child or young person in dealing with: distress, fear and anxieties caused by the harm or abuse; understanding the implications of harm and abuse they have experienced; developing positive coping strategies following harm or abuse; understanding why boundaries may need to be set for contact between themselves and key people

*Characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse:* e.g. inability to relate with others; irritability; anxiety; attention seeking behaviour; mistrust of others; secrecy; referring to abuse of others but may mean themselves

**4 Be able to support team members to work with challenges relating to harm or abuse**

*Reflective supervision with team members to address their personal feelings raised by harm and abuse issues:* e.g. discuss what went well/what could be done differently; emotional response; duty of care; priorities; safety; confidentiality; partnership; lines of reporting; monitoring; collaboration

*Unhelpful attitudes in relation to harm and abuse:* e.g. denial that harm and abuse may occur; blaming the victims of harm and abuse; becoming desensitised to issues of harm and abuse; not listening to and hearing children and young people; being inconsistent or untrustworthy; not placing the child or young person's needs first; failing to report suspicions at an early stage; failing to share information; failing to work in partnership with key agencies; being overprotective

*Sources of additional emotional support for team members:* e.g. mentoring; counselling; line manager; peers; support networks; practitioners

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the key role of support and protection for children and young people who have been harmed or abused.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the needs of young people who have experienced harm or abuse.

Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and colleagues in protection and safeguarding following incidents of harm or abuse.

Learning outcome 1 asks learners to identify the necessary roles and responsibilities both within an organisation and from external agencies to support children or young people who have experienced harm or abuse.

Learners could explore their own community and identify the types of provision that exists to safeguard children and young people. Desk based research, observations and discussions with colleagues and those working for other local agencies could facilitate the delivery.

Learning outcome 2 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. This would enable learners to explore agreed ways of working in relation to disclosure or detection of harm or abuse. The activity could include identification of the necessary protocols in relation to recognising, recording and sharing information relevant to investigations into harm or abuse. In order to fulfil the leadership and management aspect to this learning outcome, it would be beneficial for learners to observe training and development sessions relating to policies and procedures for dealing with detection, recording and disclosure of harm and abuse.

Learning outcome 3 addresses the support necessary for practitioners to enable effective safeguarding and the wellbeing of children and young people, identifying where guidance can be accessed relating to best practice.

Learners could be encouraged to liaise with colleagues and peers to gain insight into the necessary ways of working needed to promote the safety and wellbeing of children and young people. This could be supported by desk based research into local and national sources of support.

Learning outcome 4 addresses challenges learners may encounter when working with team members and children and young people who have experienced harm or abuse. Learners could identify relevant internet video clips and use them to gain insight into the key role reflection has on practice. Learners are also asked to explore how to challenge attitudes which are not supportive of children and young people's wellbeing, identifying sources of support for colleagues. Discussions with colleagues about their experience of unhelpful attitudes as well as research into case studies could support this.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcomes 1 and 3, learners are asked to explain several key aspects of dealing with children who have experienced harm or abuse, such as roles and responsibilities of different agencies, support available and the characteristics of a child or young person experiencing harm or abuse. Learners could produce a report or a series of linked reports exploring these concepts, drawing on case study information or examples from their workplace. Learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, evidence is required from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner supporting team members to adhere to policies and procedures underpinning the disclosure and identification of harm or abuse. Learners are also required to support teams in recognising, recording and reporting information relating to harm or abuse. This could be supported by work products such as observation records, meeting minutes and training documents that the learner has used when supporting team members.

Learning outcome 4 requires evidence from direct observation. Due to the sensitive nature of the subject, it may be appropriate to use authenticated video evidence rather than face to face observation.

A reflective account or work products such as meeting minutes and details of the recommended support could also be appropriate.

## Essential resources

There are no essential resources required for this unit.

## Indicative resource materials

### Books

Blyth, M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN 9781447304906

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon, J – *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Coram Children's Legal Centre (CCLC), specialising in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 9: Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare

**Unit reference number:** F/506/7619

**Level:** 5

**Credit value:** 5

**Guided learning hours:** 35

---

## Unit aim

The aim of this unit is to provide learners with the knowledge and understanding to enable them to lead practice that supports positive outcomes in relation to health, wellbeing and development for children and young people. The unit also explores the value of community involvement for children and young people and how this can be facilitated.

## Unit introduction

This unit provides the knowledge, understanding and skills necessary to lead practice which develops and supports positive outcomes for children and young people in residential childcare. The unit examines what exactly positive outcomes are, identifying practice which supports children and young people's development and wellbeing in a range of areas. The unit also explores how children and young people can contribute to a culture which encourages positive outcomes and involvement with their local community and enables family involvement, as appropriate. Finally the unit includes the evaluation and development of practice.

## Additional information

To **plan** provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation

**Identified needs** may relate to:

- Health and well-being
- Relationships
- Learning
- Leisure
- Play

**Others** e.g.

- Team members
- Other professionals
- Family members

**Health needs** e.g.

- Physical
- Mental
- Emotional
- Sexual

**Benefits** e.g.:

- fun and enjoyment
- friendships
- achievement
- self esteem
- personal identity
- mental health and wellbeing
- learning opportunities
- community links
- future employment or entrepreneurial possibilities

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand positive outcomes for children and young people in residential childcare	1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve
2 Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person 2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities 2.3 <b>Plan</b> provision that meets the <b>identified needs</b> of children or young people 2.4 Implement provision that meets the identified needs of children or young people
3 Be able to lead engagement with families to benefit children or young people	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families 3.2 Cultivate attitudes amongst team members that promote productive engagement with families 3.3 Implement practices that support pro-active liaison and engagement with families 3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person

Learning outcomes	Assessment criteria
<p>4 Be able to lead practice that addresses the health needs of children or young people</p>	<p>4.1 Review the issues affecting access to health care services for children or young people in residential childcare</p> <p>4.2 Review the impact of limited access to health care services on the health of children and young people</p> <p>4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare</p> <p>4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare</p> <p>4.5 Support team members to enable children or young people to recognise and address their own <b>health needs</b>, as appropriate to their age and level of understanding</p> <p>4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting</p> <p>4.7 Establish a culture where choices for healthy living are promoted and modelled</p>
<p>5 Be able to lead practice that supports children or young people to learn</p>	<p>5.1 Summarise theories about how children and young people learn</p> <p>5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education</p> <p>5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's</p> <ul style="list-style-type: none"> <li>• circumstances</li> <li>• experiences</li> <li>• interests</li> <li>• skills and talents</li> <li>• aspirations</li> </ul> <p>5.4 Manage the physical environment in ways that encourage learning</p>

Learning outcomes	Assessment criteria
<p>6 Be able to lead practice that supports children or young people to enjoy their leisure time</p>	<p>6.1 Evaluate the <b>benefits of leisure activities</b> for children and young people</p> <p>6.2 Evaluate the importance of unstructured leisure time for children and young people</p> <p>6.3 Work with <b>others</b> to enable children or young people to choose how they use their leisure time</p> <p>6.4 Work with others to support children or young people to access leisure activities</p>
<p>7 Be able to lead practice that promotes participation in the community</p>	<p>7.1 Review the benefits for children and young people of forging links with the local community</p> <p>7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there</p> <p>7.3 Work with others within the work setting and in the community to overcome barriers to community participation</p> <p>7.4 Support team members to enable children or young people to participate in the community</p>
<p>8 Be able to lead continuous improvement to practice</p>	<p>8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families</p> <p>8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved</p> <p>8.3 Support team members to learn from challenges encountered in day to day work</p> <p>8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection</p>

## Unit content

### 1 Understand positive outcomes for children and young people in residential childcare

*Positive outcomes for children and young people that residential childcare services aim to achieve:* e.g. the importance of recognising how children and young people's life experiences influence their behaviour and responses to group living; strategies for promoting positive outcomes including ways of empowering children and young people so they are active participants in their own care e.g. access to advocacy, peer mentors; the importance of minimising stress and feeling safe; ways of supporting staff to help children and young people develop positive and trusting relationships with others inside and outside the setting; identifying positive outcomes for individual children or young people e.g. taking personal responsibility, identifying and setting self-directed goals; the importance of achieving these to the development of self-esteem and resilience

### 2 Be able to lead practice that puts children or young people at the centre

*A culture that focuses on the wellbeing of the child or young person:* e.g. collaboration; inclusion; child/young person centred; risk management; healthy living; health screening; preventive health programme; early interventions and diagnosis; prompt medical/dental attention when needed; mobility; self-esteem building; opportunities for play and leisure; encouraging strong relationships with family/friends/mentors/wider social network; encouraging positive experiences at school or in extracurricular activities; promoting independence; providing a secure environment; boundaries; supporting children to develop own coping strategies to deal with transitions; reducing effects of transitions; improving outcomes for wellbeing, health, social and emotional

*Child or young person centred assessments to identify support required focussing on strengths and abilities:* e.g. holistic assessment; involvement of child, young person and family; importance of identifying strengths and needs; taking into account preferences and family circumstances; advocacy; identifying services to support

*Provision that meets the identified needs of children or young people:* e.g. to plan provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation; identified needs may relate to: health and well-being, relationships, learning, leisure, play

### **3 Be able to lead engagement with families to benefit children or young people**

*How the aims and objectives of the organisation and the nature of the work setting impact on engagement with families:* carers e.g. families, paid carers; building partnerships with families/carers; involving in decision making; listening to children and young people; demonstrating respect; use of advocates; supporting children; young people and parents to make informed choices; parental rights and responsibilities; building trust; building and maintaining relationships; conflicting viewpoints with families/carers; breaking down barriers e.g. physical access, communication, language; sharing information/observations; home visits; knowledge and provision for differences of culture, language, religion; workshops/parenting programmes; providing coherent/transparent policies and services

*Attitudes amongst team members that promote productive engagement with families:* e.g. effective communication; consistency; continuity; transparency; accountability; respect; understanding; competence; trust; shared values; shared goals; modelling and leading ethical, transparent and fair practice; training; fostering anti discriminatory and inclusive practice; acknowledging and celebrating diversity; supporting the development of positive interpersonal relationships; challenging inappropriate behaviour; providing opportunities to reflect on practice

*Address situations with families where it may be necessary to advocate for the rights of the child or young person:* e.g. where there is an identified risk; challenge attitudes or behaviour; development issues; at times of transition; education/leisure/living arrangements

### **4 Be able to lead practice that addresses the health needs of children or young people**

*Issues affecting access to health care services for children or young people in residential childcare:* e.g. access; reliability; resourcing; staffing; knowledge; understanding

*The impact of limited access to health care services on the health of children and young people:* e.g. detrimental to health; lack of consistency/continuity of care; needs not met; developmental delays

*The prevalence and nature of mental health needs among children and young people in residential childcare:* statistics and case studies; e.g. higher rates of mental health difficulties; almost half of children and young people in residential childcare meeting the criteria for a clinically diagnosable disorder

*The importance of early identification of mental health needs among children and young people in residential childcare:* e.g. to identify and support needs; identify resources; care planning; to ensure staff competence; specialist intervention; review of placement

*Enable children or young people to recognise and address their own health needs, as appropriate to their age and level of understanding:* e.g. through education; discussions with children or young people; observations; recording;

*Health needs* e.g. physical; mental; emotional; sexual

*Policies and procedures to support safe use of medication:* policies and procedures relating to, e.g. sharing information about a child or young person's medicines, including when they transfer between settings; ensuring that records are accurate and up to date; identifying, reporting and reviewing medicines related problems; safeguarding; accurately listing a child or young person's medicines; ordering, receiving, storing and disposing of medicines; self-administration; staff training and competence requirements; covert administration; administration of homely remedies

*A culture where choices for healthy living are promoted and modelled:* e.g. establish routines, activities; involvement in planning and policy development; focusing on skills and abilities of children and young people; recognising and reinforcing own self-esteem; recognising, celebrating and providing feedback on child or young person's achievements; supporting children, young people and parents to make informed choices; feeling valued; informed decision making; coherent/transparent policies; information sharing and involvement

## **5 Be able to lead practice that supports children or young people to learn**

*Theories about how children and young people learn:* e.g. cognitive development theory (Piaget, Vygotsky, Bruner); social learning theory (Bandura); behaviourist approaches (Pavlov, Skinner, Watson); language development theories (Bronfenbrenner); curriculum approaches (Te Whāriki)

*The impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education:* e.g. family background; life experiences, e.g. transition, abuse, death of a family member, illness, home life; anxiety; continuity; consistency; capability; effect on mental health/wellbeing; behaviour

*Engage children or young people in learning in ways that take account of the child or young person's circumstances, experiences, interests, skills and talents, aspirations:* e.g. selection of appropriate activities; life story work; child/person centred; inclusion; taster sessions; engagement; level of support; reflection; liaison with carers/others; use of resources; evaluating achievements/outcomes

*Manage the physical environment in ways that encourage learning:* e.g. resource areas; the links between the physical environment and emotional wellbeing; the importance of high quality furnishings; fixtures and fittings to self-esteem and the promotion of self-care; how this leads to positive outcomes for children and young people as they learn to respect their environment

## **6 Be able to lead practice that supports children or young people to enjoy their leisure time**

*The benefits of leisure activities for children and young people:* e.g. fun and enjoyment; friendships; achievement; self-esteem; personal identity; mental health and wellbeing; learning opportunities; community links; future employment or entrepreneurial possibilities; stimulation; motivation

*The importance of unstructured leisure time for children and young people:* e.g. exploration; development; risk; challenge; exercise; social interaction; learning; self-esteem; flexibility; planning; independence; resilience

*Enable children or young people to choose how they use their leisure time:* e.g. setting guidelines; information sources; providing guidance; access to resources; risk assessment; duty of care

**7 Be able to lead practice that promotes participation in the community**

*The benefits for children and young people of forging links with the local community:* e.g. making a positive contribution; supporting diversity; identity, religion and culture; life opportunities; education; employment; volunteering roles; social opportunities

*Barriers to links between the local community, the care setting and the children or young people who live there:* e.g. access; flexibility; discrimination; availability; choice; risk; risk management; suitability; affordability

*Overcome barriers to community participation:* e.g. integration; collaboration; partnership working; effective communication; consultation; parental/carer involvement; personalisation

**8 Be able to lead continuous improvement to practice**

*Systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families:* e.g. as a continuous cycle; monitoring and reviewing quality of outcomes; use of specific, measurable, achievable, realistic and timed (SMART) targets; seeking feedback from children, young people and carers; liaising with colleagues and professionals; appropriateness of targets and goals

*Learn from challenges encountered in day to day work:* e.g. reflective practice; peer support; benchmarking; evidence based practice; competence; feedback from team members, children or young people and others

*Changes to team practice and own practice as a result of evaluation, suggestions and reflection:* e.g. collaborative and team approach; drawing on specialist expertise; removing barriers which prevent successful outcomes e.g. communication, physical, attitudinal; problem solving strategies; identify training needs

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the meaning of positive outcomes for children and young people in residential childcare. The unit also covers the support required to effectively support the well-being in children and young people, identifying the role and involvement of others who facilitate practice which delivers positive outcomes and promotes well-being.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the importance of practice and approaches which support the development of children and young people's resilience and well-being.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support practice which reflects the needs of children, young people and others when supporting positive outcomes.

Learning outcome 1 has a focus on the meaning of positive outcomes for children and young people. Learners could be encouraged to liaise with colleagues and peers to gain insight into positive outcomes and the importance they have for children and young people in residential childcare as well as reviewing case study material and carrying out independent research. Learning outcome 2 could be delivered through a project or enquiry based learning, using case study material or anonymised examples from the learner's work setting to explore the support needed for practice which ensures that children and young people are at the centre and fully involved in assessments and planning relating to their needs and preferences.

Learning outcome 3 explores practice supporting collaboration with families when supporting children and young people. Learners are asked to explore approaches to facilitate this involvement and investigate their effectiveness in developing proactive team approaches and advocating for children and young people when necessary. Desk based research could support this and findings could be applied to relevant examples of practice in the work setting.

Learning outcomes 4, 5, 6 and 7 explore the leadership of practice to address children and young people's developmental needs including health, learning, leisure time and participation in the community. Desk based research into the underpinning knowledge such as the benefits and barriers of each aspect could be applied to work based scenarios where learners are also asked to implement this support.

Learning outcome 8 could comprise of a review of the practice and support mechanisms identified in other areas of the unit. Learners should question the effectiveness of systems and approaches to service delivery, identifying areas for change. Attending planning meetings, team training events and reviewing existing continuous improvement plans would also be beneficial.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the concepts and elements involved in the achievement of positive outcomes. An assignment or report could be used to enable learners to explain the concepts. Learners could draw on examples from their research and working practice. For learning outcome 2, learners will need to show evidence of their approaches to supporting the implementation of a child or young person centred service. Evidence may come from direct observation, however it is more likely that work product evidence such as assessment notes, work plans and case notes supported by a reflective account will be more practical.

For learning outcome 3, evidence is required from direct observation, covering assessment criteria 3.2, 3.3 and 3.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate learners leading practice which supports positive interaction with families. In addition the observation should involve the promotion of team attitudes which facilitates positive interactions with families and enables team members to advocate for children and young people when rights are not being upheld.

This evidence can be supplemented with work products such as meeting minutes and training materials, as well as a reflective account, identifying the level of interaction which should be established with families to meet the aims and objectives of the setting.

For learning outcome 4, evidence is required from direct observation, covering assessment criteria 4.5, 4.6 and 4.7. This evidence can be supplemented with a reflective account, covering assessment criteria 4.1, 4.2, 4.3 and 4.4, which asks learners to review the barriers to accessing health care for children and young people and the impact of this. Learners should include the results of research exploring the prevalence of mental health needs for children and young people in residential childcare.

For learning outcome 5, learners will need to demonstrate an understanding of the requirement to provide a service which encourages learning.

Learners could produce a report, reflective account or assignment analysing theories impacting on children and young people's learning for assessment criteria 5.1 and 5.2. Learning outcome 5 also requires evidence from direct observation, covering assessment criteria 5.3 and 5.4. The observation should demonstrate the leading of strategies for engaging children and young people in learning, involving management of the physical environment.

Learning outcome 6 focuses on leisure activities and the value of this to children and young people. For this learning outcome evidence is required from direct observation, covering assessment criteria 6.3 and 6.4 where learners are asked to support others to work with children and young people when they are selecting activities for their leisure time. A reflective account, professional discussion or a report could be used for assessment criteria 6.1 and 6.2 where learners evaluate what children and young people gain from leisure time and unstructured time.

For learning outcome 7, learners will need to demonstrate an understanding of the vital role of community participation for children and young people. For learning outcome 7, evidence is required from direct observation, covering assessment criteria 7.3 and 7.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the necessary support provided to facilitate involvement in the community, overcoming any identified barriers. This evidence can be supplemented with a reflective account, covering assessment criteria 7.1 and 7.2, which ask learners to review the benefits of collaboration with their local community, analysing potential barriers to this collaboration.

Learning outcome 8 requires evidence from direct observation. The observation could be supported by work product evidence such as plans for monitoring and review, as well as a reflective account, showing how the learner intends to implement changes following evaluation of practice.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Cameron, R J – *Achieving Positive Outcomes for Children in Care* (Sage Publications, 2009) ISBN 9781847874498

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Ryan, T – *Life Story Work: A Practical Guide to Helping Children Understand Their Past* (British Association for Adoption and Fostering (BAAF) 2007) ISBN 9781905664023

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

NSPCC research article into mental health – [www.nspcc.org.uk/preventing-abuse/research-and-resources/what-works-preventing-treating-mental-health-looked-after-children](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/what-works-preventing-treating-mental-health-looked-after-children)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 10: Implement a Positive Relationship Policy in Residential Childcare

**Unit reference number:** R/506/8192

**Level:** 5

**Credit value:** 6

**Guided learning hours:** 41

---

## Unit aim

The aim of this unit is to assess the learner's knowledge, understanding and skills required to develop and implement a positive relationship policy in a residential childcare setting. The unit also explores the impact that a positive relationship policy has on the promotion of positive behaviour and positive outcomes for children and young people.

## Unit introduction

This unit covers the knowledge, understanding and skills necessary to enable learners to lead approaches to managing the application of a positive relationship policy which facilitates behaviour management and positive outcomes. Systems and processes are vital for policy implementation and learners are required to create these, supporting team members to apply the policy effectively. Ongoing review is also necessary and learners are asked to evaluate the knowledge and skills needed by team members to establish positive relationships with children and young people identifying any relevant training needs staff may have.

Physical intervention and restraint are also addressed and the principles for the use of recognised approaches are established.

## Additional information

**Positive Relationship Policy** may previously have been called a Behaviour Management Strategy

**Others** may include:

- Team members
- Other professionals
- Family members
- Advocates
- Independent visitors

To **develop** a policy may be to develop directly or to propose developments to others (e.g. in a larger organisation) for consideration

Children and young people may be **vulnerable** due to factors such as:

- social, economic, physical, emotional or family circumstances
- previous experience of traumatic or dysfunctional relationships
- disability or specific conditions

**Review** may involve children or young people, families and carers, team members and other professionals

**Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger.

**Restraint** is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the interconnection between relationships and behaviour	1.1 Critically analyse how socially aware behaviour and positive relationships interlink  1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare  1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships  1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour
2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people	2.1 Research elements required in a <b>Positive Relationship Policy</b> and the rationale for each  2.2 Work with children or young people and others to evaluate existing policies relating to positive relationships and behaviour management  2.3 Develop a <b>Positive Relationship Policy</b> that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation

Learning outcomes	Assessment criteria
<p>3 Be able to establish systems to implement the positive relationship policy</p>	<p>3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy</p> <p>3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of <b>physical intervention</b> or <b>restraint</b></p> <p>3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems</p>
<p>4 Be able to equip team members to implement the positive relationship policy</p>	<p>4.1 Evaluate the knowledge and skills team members have for:</p> <ul style="list-style-type: none"> <li>• building trusting and enduring relationships with <b>vulnerable</b> children or young people</li> <li>• supporting children or young people to develop socially aware behaviour</li> </ul> <p>4.2 Address gaps identified in knowledge and skills</p> <p>4.3 Arrange training in restraint that meets statutory requirements for team members</p> <p>4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour</p>
<p>5 Be able to review a Positive Relationship Policy</p>	<p>5.1 <b>Review</b> the impact of the Positive Relationship Policy on relationships and behaviour in the setting</p> <p>5.2 Propose improvements to the Positive Relationship Policy and systems</p>

Learning outcomes	Assessment criteria
<p>6 Understand the context for use of physical intervention and restraint</p>	<p>6.1 Explain principles for the use of <b>physical intervention</b> and <b>restraint</b> with children and young people in residential childcare</p> <p>6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint</p> <p>6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint</p> <p>6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements</p>

## Unit content

### 1 Understand the interconnection between relationships and behaviour

*How socially aware behaviour and positive relationships interlink:* e.g. outcomes; attitudes; respect; trust; responsibility; regard; understanding; consistency; continuity; accountability; acceptance

*The link between behaviour and relationships is relevant to supporting children and young people in residential childcare:* important for, e.g. role modelling; active participation; level of responsibility; reinforcing rules and expectations; through use of, e.g. distraction and diversion; adequate resources made available in order to avoid frustration or boredom on part of child or young person; policy implementation; planning; review

*The impact on relationships of restorative approaches and other responses to socially unacceptable behaviour:* restorative approaches, e.g. early intervention; prevention; informal intervention; encouraging acceptance of responsibility and accountability for actions; identifying how to make amends; other responses, e.g. formal/legal consequences; positive reinforcement; punishment and rewards

### 2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people

*A Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation:* policies that meet the Children's Homes Regulations and Quality Standards; policies that meet the Positive Relationships Standard; identify the rights, roles and responsibilities of children and young people and others; to increase the effectiveness of preventative practice; to increase awareness of the causes and effects of bullying; to offer guidance on dealing with bullying; enhancing prospects for positive outcomes for children and young people; maintaining confidentiality; working towards a shared ethos or aim; involving children or young people and others in evaluation of existing policies

### 3 Be able to establish systems to implement the positive relationship policy

*Systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy:* review policies on, e.g. risk management; reporting and recording; data protection; disclosure

*Systems for children or young people to have access to support and the opportunity to feedback after any use of physical intervention or restraint:* e.g. one to one support; specialist practitioner; through focus groups; feedback forms; 'open time/drop in' sessions; small-group activities; group council; feedback can be used to directly inform future planning and implementation

#### 4 **Be able to equip team members to implement the positive relationship policy**

*Vulnerable children or young people:* Children and young people may be vulnerable due to factors such as social, economic, physical, emotional or family circumstances, previous experience of traumatic or dysfunctional relationships, disability or specific conditions

*The knowledge and skills team members require:* e.g. positive reinforcement strategies; modelling positive behaviour and responses to situations; creating an overall positive culture in the setting; creating an environment that promotes positive behaviour; individual behaviour planning; distraction and diversion strategies; boundary setting and collaborative ground- rule making; supporting children and young people's reflection on and managing of own behaviour

*Training in restraint that meets statutory requirements for team members:* ensure staff follow organisational policies and procedures, e.g. assessment of risk, risk reduction, lines of reporting, named persons, advocacy, confidentiality, recording arrangements, complaints policy, appeals procedure, behaviour management plan; staff training including breakaway strategies; team members to be Management of Actual or Potential Aggression (MAPA) trained; training refreshed according to legal and/or local authority requirements

*Systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour:* e.g. supervision; appraisal; reflective practice; observation; goals and targets; record-keeping; feedback from children or young people and others in the setting; appropriate escalation of incidents

#### 5 **Be able to review a positive relationship policy**

*The impact of the Positive Relationship Policy on relationships and behaviour in the setting:* e.g. guidelines; boundaries; positive culture; challenge; influence; respect; development; inclusion

#### 6 **Understand the context for use of physical intervention and restraint**

*Principles for the use of physical intervention and restraint with children and young people in residential childcare:*

- Physical intervention refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger
- Restraint is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations

*How understanding of child development and individual needs relate to the use of physical intervention and restraint:* e.g. understanding of behaviour, acceptable/unacceptable behaviour, patterns of behaviour and links to developmental stages and individual circumstances; assessment plan; risk; duty of care; pattern/sequence/rate of development

*How the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint:* e.g. agreed ways of working; duty of care; policy/procedures relating to behaviour management, physical intervention and restraint

*Checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements:* e.g. as applicable to the legislation and guidelines specific to the geographical location of the setting, e.g. local authority and national policies and legislation; Children Act 1989; Children Act 2004; Childcare Act 2006; Children and Young Person's Act 2008; Local Safeguarding Children Boards (Amendment) Regulations 2010; Working Together to Safeguard Children (2013); Care Act 2014

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the aims of a positive relationship policy and how to facilitate the implementation of this in a residential childcare setting.

The unit also covers the guidance required to effectively support good behaviour and positive outcomes for children and young people, identifying the needs of others who facilitate practice which could utilise physical intervention and constraint if needed.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support practice which reflects the needs of children, young people and others when supporting positive relationships and policy implementation.

This unit has a strong theoretical focus, with learners being asked to evaluate the impact of policies on the behaviour of children and young people. In light of this, desk based research would be appropriate for much of the unit, with learners being encouraged to explore the legislation and research behind the implementation of the policies. This could be supported by case studies or examples from their own work setting and learners are encouraged to reflect on how they would implement the policies in their own setting. Internet videos may also be useful, particularly in exploring physical intervention and restraint. Discussions with colleagues who have been involved in the creation, maintenance and review of a Positive Relationship Policy and other behaviour management policies would also be beneficial.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the concepts and elements of socially aware behaviour and positive relationships, analysing how they are interlinked and the strategies for developing socially aware behaviour and positive relationships.

An assignment or report could be used to enable learners to explain the concepts in practice, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of aspects to be included in a Positive Relationship Policy, leading to the actual preparation of the policy, covering assessment criteria 2.1 and 2.3. This could be done in a report or reflective account, with reference to the learner's work setting and created policy.

Evidence is also required from direct observation, covering assessment criterion 2.2. This can be supported by work product evidence including the actual policy for assessment criterion 2.3.

For learning outcome 3, evidence is required from the preparation and presentation of work products. Learners should identify the systems used to manage risk and maintain records in relation to the requirements of the Positive Relationship Policy, identifying appropriate timescales for the ongoing review of the policy. Learners are then required to ascertain that procedures are in place to enable children and young people to access support and feedback following any incident involving physical intervention or restraint. A reflective account could enable the learner to outline their decisions and research in preparing these work products.

For learning outcome 4, evidence is required from direct observation and work products, such as training documents, schedules and procedures. Learners could produce a reflective account or report providing evidence of approaches to addressing any skills gaps identified in their review, arranging suitable training to support this process, to include training in the use of restraint.

Learning outcome 5 focusses on the effect the Positive Relationship Policy has on the setting, and learners are asked to suggest improvements they would like to make to the policy and related systems. A reflective account supported by the completion and presentation of work products, such as the completed Positive Relationship Policy would be appropriate.

For learning outcome 6, learners will need to show an understanding of the concepts involved in the use of physical intervention and restraint. An assignment or report could be used to enable learners to explain the concepts in practice, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Fulcher, L et al – *Residential Child Care in Practice: Making a Difference* (Social Work in Practice Series) (Policy Press, 2013) ISBN 9781847423108

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Smith, M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The Ministry of Justice works to protect the public and reduce reoffending – [www.justice.gov.uk](http://www.justice.gov.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# **Unit 11:**

## **Lead practice to Support the Well-being and Resilience of Children and Young people in Residential Childcare**

**Unit reference number:** T/506/7620

**Level:** 5

**Credit value:** 3

**Guided learning hours:** 21

---

### **Unit aim**

The aim of this unit is to assess the learner's knowledge, understanding and skills required to lead and improve practice in support of children and young people's wellbeing and resilience.

The unit also looks at the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are.

### **Unit introduction**

This unit provides the knowledge, understanding and skills to lead practice which develops and supports the well-being and resilience of children and young people in residential childcare. These are important attributes and understanding approaches to support their development is vital to ensure happy, healthy and able to cope.

The unit also explores how children and young people can contribute to influencing change to practice which relates to the promotion of their well-being and resilience. Finally the unit includes the evaluation and development of practice.

### **Additional information**

Elements of **well-being** e.g.

- the opportunity to flourish
- positive relationships and social networks
- positive personal identity and self esteem
- aspiration and optimism
- happiness
- mental, physical and sexual health
- financial and emotional security

Elements relating to **resilience** e.g.

- Secure base
- Self-esteem
- Self-efficacy
- Friendships
- Education
- Positive values
- Social competencies
- Talents and interests

**Others** may include

- Team members
- Other professionals
- Children and young people
- Families and carers

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand well-being and resilience in children and young people in residential childcare	<p>1.1 Explain the concepts and elements of</p> <ul style="list-style-type: none"><li>• <b>well-being</b></li><li>• <b>resilience</b></li></ul> <p>1.2 Evaluate approaches to measuring a child or young person's well-being</p> <p>1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare</p>
2 Understand support for well-being and resilience	<p>2.1 Analyse approaches that support the well-being of children and young people</p> <p>2.2 Explain the importance of homeliness, friendship and fun in the childcare setting</p> <p>2.3 Analyse methods and approaches that help to build resilience in children and young people</p> <p>2.4 Explain the importance of engaging with family members who are supporting a child or young person</p>

Learning outcomes	Assessment criteria
<p>3 Be able to lead practice that supports children and young people's well-being and resilience</p>	<p>3.1 Lead practice that supports <b>others</b> to engage positively with children or young people</p> <p>3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable</p> <p>3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem</p> <p>3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes</p> <p>3.5 Challenge practices that act as barriers to children or young people's well-being and resilience</p>
<p>4 Be able to improve practice in promoting the well-being and resilience of children and young people</p>	<p>4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience</p> <p>4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience</p> <p>4.3 Evaluate own practice in promoting children or young people's well-being and resilience</p> <p>4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience</p>

## Unit content

### 1 Understand well-being and resilience in children and young people in residential childcare

*The concepts and elements of well-being:* the opportunity to flourish; positive relationships and social networks; positive personal identity and self-esteem; aspiration and optimism; happiness; mental, physical and sexual health; financial and emotional security

*Elements relating to resilience:* secure base; self-esteem; self-efficacy; friendships; education; positive values; social competencies; talents and interests

*Approaches to measuring a child or young person's well-being:* well-being indicators, e.g. The Child Well-being Index (CWI); observation; monitoring; assessing needs; information gathering; action planning; review; the TellUs survey

*Why a child or young person's well-being may fluctuate over time while in residential childcare:* e.g. emotional needs; physical needs; stage of development; environment; peer group; influence; support; parental/carer contact; emotions; transition

### 2 Understand support for well-being and resilience

*Approaches that support the well-being of children and young people:* e.g. managing risk; educating about and modelling healthy living; health screening; preventive health programme; early interventions and diagnosis; prompt medical/dental attention when needed; mobility; self-esteem building; opportunities for play and leisure; encouraging strong relationships with family/friends/mentors/wider social network; encouraging positive experiences at school or in extracurricular activities; promoting independence; providing a secure environment; boundaries; supporting children to develop own coping strategies to deal with transitions; reducing effects of transitions; improving outcomes for wellbeing, health, social and emotional; dealing with single, a sequence or concurrent transitions; being able to deal with feelings

*The importance of homeliness, friendship and fun in the childcare setting:* e.g. in developing a sense of security, inclusion, safety; for development, meeting of needs; to assist with assessment, observation, involvement, independence, social skills, feeling valued, learning

*Methods and approaches that help to build resilience in children and young people:* e.g. routines, activities; involvement in planning and policy development; focusing on skills and abilities of children and young people; recognising and reinforcing own self-esteem; recognising, celebrating and providing feedback on child or young person's achievements; supporting children, young people and parents to make informed choices; feeling valued;

*The importance of engaging with family:* e.g. involvement; understanding; advice/guidance; effective communication; knowledge of needs; continuity; consistency

**3 Be able to lead practice that supports children and young people's well-being and resilience**

*Practice that supports others to engage positively with children or young people:* e.g. supporting children and young people to identify with their own self-image and identity; supporting children and young people to recognise and value own abilities, talents and achievements; using language to reinforce 'can do' attitudes; leading practice which empowers and involves children and young people in decisions about own life; setting goals and targets that contribute towards wellbeing and resilience

*Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable:* e.g. encouraging open and honest communication; shared values; shared goals; modelling and leading ethical, transparent and fair practice; training; fostering anti discriminatory and inclusive practice; acknowledging and celebrating diversity; supporting the development of positive interpersonal relationships; challenging inappropriate behaviour; providing opportunities to reflect on practice

*Solution focused approaches for building children or young people's resilience, social and emotional identity and self-esteem:* e.g. identifying the problem/concern/issue; agreeing goals/outcomes; challenging thoughts blocking achievement; planning; action; review; sense of responsibility/ownership; celebration of achievement; focus on needs; phased approach

*Approaches that encourage and support children or young people to express their feelings, views and hopes:* e.g. involvement in decision making; building trusting relationships; praise and encouragement; identifying the effects of transition; providing a safe and secure environment; showing respect; using reflective listening skills; having high expectations; SEAL Programme (Social and Educational Aspects of Learning)

*Challenge practices that act as barriers to children or young people's well-being and resilience:* barriers e.g. poor communication, inappropriate expectations, exclusion, discriminatory practice; how to challenge practices e.g. self-assertion; giving unambiguous messages; understanding procedures for reporting concerns; dealing with inappropriate practice; identifying training needs

**4 Be able to improve practice in promoting the well-being and resilience of children and young people**

*The role of children and young people in evaluating and improving organisational practice to promote well-being and resilience:* e.g. feedback and reviewing progress; level of engagement; evidence from feedback; willingness to share information; quality of outcomes; first-hand experience

*The evaluation of organisational practice for promoting children or young people's well-being and resilience:* e.g. cycle of review of policies and procedures; feedback from carers/colleagues/other professionals; inspection processes e.g. Ofsted; success in meeting objectives/goals; review of outcomes

*Evaluate own practice in promoting children or young people's well-being and resilience:* e.g. reflective practice; Reflective Practitioner (Schön); Models of Reflection (Gibbs); Levels of Reflection (Goodman); appraisal system; use of specific, measurable, achievable, realistic and timed (SMART) targets in professional development planning; identifying own training needs

*Improvements to practice in promoting children or young people's well-being and resilience:* e.g. ethos of setting; involving children young people and carers in decision making; encouraging inclusive practice; encouraging reflective practice; actioning research needs; building trusting and open relationships; support networks; anti-discriminatory practice; staff appraisals

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the meaning of resilience and well-being in children and young people in residential childcare. The unit also covers the support required to effectively support the resilience and well-being in children and young people, identifying the needs of others who facilitate practice which develops resilience and well-being.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the importance of practice and approaches which support the development of children and young people's resilience and well-being.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support practice which reflects the needs of children, young people and others when supporting resilience and well-being.

Learning outcome 1 has a focus on concepts and elements surrounding well-being and resilience and how these can be measured and may change over time. Learners could be encouraged to liaise with colleagues and peers to gain insight into well-being and resilience and the importance it has in residential childcare. Learners could include in this research the identification of reasons for well-being fluctuating.

Learning outcome 2 could be a project or enquiry based learning, using case study material or anonymised examples from the learner's work setting to explore the support needed for well-being and resilience. The evidence gathered could then be used to analyse aspects of practice which help build well-being and resilience.

Learning outcome 3 explores practice supporting the development of well-being and resilience. Learners are asked to explore approaches, including solution focused, and investigate their effectiveness in encouraging children and young people to express their feelings; identifying poor practice which could have a negative impact on children or young people's well-being and resilience. Desk based research could support this and findings could be applied to examples of poor practice in the work setting.

Learning outcome 4 could comprise of a review of the examples of support identified in learning outcome 2. Learners should question the effectiveness of organisational and own approaches to promote children or young people's well-being and resilience, introducing appropriate changes. It could also include enquiry based learning, using case study material or anonymised examples from the learner's work setting.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1 the learners will need to show an understanding of the concepts and elements of well-being and resilience. An assignment or report could be used to enable learners to explain the concepts in practice, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, the learners will need to show an understanding of approaches supporting a child or young person's well-being, and of the impact homeliness, friendship and fun have in a childcare setting. Evidence could be provided in the form of a reflective account, professional discussion or a report for these aspects.

For learning outcome 3, evidence is required from direct observation. The observation should demonstrate learners leading practice which supports the development of well-being and resilience, reinforcing the practice of others and using a solution focused approach. This evidence can be supplemented with a reflective account, supporting reflection of practice in relation to supporting children and young people's well-being and resilience.

For learning outcome 4, evidence is required from direct observation, covering assessment criteria 4.2 and 4.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show the learner leading the evaluation of current approaches and policies and procedures, identifying and introducing areas for amendment or revision.

This evidence can be supplemented with a reflective account, covering assessment criteria 4.1 and 4.3, which ask learners to analyse the role of children and young people in reviewing and developing organisational practice and an evaluation of own practice in relation to the promotion of children and young people's well-being and resilience.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsberg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## **Unit 12:** **Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People**

**Unit reference number:** L/506/8367

**Level:** 4

**Credit value:** 2

**Guided learning hours:** 16

---

### **Unit aim**

The aim of this unit is to assess the learner's knowledge, understanding and skills required to oversee the safe use of digital, internet and mobile technology with children and young people. The unit explores the technology widely accessed and how safety is key when children and young people are using this technology, exploring approaches to facilitating this.

### **Unit introduction**

This unit provides the knowledge, understanding and skills necessary to enable learners to develop approaches to leading others in supporting the safe use of digital, internet and mobile technology. Learners will identify the positive aspects of using such media, addressing the risks through applying the principles of positive risk taking and implementing the policies and procedures of their setting.

The potential risks to team members associated with the use of digital, internet and mobile technology are also examined.

### **Additional information**

**Others** could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the uses of technology by children and young people in society	<p>1.1 Identify digital, internet and mobile technology used in society</p> <p>1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people</p>
2 Understand benefits and risks for children and young people when using digital, internet and mobile technology	<p>2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology</p> <p>2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology</p> <p>2.3 Describe signs and indicators of each risk</p> <p>2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers</p>
3 Be able to support safe use of digital, internet and mobile technology by children and young people	<p>3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology</p> <p>3.2 Support <b>others</b> to understand features of safe use of digital, internet and mobile services and technology</p> <p>3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology</p> <p>3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered</p>

Learning outcomes	Assessment criteria
<p>4 Be able to address risks to team members associated with use of digital, internet and mobile technology</p>	<p>4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people</p> <p>4.2 Develop policies and procedures for safe use of technology by team members</p> <p>4.3 Support team members to understand policies and procedures for safe use of technology</p> <p>4.4 Support team members to implement policies and procedures</p>

## Unit content

### 1 Understand the uses of technology by children and young people in society

*Digital, internet and mobile technology used in society:* e.g. mobile phones; tablets; laptops; readers; apps; 3D; digital television; gaming console; SMART TV; MP3 player; smartphone

*The role that digital, internet and mobile technology has in the lives of children and young people:* e.g. social interaction; inclusion; learning; employment; leisure; information and guidance; reminders; attachment; contact; communication; shopping; gaming; photograph/video use; music; travel; storage; television; radio

### 2 Understand benefits and risks for children and young people when using digital, internet and mobile technology

*The benefits to children and young people in care of using digital, internet and mobile technology:* e.g. contact with friends and family; access to current information; access to information to support education; consistency; continuity; skills/knowledge development; leisure activities; employment

*Potential risks to children and young people arising from their use of digital, internet and mobile technology:* e.g. distribution of personal information through social networking sites, e.g. telephone numbers, photographs, email addresses, school name, clubs they attend, meeting points for social gatherings; access to inappropriate internet materials; medium for bullying and grooming

*Signs and indicators of risk:* e.g. secrecy; excessive use of technology; increase in email/message activity; unexplained meetings; change in behaviour/activities; withdrawn; does not respond to messages or is overly keen to respond; increased usage/billing; change of number/log in

*The implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers:* e.g. peer pressure; bullying; isolation; exclusion; missing out on social/learning/employment opportunities; anxiety; loss of friendships/contact

### 3 Be able to support safe use of digital, internet and mobile technology by children and young people

*Mechanisms and guidance for safe use of digital, internet and mobile services and technology:* e.g. Department for Education advice on child internet safety; UK Council for Child Internet Safety (UKCCIS); Ofsted inspection framework documents; e.g. clear e-policy for setting or organisation; internet filters to prevent access of inappropriate materials; educating children and young people on the importance of keeping personal details private; privacy settings on social networking sites; information workshops for children and young people and parents/carers about e-safety; monitoring of online purchasing

*The principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology:* e.g. identification of risk; risk management; child/young person centred; monitoring; recording; review; promoting independence; harm reduction; education to promote safe usage

**4 Be able to address risks to team members associated with use of digital, internet and mobile technology**

*Risks and benefits of team members using digital, internet and mobile technology when working with children or young people:*

- risks e.g. access; security breach; misuse of data; identity theft; allegations of and actual inappropriate use; theft
- benefits e.g. currency of knowledge; adaptable skills development; partnership working; support/guidance for children and young people; knowledge of systems; access; safety; risk management

*Policies and procedures for safe use of technology by team members:* e.g. ensuring copies of safeguarding policies and procedures are available to staff; local and national government guidelines; the importance of leading by example; risk assessment policies; training and mentoring staff; raising awareness of possible physical, emotional and social indicators suggesting abuse; working with parents and other agencies involved with individual children; arranging and delivering training; observing, coaching and mentoring practitioners; raising awareness of best practice and ensuring policies and procedures are understood and followed; being aware of alternative approaches and the importance of keeping self and others up to date with new and emerging practice

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the key role of safe use of digital, internet and mobile technology.

The unit also covers the benefits and risks of using digital, internet and mobile technology for children and young people and team members.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the safe use of technology and how children and young people can manage identified risks.

Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and team members in the use of digital, internet and mobile technology.

Learning outcome 1 focusses on the use of digital, internet and mobile technology and the significant part it plays in the lives of children and young people. Learners could identify relevant video clips online and case studies and use them to gain insight into the role that digital, internet and mobile technology has in the lives of children and young people.

Learning outcome 2 explores the value and pitfalls of technology for children and young people in residential childcare settings. Learners could be encouraged to liaise with colleagues and peers to gain insight into the risks and benefits associated with the use of technology. Learners should explore the signs and symptoms which might indicate risk but also identify the outcomes of removing or restricting the use of technology for children and young people. This could be done through the use of case studies or anonymised examples from the learner's work setting.

Learning outcome 3 addresses the support necessary from practitioners to facilitate safe use of technology for children and young people, identifying policy and practice which protects all parties. Learners could explore their own setting and community and identify the types of provision that exists to safeguard children and young people. Desk based research could support this, in particular in the research of mechanisms and guidance for safe use of technology.

Learning outcome 4 addresses practice for teams that identifies and minimises risks when team members are using technology when working with children and young people. Learners are also asked to explore the development and implementation of policies and procedures informing safe use of technology.

Desk based research could support this and findings could be applied to work based scenarios.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the influential role technology plays in the lives of children and young people. The use of a report or assignment will allow the learner to explore the ways digital, internet and mobile technology is utilised by children and young people. This report could be expanded to include learning outcome 2, which asks the learner to explore the benefits and potential risks of children and young people using technology.

For learning outcome 3, evidence is required from direct observation, covering assessment criteria 3.2 and 3.3. The observation should demonstrate learners enabling others to understand how to use technology safely, applying the principles of positive risk taking for children and young people in their use of technology. This could be supported by work products, such as training materials and guidance documents produced for team members.

A reflective account could be used to supplement the observation, where the learners will need to firstly research mechanisms and guidance for safe usage of technology then evaluate the setting's safeguarding and child protection policies and procedures to ensure they are fit for purpose and adhere to agreed protocols. This will address assessment criteria 3.1 and 3.4.

Learning outcome 4 requires evidence from direct observation, covering assessment criteria 4.3 and 4.4. The observation should include learners facilitating the development and implementation of policies and procedures to safeguard staff when using technology.

A reflective account, professional discussion or a report could be used for assessment criteria 4.1 and 4.2, where learners will need to analyse the risks and benefits associated with team members using technology, for example data or identity theft.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Blyth, M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN 9781447304906

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Lindon, J – *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Rooney, A – *Let's Read and Talk About: Internet Safety* (Franklin Watts, 2014) ISBN 9781445132105

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

Willard, N – *Cyber Savvy: Embracing Digital Safety and Civility* (Corwin, 2012) ISBN 9781412996211

Woolf, A – *Let's Think About the Internet and Social Media* (Raintree, 2014) ISBN 9781406282658

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Coram Children's Legal Centre (CCLC), specialising in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 13: Undertake Professional Development in Residential Childcare Settings

**Unit reference number:** H/506/7791

**Level:** 4

**Credit value:** 2

**Guided learning hours:** 18

---

## Unit aim

The aim of this unit is to assess the learner's knowledge, understanding and skills required to develop the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice when managing a residential childcare setting.

## Unit introduction

This unit enables learners to understand the importance of and undertake professional development relevant to their role in residential childcare settings. The unit explores the purpose and need for professional development, enabling learners to identify and implement existing attributes and experiences these in their development plan. The unit also enables learners to reflect of their practice, identifying how this directly improves their practice.

## Additional information

**Sources and systems of support** may include:

- Supervision
- Appraisal
- Formal support
- Informal support
- Mentoring
- Within the organisation
- Beyond the organisation

**Standards and benchmarks** may include:

- Codes of practice
- Regulations
- Minimum/essential standards
- National occupational standards

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand principles of professional development	1.1 Explain the importance of continually improving own knowledge and practice 1.2 Analyse potential barriers to professional development 1.3 Compare the use of different <b>sources and systems of support</b> for professional development 1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date
2 Understand how personal attributes and experiences can be used in professional development	2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice 2.2 Review own emotional responses to situations encountered at work 2.3 Analyse how personal factors can be strengthened and addressed through professional development
3 Be able to prioritise goals and targets for own professional development	3.1 Evaluate own knowledge and performance against: <ul style="list-style-type: none"> <li>• <b>standards and benchmarks</b></li> <li>• feedback</li> </ul> 3.2 Prioritise development goals and targets

Learning outcomes	Assessment criteria
<p>4 Be able to prepare a professional development plan</p>	<p>4.1 Select learning opportunities to meet development objectives and reflect personal learning style</p> <p>4.2 Produce a plan for own professional development</p> <p>4.3 Establish a process to evaluate the effectiveness of own professional development plan</p>
<p>5 Be able to improve performance through reflective practice</p>	<p>5.1 Compare models of reflective practice</p> <p>5.2 Explain the purpose of reflective practice in continuous improvement of performance</p> <p>5.3 Use reflective practice and feedback from others to improve performance</p> <p>5.4 Evaluate how practice has been improved through:</p> <ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes</li> <li>• reflection on personal factors</li> </ul>

## Unit content

### 1 Understand principles of professional development

*The importance of continually improving own knowledge and practice:* e.g. understanding the meaning of professional practice and the need to continually improve

*Barriers to professional development:* barriers to professional development, e.g. personal (intellectual, social, emotional); time pressures (family or other commitments); financial barriers; organisational barriers and work pressures; how these might be managed and overcome; access

*Sources and systems of support for professional development:* e.g. supervision; appraisal; formal support; informal support; mentoring; within the organisation; beyond the organisation

*How factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date:* personal, e.g. past experiences, existing qualifications/training, flexibility, priorities, time management, accessibility/availability, level of knowledge/competence required; organisational, e.g. funding, budgetary constraints, resourcing

### 2 Understand how personal attributes and experiences can be used in professional development

*How own values, resilience, emotional intelligence and life experiences influence own professional practice:* e.g. previous experiences both personally and professionally; learning styles; methodologies; current knowledge/skills/competence; suitability; preference; beliefs

*How personal factors can be strengthened and addressed through professional development:* e.g. mentoring; training; shadowing; achievement of qualifications; level of responsibility; coping skills; broaden knowledge

### 3 Be able to prioritise goals and targets for own professional development

Evaluate own knowledge and performance against:

- standards and benchmarks: e.g. Codes of practice; regulations; minimum/essential standards; national occupational standards
- feedback: e.g. formal and informal; from line manager, colleagues, children and young people, parents/carers

Prioritise development goals and targets: e.g. assess own performance and benchmark own current practice using professional standards and operational benchmarks including codes of practice, regulations, minimum/essential standards and National Occupational Standards (NOS) e.g. by undertaking a personal skills inventory; identify personal goals and targets for improvement; identify and prioritise targets to meet standards e.g. gaps in own knowledge, skills practice; personal goals e.g. career progression and aspirations; personal development e.g. critically review own beliefs and values

#### 4 **Be able to prepare a professional development plan**

*Learning opportunities to meet development objectives and reflect personal learning style:* e.g. formal/informal learning; shadowing; mentoring; secondment; reading journal articles; attending courses and seminars; practical demonstrations

*A plan for own professional development:* e.g. select formal and informal learning opportunities to meet identified goals; evaluate own plan e.g. develop a timeframe, monitor and review the plan; collect evidence of achievement and performance; self-assessment against targets; validate plan with mentor, colleague or manager

*A process to evaluate the effectiveness of own professional development plan:* e.g. formal and informal evaluation; self-assessment using personal documentation; assessment by others e.g. supervisors, peer evaluation; ongoing evaluation using own criteria e.g. milestone assessment, against personal development plan (PDP); feeding results of evaluation into PDP to establish cycle of continuous improvement

#### 5 **Be able to improve performance through reflective practice**

*Models of reflective practice:* e.g. Schön's Learning, Reflection and Change model; Moon's reflective learning; Gibbs' reflective cycle; Johns' model of reflection; Atkins and Murphy's model of reflection

*The purpose of reflective practice in continuous improvement of performance:* e.g. links between theory and practice; how reflective practice influences future performance; reflective writing e.g. storyboards, diaries, tape recordings, documenting achievements and mistakes; how you can influence others through learned theories applied to practice

*How practice has been improved through:*

- *reflection on best practice:* e.g. implementation of agreed ways of working, safety, duty of care
- *reflection on failures and mistakes:* e.g. addressing unsafe/poor practice; improving practice; evidence based practice; learning from key issues
- *reflection on personal factors:* e.g. utilising strengths; acknowledging areas of weakness/addressing strengths

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the impact leaving care can have on young people. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of theoretical, statutory and legal frameworks informing the transition of young people from care. The unit also includes the support required from internal and external sources to ensure effective and efficient skills development for young people.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the resources and partnerships available and how working with others can support the move for young people.

Learning outcome 1 focuses on the importance of professional development for practitioners and how this can be facilitated. Learners could be encouraged to liaise with colleagues and peers to gain insight into the issues/barriers, which could prevent professional development from being carried out effectively. The evidence gathered could then be used for desk based research into the sources of support available for undertaking professional development.

Learning outcome 2 addresses the influence of personal attributes and experiences on practice and how to utilise them effectively for professional development. Learners are also asked to evaluate how they react to certain situations in the work setting; identifying areas for development. Learners could carry out research into these aspects and use the resulting evidence to explore methods of incorporating attributes and experiences into plans for development.

Learning outcome 3 could be delivered through enquiry based learning. Learners should review their own knowledge and practice against identified standards and benchmarks, and feedback from a range of sources; prioritising areas for development.

Learning outcome 4 involves the preparation of a professional development plan. Learners could use case study material or anonymised examples from the learner's work setting in order to familiarise themselves with the requirements of a professional development plan. Learners will need to be aware of the need to evaluate their plan and monitor progress so exploration of methods of doing this can also be carried out.

The focus of learning outcome 5 is reflective practice. Learners are asked to explore the importance of reflective practice for their development and practice.

Desk based research could support this and findings could be applied to the scenarios given for learning outcome 4.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the purpose and meaning of professional development in direct relation to their role in residential childcare settings. A report or assignment, exploring the underpinning theory behind professional development could be appropriate. Learners could draw on their own experience as examples or use case studies.

For learning outcome 2, learners will need to show an understanding of the effect personal qualities and experiences can have on skills and competence. Learners are asked to review their own emotional response to incidents at work. A reflective account, drawing on their experience in the workplace would be appropriate.

For learning outcome 3, learners will need to show that they can benchmark their knowledge and performance against set standards and that they can use this information to plan for development. A reflective account, professional discussion or a report could be used, where the learners will need to firstly identify the resources to evaluate their practice against and then plan for development.

Learning outcome 4 requires evidence from the assessment of work products such as a personal development plan, learning style evaluation, learning plan and evaluation process documents. A reflective account, professional discussion or a report could be used to support the work product evidence for learning outcome 4 where the learners will need to explain their choice of learning methods and key aspects involved in the preparation of their plan.

For learning outcome 5, learners will need to show an understanding of the influence reflective practice has on performance improvement. Learners are asked to identify models of reflective practice, for example Schön or Gibbs, and compare them. Learners are also required to evaluate the improvement to their practice through the use of reflection on best practice, errors and personal factors. Learning outcome 5 also requires evidence from direct observation, covering assessment criterion 5.3. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show the learner acting on the outcomes of reflective practice and feedback to show demonstrable improvement in their practice. This could be supported by a reflective account or professional discussion.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Fulton, D – *Essential Skills for Managers of Child-Centred Settings* (Routledge, 2011) ISBN 9780415585545

Johns, C – *Becoming a Reflective Practitioner* (Wiley-Blackwell, 2013) ISBN 9780470674260

Schön, D – *The Reflective Practitioner: How Professionals Think in Action* (Basic Books, 1984) ISBN 9780465068784

Smith, M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Thompson, N and Thompson, S – *The Critically Reflective Practitioner* (Palgrave Macmillan, 2008) ISBN 9780230573185

### Websites

Business Balls offers resources linked to personal and professional development including learning styles information and reflective practice – [www.businessballs.com](http://www.businessballs.com)

The Chartered Institute of Personnel and Development is the professional body for HR and people development – [www.cipd.co.uk](http://www.cipd.co.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 14: Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare

**Unit reference number:** T/506/7584

**Level:** 5

**Credit value:** 3

**Guided learning hours:** 25

---

## Unit aim

The aim of this unit is to assess the learner's knowledge, understanding and skills required to support others to understand and implement systems to promote the rights, diversity and equality of children and young people. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

## Unit introduction

This unit provides the knowledge and understanding to enable learners, when working with children and young people, to understand legislation relating to rights, diversity and equality in order to review existing procedures and propose improvements. It also enables learners to oversee the implementation of policies, procedures and practice relating to models of rights, diversity and equality by team members, reflecting the needs of children and young people in the setting.

## Additional information

**Anti-discriminatory practice** seeks not to discriminate on the basis of one or more of the following:

- gender/transgender
- sexual orientation
- race/ethnicity
- religion
- age
- ability/disability

- health status
- physical attributes
- social circumstances

**Discrimination** may occur at one or more of the following levels:

- individual
- institutional
- societal.

**Others:** may include colleagues, other agencies, children and young people or their families and friends

**Culturally sensitive** includes:

- recognising cultural similarities and differences
- avoiding value judgements (e.g. better or worse, right or wrong)
- respecting beliefs and practices while being alert to any heightened risks

**Gender-specific issues** are those with specific relevance to male, female or trans-gender children and young people

**Raising concerns or making complaints** may be done formally or informally

To **monitor** will involve children or young people and others

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the legislative frameworks for children and young people's rights	<p>1.1 Summarise national and international legislation that underpins the rights of children and young people</p> <p>1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p>
2 Be able to develop policies and procedures that promote the rights of children and young people	<p>2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures</p> <p>2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people</p> <p>2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people</p>
3 Understand anti-discriminatory practice with children and young people	<p>3.1 Analyse the impact of current equalities legislation on work with children and young people</p> <p>3.2 Evaluate models of <b>anti-discriminatory practice</b> in residential childcare settings for children or young people</p>
4 Be able to lead anti-discriminatory practice	<p>4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion</p> <p>4.2 Support team members to work in a <b>culturally sensitive way</b></p> <p>4.3 Support team members to address tensions between anti-discriminatory practice and <b>gender-specific issues</b></p>

Learning outcomes	Assessment criteria
<p>5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints</p>	<p>5.1 Explain the relationship between <b>raising concerns or making complaints</b> and the rights of children and young people</p> <p>5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting</p> <p>5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and <b>others</b></p> <p>5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints</p> <p>5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed</p>
<p>6 Be able to lead continuous improvement to practice to promote the rights of children and young people</p>	<p>6.1 <b>Monitor</b> how effectively rights are upheld in the work setting</p> <p>6.2 Support team members to evaluate their own practice in promoting the rights of children or young people</p> <p>6.3 Review own practice in promoting the rights of children or young people</p> <p>6.4 Challenge self and <b>others</b> to continuously improve practice to promote the rights of children or young people</p> <p>6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people</p>

## Unit content

### 1 Understand the legislative frameworks for children and young people's rights

*National and international legislation that underpins the rights of children and young people:* e.g. Children Acts 1989 & 2004; United Nations Convention on the Rights of the Child 1989; Human Rights Act 1998; The Equality Act 2010; European Convention on Human Rights Legislation and codes of practice; European Convention on Human Rights; the Protection of Freedoms Act 2012; Working Together to Safeguard Children 2013; Children and Families Act 2014

*How legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people:* e.g. changes to practice; development and improvement; inter-professional working; how legislation impacts/shapes practice through own policies and codes of practice; encourages reflection; monitoring of practice

### 2 Be able to develop policies and procedures that promote the rights of children and young people

*Evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures:* e.g. structures; protocols; communication systems; inclusion; identification of needs; meeting of needs; collaboration; partnership working; consent; information sharing; universal services; safeguarding; duty of care; whole child approach; competency

*Improvements to policies and procedures to strengthen the rights of children or young people:* e.g. in-house policies and codes of practice;; audit of practice; staff appraisals; client/family questionnaire; actions from questionnaire results; sharing good practice; partnership working; plans; team meeting; roles and responsibilities; timescales; policy reform; allocation of resources

### 3 Understand anti-discriminatory practice with children and young people

*The impact of current equalities legislation on work with children and young people:* e.g. the Equality Act; policies to embed legislation; impact on daily activities, routines, risk assessments, planning

*Models of anti-discriminatory practice in residential childcare settings for children or young people:* discrimination may be individual, institutional or societal; discrimination on the grounds of e.g. gender/transgender, sexual orientation, race/ethnicity, religion, age, ability/disability, health status, physical attributes, social circumstances; anti-discriminatory practice, e.g. egalitarianism; equity; equality of opportunity; rights; privacy; individuality; independence; dignity; respect; partnerships respecting diversity; empowerment; equality of care; individual rights

**4 Be able to lead anti-discriminatory practice**

*Work in a culturally sensitive way:* includes: recognising cultural similarities and differences; avoiding value judgements (e.g. better or worse, right or wrong); respecting beliefs and practices while being alert to any heightened risks

*Gender-specific issues:* are those with specific relevance to male, female or trans-gender children and young people

**5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints**

*The relationship between raising concerns or making complaints and the rights of children and young people:* e.g. formally/informally; service delivery; choice; empowerment; needs; preferences; development; inclusion

*Why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting:* e.g. confidence; fear of reprisals; support; communication skills; knowledge of processes

*Information and support on how to raise concerns and make complaints in accessible formats to children or young people and others:* others e.g. colleagues, other agencies, children and young people or their families and friends; accessible format considerations e.g. language needs, availability, contact, guidance, print/font size, translation

*A culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed:* e.g. monitoring; confidentiality; outcomes; process; regular contact/updates; support; advocacy; consistency

**6 Be able to lead continuous improvement to practice to promote the rights of children and young people**

*Monitor how effectively rights are upheld in the work setting:* e.g. review; evaluation; feedback; outcomes; action planning; to involve children, young people, colleagues, other agencies, families and friends

*Support team members to evaluate their own practice in promoting the rights of children or young people:* e.g. observation; reflection; peer review; create actions and objectives; achievements; supervision; appraisal; action planning

*Review own practice in promoting the rights of children or young people:* e.g. reflective practice; use feedback; monitoring; evaluation; analysis; assessment; peer review; benchmarking

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of ways of working which underpin the promotion of rights for children and young people and enforces anti-discriminatory practice.

The unit also covers the support necessary to enable children and young people to raise concerns or make complaints in relation to service delivery.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of approaches to ensuring children and young people's rights are upheld and practice is reviewed to ensure it supports equality, diversity and inclusion.

Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and colleagues in working in upholding anti-discriminatory practice.

Learning outcome 1 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify the national and internal legislation which underpins the rights of children and young people and summarise key points. Learners could also use the material to analyse how legislative and rights frameworks are intended to improve children and young people's life chances.

Learning outcome 2 focuses on the knowledge and skills required to develop effective policies and procedures to promote children and young people's rights. Learners could be encouraged to liaise with colleagues and peers to gain insight into the principles and components needed when developing policies and procedures. Findings from this activity could support learner's review of the effectiveness of policies and procedures, making recommendations for improvement.

Learning outcome 3 addresses anti-discriminatory practice and legislation on work with children and young people. Learners could identify relevant video clips on line and use them to gain insight into the key role anti-discriminatory practice plays when working with children and young people. Findings from this activity would then enable learners to evaluate theories of anti-discriminatory practice. This could also be supported by desk based research into current equalities legislation.

Learning outcome 4 could be delivered through revisiting the material gathered for learning outcome 3. The focus of learning outcome 4 is the delivery of services underpinned by anti-discriminatory practice. Learners are also asked to explore the support necessary to ensure team members implement the policies and procedures identified in learning outcome 2, working in a culturally sensitive way and addressing tensions between anti-discriminatory practice and gender-specific issues. Desk based research could support this and findings could be applied to work based scenarios.

Learning outcome 5 could be delivered through the use of case studies or examples from the work setting. The focus of learning outcome 5 is managing practice which ensures children and young people are supported to identify issues of concern or make complaints about practice and/or service delivery. Learners could use the examples given or chosen and review the support necessary to facilitate an effective complaints system.

Learning outcome 6 could comprise of a project or enquiry based learning, using case study material or anonymised examples from the learner's work setting to explore the support necessary for ongoing monitoring and review of practice. Learners should question the effectiveness of approaches to the evaluation of practice, analysing methods of ensuring quality outcomes.

## **Assessment**

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the legal context supporting the rights of children and young people. A report or assignment would be appropriate evidence and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of the importance of including the correct components when creating policies and procedures to promote children and young people's rights. Work product evidence such as a report outlining proposed improvements to policies and amended policies would be appropriate for assessment criterion 2.3. This could be supported by a reflective account or professional discussion, which could be expanded to cover assessment criteria 2.1 and 2.2.

For learning outcome 3, learners will need to show an understanding of the influence equalities legislation has on practice with children and young people. A report or assignment would be appropriate evidence to show the depth of analysis required for learning outcome 3.

For learning outcome 4, learners will need to support team members to provide a service which follows anti-discriminatory practice and cultural and gender-specific sensitivity guidelines. Learning outcome 4 requires evidence from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should cover the leading of anti-discriminatory policy implementation, identifying and addressing culturally and gender-specific sensitive issues. This evidence can be supplemented with a reflective account or professional discussion and work products such as training materials, observation records and meeting minutes.

For learning outcome 5, evidence is required from direct observation, covering learning outcome 4 assessment criteria 5.3, 5.4 and 5.5. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show how information is provided to children and young people, and others. The observation should also include approaches to providing the support children and young people need to raise issues of concern or make complaints. This could be supplemented by work product evidence such as information documents provided to children, young people and others and procedure documents. A reflective account or report would be appropriate for assessment criteria 5.1 and 5.2, which require explanations and analysis around children and young people's difficulties in raising concerns or making complaints. Learners may be able to draw on their experience to provide relevant examples from within their setting as well as from their wider research.

For learning outcome 6, learners will need to show an understanding of the approaches which can be used to effectively manage ongoing evaluation of practice to promote children and young people's rights. Evidence is required from direct observation, covering assessment criteria 6.1, 6.2, and 6.4, where learners are asked to develop systems to facilitate the monitoring and review of own and others practice. Work product evidence such as monitoring reports, meeting records and complaint documents could support this observation. A reflective account, professional discussion or a report could be used for to supplement the observation evidence and show the learner reflecting on their own and others' practice and making recommendations for improvements to cover assessment criteria 6.3 and 6.5.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Barter, C – *Protecting children from racism and racial abuse: a research review.* (NSPCC, 1999) ISBN 9780902498822

Griffin, S – *Inclusion, Equality and Diversity in Working with Children (Professional Development)* (Heinemann, 2008) ISBN 9780435402402

Thompson, N – *Promoting Equality: Working with Diversity and Difference* (Palgrave Macmillan 2011) ISBN 9780230223431

Thompson, N – *Anti-discriminatory practice: Equality, Diversity and Social Justice (Practical Social Work Series)* Fifth Edition (Palgrave Macmillan, 2012) ISBN 9780230250130

### Websites

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

European Court of Human Rights – [www.echr.coe.int](http://www.echr.coe.int)

Equality and Human Rights Commission – [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Local Government Ombudsman has information on complaints about local childcare services – [www.lgo.org.uk](http://www.lgo.org.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## Unit 15: Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare

**Unit reference number:** R/506/7608

**Level:** 5

**Credit value:** 4

**Guided learning hours:** 26

---

### Unit aim

The aim of this unit is to assess the learner's knowledge, understanding and skills required to lead multi-agency working and networks in order to benefit children and young people in residential childcare.

### Unit introduction

This unit provides the knowledge and understanding to enable learners, when working with children and young people, to facilitate effective networking and multi-agency working, identifying the key role both aspects play in the delivery of effective services. Learners are asked to explore local networks and their provision, evaluating their role and effect and the role they could play in a team built around the child or young person.

The unit also explores when a multi-agency team around the child or young person is necessary and the input others, for example family or advocates, can provide and how to identify roles and responsibilities.

### Additional information

**A team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time

**Factors** may include capacity and commitment of family members, legal constraints, travel considerations, risk management issues etc.

**Others** may include:

- Family members
- Workers from other agencies or organisations
- Advocates
- Independent visitors

**Parameters** e.g.

- objectives
- actions plans
- roles and responsibilities
- arrangements for communication, decision making and measuring progress

**Effective arrangements** must be:

- focused on the needs of the child or young person
- appropriate to the nature and purpose of the task
- likely to be effective in establishing and maintaining relationships
- respectful of confidentiality while balancing risks of sharing or not sharing information

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	<p>1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people</p> <p>1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews</p> <p>1.3 Evaluate the use of networks to build a team around a child or young person</p>
2 Understand the local network for children and young people's services	<p>2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services</p> <p>2.2 Explain structures, key roles and methods for communication and decision making within these agencies</p> <p>2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person</p>
3 Be able to build a multi-agency team around a child or young person	<p>3.1 Recognise circumstances where a multi-agency team should be built around a child or young person</p> <p>3.2 Analyse <b>factors</b> that influence the involvement of family members in a team built around a child or young person</p> <p>3.3 Agree with <b>others</b> the task, role and boundaries of the team</p> <p>3.4 Negotiate the <b>parameters</b> of the team's work</p> <p>3.5 Influence the team to secure <b>effective arrangements</b> for practice</p>

Learning outcomes	Assessment criteria
<p>4 Be able to participate in the work of a multi-agency team built around a child or young person</p>	<p>4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person</p> <p>4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team</p> <p>4.3 Participate in agreed monitoring processes</p>
<p>5 Be able to continuously improve multi-agency work</p>	<p>5.1 Analyse factors that support effective collaboration and partnership with other agencies</p> <p>5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work</p> <p>5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work</p> <p>5.4 Implement improvements identified through monitoring and review of multi-agency work</p>

## Unit content

### 1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

*The role of networks and multi-agency work in delivering better outcomes for children and young people:* e.g. improved outcomes; accessing services; maintenance of trust; communication cycle; achievement of objectives; utilisation of expertise; reduced duplication of tasks and services; shared responsibilities; meeting common objectives; integrated workforce; shared skills and knowledge

*Instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews:* e.g. Victoria Climbié; Peter Connelly; Daniel Pelka; Keanu Williams; Hamzah Khan; Kyra Ishaq; Derbyshire sexual exploitation and trafficking; Little Ted's Nursery case review

*The use of networks to build a team around a child or young person:* a multi-agency team assembled for a specific purpose and period of time; common goals; sharing of resources/expertise

### 2 Understand the local network for children and young people's services

*The nature, role and function of agencies that constitute the local network for children and young people's services:* e.g. education; support; care; inclusion; safeguarding; healthcare; resources; community; probation/youth offending services

*Structures, key roles and methods for communication and decision making within these agencies:* e.g. roles and responsibilities; decision making power; legislation; reporting

*The effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person:* e.g. organisation's focus and remit; legal requirements; authority and power; resources

### 3 Be able to build a multi-agency team around a child or young person

*Circumstances where a multi-agency team should be built around a child or young person:* e.g. early intervention; high risk; concerns raised; signs of abuse or neglect

*Factors that influence the involvement of family members in a team built around a child or young person:* e.g. capacity and commitment of family members; legal constraints; travel considerations; risk management issues etc.

*Agree with others the task, role and boundaries of the team:* others e.g. family members; workers from other agencies or organisations; advocates; independent visitors

*The parameters of the team's work:* e.g. objectives; actions plans; roles and responsibilities; arrangements for communication, decision making and measuring progress

*Influence the team to secure effective arrangements for practice:* must be: focused on the needs of the child or young person; appropriate to the nature and purpose of the task; likely to be effective in establishing and maintaining relationships; respectful of confidentiality while balancing risks of sharing or not sharing information

**4 Be able to participate in the work of a multi-agency team built around a child or young person**

*Changes in own role when taking responsibility for a multi-agency team around a child or young person:* e.g. level of authority and responsibility; communication; coordination; reporting and record keeping

*The child or young person is supported to understand the purpose, processes and progress of the team:* e.g. clear and appropriate communication; advocacy; interpreter; trust building; clarity

*Agreed monitoring processes:* e.g. division of tasks; responsibility; sharing of information, e.g. co-located teams; Multi-Agency Safeguarding Hubs (MASH); Front Door; Access; Triage; Joint Action Teams

**5 Be able to continuously improve multi-agency work**

*Factors that support effective collaboration and partnership with other agencies:* e.g. communication; cooperation; shared objectives; common goals

*Methods used to recognise and resolve conflict within multi-agency work:* e.g. recognition of issue; find the root of the issue; clarification; escalation; referral to external bodies; lessons learnt

*Practice that excludes the child or young person as the focus of multi-agency work:* e.g. process driven; generalisations; not seeing the child or young person's perspective; ignoring child or young person's wishes and feelings

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the role of multi-agency working.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually.

Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and colleagues to access and work in multi-agency teams.

Learning outcome 1 focuses on the knowledge required to engage with networks in relation to their work with children and young people. The learning outcome also has a focus on occasions when serious case reviews have identified when partnerships have failed and how networks can contribute to building a team around a child or young person. This could be delivered by a guest speaker and question and answer session or videos on the internet can be accessed to view a range of clips relating to formal inquiries or serious case reviews. This could be supported by desk based research.

Learning outcome 2 looks at the availability of local networks to support or enhance children and young people's services. Learners could explore their own community and identify the agencies which colleagues and children and young people might access. This activity would then enable learners to identify relevant approaches to effective partnership working. Discussions with colleagues from different agencies would also be beneficial.

Learning outcome 3 focuses on the knowledge and skills required to engage with other agencies in order to build a team around a child or young person. Learning outcome 3 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Observations of and discussions with colleagues in multi-agency teams would also be beneficial.

Learning outcome 4 addresses working with partners in a team built around the child or young person. Learners could be encouraged to liaise with colleagues and peers to gain insight into workings of a team around the child or young person and how monitoring is used to evaluate and improve services.

Learning outcome 5 could comprise of a review of the approaches to multi-agency working identified in learning outcome 3 and the monitoring in learning outcome 4. Learners should question the effectiveness of approaches to working in a team built around a child or young people, analysing methods of ensuring quality outcomes and addressing any identified conflict.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the context of multi-agency working and explore partnerships which have not worked and have been highlighted in formal enquiries or serious case reviews. A report or assignment could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of the support networks can provide for services. Learners could prepare a report, which should include an analysis of agencies contributing to the local network that constitutes children and young people's services.

For learning outcome 3, learners will need to show an understanding of the circumstances in which a multi-agency team is required and also factors that can influence the involvement of family members in the team. A reflective account could be appropriate evidence for assessment criteria 3.1 and 3.2 and also to supplement direct observation of assessment criteria 3.3, 3.4 and 3.5. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show the necessary support provided to facilitate multi-agency work for children and young people. The observation should include liaising with partners in order to agree tasks and roles and parameters and boundaries of the team.

For learning outcome 4, learners will need to show that they can participate in a team built around the child or young person. This requires evidence from direct observation, covering assessment criteria 4.2 and 4.3. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the leading of work which ensures children and young people are supported in a way which facilitates their understanding of the team built around them and that the learner is participating in agreed monitoring processes. This could be supplemented by a reflective account which incorporates assessment criterion 4.1.

For learning outcome 5, learners will need to show an understanding of the need for and value of continuous improvement when involved in multi-agency working.

Evidence is required from direct observation, covering assessment criteria 5.3 and 5.4 where learners are asked to identify and challenge practice which does not include the child or young person as the focal point of multi-agency work, suggesting improvements to ways of working. The use of a reflective account will allow the learner to interact with the procedures involved in addressing conflict within multi-agency working and to cover assessment criteria 5.1 and 5.2.

## Essential resources

There are no special resources required for this unit

## Indicative resource materials

### Books

Anning, A – *Developing Multiprofessional Teamwork for Integrated Children's Services* (Open University Press, 2010) ISBN 9780335238118

Cheminais, R – *Developing and Evaluating Multi-Agency Partnerships: A Practical Toolkit for Schools and Children's Centre Managers* (Routledge, 2009) ISBN 9780415556583

Siraj-Blatchford, I – *The Team Around the Child: Multi-agency Working in the Early Years* (Trentham Books Ltd, 2007) ISBN 9781858564180

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

Walker, G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wood, J and Hine, J – *Work with Young People: Theory and Policy for Practice* (Sage Publications Ltd, 2009) ISBN 9781412928854

### Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

The Safe Network provides information and resources to help keep children safe – [www.safenetwork.org.uk/](http://www.safenetwork.org.uk/)

## Unit 16: Understand the Care System and Its Impact on Children and Young People

**Unit reference number:** H/506/7595

**Level:** 4

**Credit value:** 3

**Guided learning hours:** 22

---

### Unit aim

In this unit, you will gain knowledge and understanding required to comprehend the care system and its impact on children and young people, exploring how children and young people enter the care system and the possible reasons for this. This includes identifying the frameworks underpinning the care system and how these can facilitate positive outcomes for children and young people.

You will also gain knowledge and understanding of the importance of collaboration in a setting in order to support the wellbeing of children and young people, examining approaches to working and how they are underpinned by legislation, policy and theoretical frameworks. The workings of the care system are explored and its role in the lives of children and young people, ensuring their experience of the care system is a positive one. You will also cover the importance of planning frameworks for children and young people.

### Additional information

**Key professionals** may include:

- social workers
- Children's guardian (CAFCASS)
- legal professionals

**Entitlements** will include those relating to

- visits
- allowances
- contact with family members
- preparation for reviews
- advocacy
- Independent Visitors

**Theoretical approaches** may include:

- Social Pedagogy
- All Systems
- Outcome Based
- Lifespace
- Solution Focused

**Types of care arrangements** may include:

- Staying with parents (compulsory supervision)
- Kinship care
- Foster care
- Children's homes
- Residential schools

**A residential childcare service:** this should be the learner's own workplace where there is one, otherwise a service local to the learner

**Good practice** will incorporate current theories, policies, regulations and legislation and include:

- child centred provision
- children's rights
- equality and inclusion
- cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- networking with other agencies to build a team around a child
- advocacy

**Challenges** may include:

- repeated, sudden and enforced transitions
- living away from the family
- the need to engage with a range of professionals

**Plans** will include the following:

- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the process by which a child or young person comes into care	1.1 Analyse factors in a child's circumstances that can lead to them entering the care system 1.2 Summarise the legal process by which children and young people become 'looked after' 1.3 Explain the role of <b>key professionals</b> in the care system 1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare
2 Understand the entitlements of children and young people in care	2.1 Explain the legal and statutory <b>entitlements</b> of children and young people in care 2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them
3 Understand the context of residential services for children and young people in care	3.1 Summarise current <b>theoretical approaches</b> relating to residential childcare services 3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people 3.3 Compare <b>types of care arrangements</b> for 'looked after' children and young people 3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services 3.5 Explain the aims and objectives of a <b>residential childcare service</b> 3.6 Describe characteristics of provision that reflect <b>good practice</b>

Learning outcomes	Assessment criteria
<p>4 Understand the impact of residential childcare services on children and young people</p>	<p>4.1 Describe how being in care presents additional <b>challenges</b> for children and young people</p> <p>4.2 Compare the life chances and outcomes of children and young people in residential childcare with</p> <ul style="list-style-type: none"> <li>• children and young people in other types of care</li> <li>• children and young people outside the care system</li> </ul>
<p>5 Understand how to support a positive experience of care services for children and young people</p>	<p>5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable</p> <p>5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting</p> <p>5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting</p>
<p>6 Understand planning frameworks for children and young people in residential childcare</p>	<p>6.1 Describe the purpose and features of <b>plans</b> required for children and young people in residential childcare</p> <p>6.2 Explain why children and young people should be supported to understand their own plans</p> <p>6.3 Explain the importance of 'permanency planning' for children and young people in care</p>

## Unit content

### 1 Understand the process by which a child or young person comes into care

*Factors in a child's circumstances that can lead to them entering the care system:* abuse; harm; safeguarding; risk; family separation/relocation/unemployment/change to financial circumstances; death; illness; injury; abandonment; court decision; care order; offending behaviour

*The legal process by which children and young people become 'looked after':* e.g. depending on level of urgency/risk; identification of placement; Brief Child and Family Assessment; Complex Child and Family Assessment; Chronology; Placement Information Record; Review record; Care Plan; Assessment and Progress Records; Pathway Plan; Statutory Visit; Parental Consent; involvement of guardian

*The role of key professionals in the care system:* e.g. social workers-assessment of needs, monitoring, review, management of transaction, accessing resources and funding, safeguarding; Children's guardian (CAFCASS)-representation in court, safeguard and promote the welfare of children, provision of advice to the family courts, provide information, advice and support to children and their families; legal professionals-safeguarding, acting in best interests of children and young people, key decision making in liaison with child/young person, overseeing of court orders, contact

*Why a child or young person may have experienced multiple transitions and traumas before entering residential childcare:* safeguarding; protection; suitability; success; contact; court order; offending behaviour; funding; assessment; breakdown of placement; change of needs; placement cannot address needs; location

### 2 Understand the entitlements of children and young people in care

*The legal and statutory entitlements of children and young people in care:* will include those relating to visits-risk assessed on an individual basis, must be consistent with their welfare; allowances-support and benefits to help with costs; contact with family members-encouraged but dependent on individual circumstances; advocacy; Independent Reviewing Officer-support with care planning, preparation for reviews, access to resources *do not understand their entitlements or are not supported to access them:* needs not met; inadequate assessment; review; placement breakdown; unmet duty of care; impact on development

### 3 Understand the context of residential services for children and young people in care

*Theoretical approaches relating to residential childcare services:* Social Pedagogy- approach to caring for children and young people which combines education and care, shared responsibility of parents/carers and society; All Systems-consistent approach with built in flexibility for change and adaptation; Outcome Based-focus on what has can be achieved rather what has not been achieved; Lifespace-the promotion of individual growth and development within the context of daily activities and events; Solution Focused-identification of goals, focus on resources

*Legislative and policy frameworks underpinning care for 'looked after' children and young people:* The United Nations Convention on the Rights of the Child 1989; Children Act 1989; Data Protection Act 1998; Human Rights Act 1998; Children (Leaving Care) Act 2000; Children Act 2004; Children and Young Person Act 2008; Equality Act 2010; Children and Families Act 2014; the Care Act 2014

*Types of care arrangements for 'looked after' children and young people:* e.g. staying with parents (compulsory supervision); kinship care; foster care; children's homes; residential schools

*Characteristics of therapeutic services that distinguish these from other residential childcare services:* use of models/approaches; tailored to the needs/preferences/abilities of the child/young person; focus on specific aspects of health and/or wellbeing; impartial; funding mechanisms

*The aims and objectives of a residential childcare service:* this should be the learner's own workplace where there is one, otherwise a service local to the learner

*Characteristics of provision that reflect good practice:* current theories; policies; regulations and legislation; include child centred provision; children's rights; equality and inclusion; cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices); networking with other agencies to build a team around a child; advocacy

### 4 Understand the impact of residential childcare services on children and young people

*How being in care presents additional challenges for children and young people:* repeated; sudden and enforced transitions; living away from the family; the need to engage with a range of professionals

*Compare the life chances and outcomes of children and young people in residential childcare with:*

- *children and young people in other types of care:* similarities and differences; levels of risk identified; opportunities; availability; transient environment; access to preferences/choices; increased levels of support
- *children and young people outside the care system:* environment; parental/carer support; resources; peer influence; community

**5 Understand how to support a positive experience of care services for children and young people**

*The impact on practice of recognising that all children and young people in care are vulnerable:* safeguarding; protection; duty of care; roles and responsibilities; reporting/recording; monitoring; observation; collaboration; effective communication

*The attitudes and values team members need to enable children and young people to have a positive experience of the care setting:* embracing diversity; recognising equality; respect and tolerance; non-judgemental attitudes; anti-discriminatory practice; the importance of challenging overt and covert discrimination; self-assertion; giving unambiguous messages; understanding procedures for reporting; motivation; determination; interpersonal skills; competence; comprehension of needs/abilities/preferences of children and young people

**6 Understand planning frameworks for children and young people in residential childcare**

*The purpose and features of plans required for children and young people in residential childcare:* Placement Plan; Statutory Care Plan; Health and Education Plan; Training Plan; Remand Plan

*Why children and young people should be supported to understand their own plans:* inclusion; child/person centred; motivation; achievement; supporting implementation; involvement; preferences; ability; options

*The importance of 'permanency planning' for children and young people in care:* consistency; continuity; assessment; needs met; child/young person led; inclusion; abilities

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1 the learners will need to show an understanding of the reasons why children and young people might need to access the care system, at times going through more than one transition. This can be for a range of reasons and learners are asked to analyse these, summarising the legal requirements of the 'looked after' process. Learners are also required to identify practitioners involved in care service delivery and explain their roles.

For assessment criteria 1.1, 1.2, 1.3 and 1.4 reflective accounts could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of the legal and statutory rights supporting children and young people in care. Learners are also required to analyse the level of risk involved if children and young people are not aware of their rights or are not able to access them fully. A professional discussion or reflective account could be used for assessment criteria 2.1 and 2.2 and learners should ensure they fully explain a child or young person's legal and statutory rights.

For learning outcome 3, learners will need to demonstrate an understanding of the care system and what influences it, for example the theoretical approaches, such as social pedagogy, in terms of service delivery. The range of settings that children and young people can access are also explored, as are the features and aims of a service delivering good practice. This evidence can comprise of a report or a reflective account, covering assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6, which asks learners to look into the care system in detail and analyse key components of service delivery.

For learning outcome 4, learners are asked to describe the challenges children and young people in care may face, comparing their outcomes with those of other specified groups.

This evidence can be in the form of a reflective account, covering learning outcome 4 assessment criteria 4.1 and 4.2.

For learning outcome 5, a reflective account, professional discussion or report would be appropriate, where the learners will need to firstly explore the importance acknowledging that children and young people in care are vulnerable. Learners will also need to describe the skills, values and attitudes necessary to ensure children and young people view their experience of care settings in a positive way.

For learning outcome 6, the learners will need to show an understanding of the requirement to plan, implement and review for children and young people in care settings. This could be addressed through learners using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for assessment criterion 6.1 the learner could produce a report for colleagues describing approaches to planning, and for assessment criterion 6.2 the value of children and young people being involved in every step of planning.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Cairns, K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg, V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsburg, K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Tough, P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

### Websites

4Children provides a library of resources, including publications, case studies and videos – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's website provides a wide variety of information, including research and publications on a variety of topics – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Government services and information website where information relating to childcare can be found – [www.gov.uk](http://www.gov.uk)

The National Children's Bureau, where a variety of resources can be found, including downloadable resources – [www.ncb.org.uk](http://www.ncb.org.uk)

NSPCC provides a variety of research and resources, including resources on the topic of residential childcare – [www.nspcc.org.uk](http://www.nspcc.org.uk)

# Unit 17: Lead a Residential Childcare Service That Can Engage with the Youth Justice System

**Unit reference number:** Y/506/7609

**Level:** 5

**Credit value:** 5

**Guided learning hours:** 40

---

## Unit aim

The aim of this unit is to assess the learner's knowledge, understanding and skills required to enable a residential childcare service to engage efficiently and effectively with the youth justice service. The unit also addresses working with team members and partnerships relating to the youth justice system, providing a service which reduces children and young people's involvement with the youth justice system.

## Unit introduction

This unit provides knowledge and understanding of the role of the youth justice system and how residential childcare services can work in partnership to reduce the risk of behaviours escalating to offending behaviour, which is vital to ensuring the well-being of children and young people. The unit also identifies how colleagues and team members can be supported when working with the court system and extends this further to effective partnership working and the key role this plays in the youth justice system.

## Additional information

**Barred combination with unit 18 'Understand the Youth Justice System as It Relates to Residential Childcare'**

**Theories** including

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory
- Restorative approaches

**Disposal options** including

- pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)
- Anti-Social Behaviour measures (Acceptable behaviour contract, Anti-Social Behaviour Order)
- Other measures (local child curfew, gang injunctions, youth restorative disposal)
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- Custodial sentences

**Support compliance** e.g.

- accompanying young people to and from appointments
- providing a corporate parent role in court

**Agencies** including

- Youth offending teams (YOT),
- Probation Service,
- Crown Prosecution Service (CPS),
- Drug and Alcohol Services, Education Services,
- Child and Adolescent Mental Health Services (CAMHS)

**Tensions and risks** e.g.

- premature escalation of behaviour
- bias towards use of the justice system
- differing values and priorities

**Poor outcomes** include those in relation to

- physical health and wellbeing
- mental health
- learning and educational achievement
- establishing and maintaining positive relationships with family and friends

**Transfer:** including transfer to adult secure estates and to specialist services

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the context of the youth justice system	1.1 Analyse the political and legal context of the youth justice system 1.2 Evaluate <b>theories</b> relating to youth justice and offending behaviour
2 Be able to support team members to work with the court system relating to youth justice	2.1 Provide information to team members on the court system, the sentencing process and <b>disposal options</b> 2.2 Work with team members to <ul style="list-style-type: none"> <li>• <b>support compliance</b> with disposal requirements</li> <li>• respond to breaches of disposal requirements</li> </ul> 2.3 Review team's practice in working with the court system
3 Be able to work in partnership with agencies involved in the youth justice system	3.1 Explain the importance of working in partnership with <b>agencies</b> involved in the youth justice system 3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system 3.3 Develop team members' understanding of the rights and responsibilities of an Appropriate Adult 3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement

Learning outcomes	Assessment criteria
<p>4 Be able to provide a service that reduces the risk of criminalisation of children and young people</p>	<p>4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system</p> <p>4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours</p> <p>4.3 Develop systems that prevent the premature escalation of responses to offending behaviour</p> <p>4.4 Explain <b>tensions and risks</b> that can be created by close work with youth justice agencies</p>
<p>5 Understand the experience of the secure estate</p>	<p>5.1 Analyse why children and young people in secure settings are at high risk of experiencing <b>poor outcomes</b></p> <p>5.2 Evaluate approaches that improve outcomes for children and young people in secure settings</p>
<p>6 Be able to achieve successful transfer within and out of the secure estate</p>	<p>6.1 Analyse factors for the successful <b>transfer</b> of children and young people between settings within the secure estate</p> <p>6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate</p> <p>6.3 Develop systems to support the successful resettlement of children and young people</p>

## Unit content

### 1 Understand the context of the youth justice system

*The context of the youth justice system:*

*Political:* e.g. the Ministry of Justice; Youth Justice Board for England and Wales (YJB); Integrated Youth Support and Troubled Families; Youth Offending Team (YOT); statutory partners

*Legal:* e.g. The United Nations Convention on the Rights of the Child; the Children Act 1989 (and Guidance and Regulations implemented in April 2011); the Crime and Disorder Act 1998; the Children (Leaving Care) Act 2000; the Criminal Justice Act 2003; the Children Act 2004; the Local Safeguarding Children Boards Regulations 2006; the Children and Young Persons Act 2008; the Criminal Justice and Immigration Act 2008; the Police Reform and Social Responsibility Act 2011; the Legal Aid, Sentencing and Punishment of Offenders Act 2012; the Health and Social Care Act 2012; the Anti-Social Behaviour Crime and Policing Act 2014

*Theories relating to youth justice and offending behaviour:* including Pathways theory; Good Lives model; theory of Social Capital; Labelling theory; Restorative approaches

### 2 Be able to support team members to work with the court system relating to youth justice

*The court system:* e.g. Supreme Court of the United Kingdom; Crown Court; County Court; Youth Court; Magistrates' Courts; Magistrates; Judges; types of hearing

*The sentencing process:* e.g. The Sentencing Council Guidelines; consider offender's age; the seriousness of the crime; if they have a criminal record; if offender pleaded guilty or not guilty; aggravating/mitigating circumstances

*Disposal options:* including pre-court measures (youth caution, youth conditional caution, final warnings and reprimands); anti-Social Behaviour measures (Acceptable behaviour contract, Anti-Social Behaviour Order); other measures (local child curfew, gang injunctions, youth restorative disposal); community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order); custodial sentences

- *Compliance with disposal requirements:* e.g. accompanying young people to and from appointments; providing a corporate parent role in court; reporting/recording
- *Breaches of disposal requirements:* e.g. failing to comply with conditions of their disposal e.g. further offending; non-attendance at identified meetings; non-payment of fines; breach of curfew

### 3 **Be able to work in partnership with agencies involved in the youth justice system**

*Working in partnership with agencies involved in the youth justice system:* including Youth offending teams (YOT); Probation Service; Crown Prosecution Service (CPS); Drug and Alcohol Services; Education Services; Child and Adolescent Mental Health Services (CAMHS)

*The rights and responsibilities of an Appropriate Adult:*

- *Rights:* e.g. can request a solicitor is called; not covered by 'legal privilege'; must be present when the custody officer informs the detainee of their rights/entitlements; a right to inspect the written record of the detainee's custody record and have a copy of that record; a right to see a copy of the Notice of Rights and Entitlements; a right to see a copy of the PACE Codes of Practice
- *Responsibilities:* e.g. safeguarding; independent support; ensure the police act fairly; facilitate effective communication; ensure PACE Codes of Practice is followed; to be present for searches; not entitled to be present during private legal consultations between the detainee and their legal representative; intervene if necessary for detainee's understanding

*Processes for informing social workers, and those with parental responsibility, of police involvement:* safeguarding, duty of care, the Data Protection Act 1998, confidentiality, risk, reporting, recording, policies/procedures, agreed ways of working, partnership/inter agency working

### 4 **Be able to provide a service that reduces the risk of criminalisation of children and young people**

*Factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system:* e.g. peer dynamics; past abuse; neglect; unstable living arrangements; lack of positive role modelling; lack of resilience

*Positive behaviour management strategies and systems that reduce the risk of negative behaviours escalating towards offending behaviours:* e.g. Multisystemic therapy; Family Functional Therapy; Multi-Dimensional Treatment Foster Care; mentoring; after school activities/recreation; school discipline/management strategies; non-academic activities; Intensive Supervision and Support/ Surveillance Programmes; Youth Inclusion and Support Panels; skills training

*Tensions and risks that can be created by close work with youth justice agencies:* e.g. premature escalation of behaviour; bias towards use of the justice system; differing values and priorities; conflict of roles/responsibilities; assessment planning and review; lack of/poor resources; access; communication; establishing the level of agency involvement; risk management

### 5 **Understand the experience of the secure estate**

*Why children and young people in secure settings are at high risk of experiencing poor outcomes:* including physical health and wellbeing; mental health; learning and educational achievement; establishing and maintaining positive relationships with family and friends

**6 Be able to achieve successful transfer within and out of the secure estate**

*Factors for the successful transfer of children and young people between settings within the secure estate:* including transfer to adult secure estates and to specialist services; duty of care; risk assessment; safety and security; effective communication; resources; access; reporting/recording; planning; needs identified/addressed; effective commissioning of services; partnership; clear roles and responsibilities; resettlement plans; agreed ways of working; confidentiality

*Systems to support the successful resettlement of children and young people:* e.g. planning meetings; accessing statutory support; integration; resettlement support panels; needs assessment; monitoring; review; implementation  
resettlement policy/procedure

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the role of the youth justice system. The unit also covers the system in context and how this supports the provision of a service which promotes positive behaviour and the reduction of negative and offending behaviours.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the youth justice system and behaviours which can lead to offending behaviour.

Learners should be encouraged to engage with employers and other employees to gain an understanding of the knowledge and skills necessary to support children and young people and colleagues to access and work with partnerships in the youth justice service.

Learning outcome 1 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify the relevant political and legal aspects which contextualise the youth justice system and explain key aspects.

Learning outcome 2 focuses on the knowledge and skills required to support colleagues to engage with the court system linked to youth justice. This could be delivered by a guest speaker and question and answer session or videos on the internet can be accessed to view a range of clips relating to the court system and related partnerships. Findings from these activities could support learner's analysis of disposal options, how to support compliance and the identification of good practice when working with the court system. As an alternative, court visits may be arranged to give learners the opportunity to present questions (sent in advance of the visit) to relevant personnel, both professional and lay. Observation of colleagues during liaison visits and/or discussions with experienced colleagues may also be beneficial.

Learning outcome 3 addresses working with partners who are working in the youth justice system. Learners could explore their own community and identify the agencies which colleagues and children and young people might access. Observation of colleagues delivering or taking part in multi-agency meetings may also be beneficial. This activity would then enable learners to identify relevant approaches to effective partnership working.

Learning outcome 4 could be delivered through revisiting the case studies identified for learning outcome 1. The focus of learning outcome 4 is the impact services can have on reducing the risk of children and young people being involved in offending behaviours. Desk based research could support this and findings could be applied to the scenarios chosen.

Learning outcome 5 looks at the secure estate and its influence on the outcomes of children and young people. Learners could be encouraged to liaise with colleagues and peers to gain insight into outcomes experienced by children and young people in secure setting and how these can be improved. Case studies and desk based research could support this.

Learning outcome 6 could comprise of a review of the support mechanisms identified in learning outcome 5. Learners should question the effectiveness of approaches for the transfer and resettlement of children and young people, analysing methods of ensuring quality outcomes.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the political and legal context of the youth justice system. A report or assignment could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, evidence is required from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show the provision of information and guidance to teams, enabling them to support compliance and respond to breaches of disposal requirements. This evidence could be supplemented with a reflective account, which asks learners to review team practice when liaising with the court system.

For learning outcome 3, learners will need to show an understanding of the vital role partnership working plays in the youth justice system. For learning outcome 3, evidence is required from direct observation, covering assessment criteria 3.2 and 3.3. The observation should show the necessary support provided to facilitate multi agency assessment and planning for children and young people connected with the youth justice system. This evidence can be supplemented with a reflective account or professional discussion, covering assessment criteria 3.1 and 3.4. For learning outcome 4, learners will need to show an understanding of the requirement to provide a service which encourages positive behaviour and reduces the risk of negative behaviours. Evidence could be presented in the form of work products such as procedure documents and training materials for assessment criteria 4.2 and 4.3. This could be supported by a reflective account, which could include an explanation of the tensions and risks close working with youth justice agencies can create. It may also be possible to carry out direct observation of training sessions. Evidence for assessment criteria 4.1 and 4.4 could be included in the reflective account or could be part of a report or assignment that also incorporates learning outcome 5.

For learning outcome 6, learners will need to show an understanding of the approaches which can be used to effectively transfer inside and out of the secure estate. A report, assignment or reflective account would be appropriate for all assessment criteria. This could be supported by work products such as planning documents for assessment criterion 6.3.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Bridge J, Bond T and Black J – *A Practical Approach to Family Law* (Oxford University Press, 2007) ISBN 9780199212767

Burton F – *Family Law* (Law Matters Publishing, 2012) ISBN 9780415583640

Conway H – *Family Law Key Facts* 2<sup>nd</sup> Edition (Hodder and Arnold, 2007) ISBN 9780340940280

Herring J – *Law Express: Family Law* (Pearson, 2014) ISBN 9781292012872

Muncie J – *Youth and Crime* (SAGE Publications Ltd, 2014) ISBN 9781446274866

Smith R – *Youth Justice: Ideas, Policy, Practice* (Routledge, 2013) ISBN 9780415626514

Standley K, Davies P – *Family Law* (Palgrave Macmillan Law Masters, 2013) ISBN 9780230392380

### Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Routledge)

### Websites

British and Irish Legal Information Institute: access to freely available British and Irish public legal information – [www.bailii.org](http://www.bailii.org)

Coram Children's Legal Centre (CCLC), specialising in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Family law website – [www.family-solicitors.co.uk](http://www.family-solicitors.co.uk)

The Incorporated Council of Law Reporting for England and Wales – [www.iclr.co.uk](http://www.iclr.co.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 18: Understand the Youth Justice System as It Relates to Residential Childcare

**Unit reference number:** J/506/7606

**Level:** 4

**Credit value:** 3

**Guided learning hours:** 30

## Unit aim

In this unit, you will gain the knowledge and understanding required to enable a residential childcare service to engage efficiently and collaboratively with the youth justice service. You will address working with team members and partnerships relating to the youth justice system, providing a service which reduces children and young people's involvement with the youth justice system and includes facilitating transfer in and out of the secure estate.

You will develop knowledge and understanding of the role of the youth justice system and how residential childcare services can work in partnership to reduce the risk of children and young people engaging in offending behaviour. This includes exploring the workings of the court system, its role in sentencing and how it interacts with youth justice. You will also learn about the importance of managing transfers to and from the secure estate and the types of secure settings utilised.

## Additional information

**Barred combination with unit 17 'Lead a Residential Childcare Service That Can Engage with the Youth Justice System'**

**Theories** including

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory

**Methods** including restorative approaches

**Key agencies** including

- Youth offending teams (YOT),
- Probation Service,
- Crown Prosecution Service (CPS),
- Drug and Alcohol Services, Education Services,
- Child and Adolescent Mental Health Services (CAMHS)

**Assessment tools** including

- National Standards for the Youth Justice Service
- Asset and Onset Framework
- Common Assessment Framework

**Disposal options** including

- pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)
- Anti-Social Behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order)
- Other measures (local child curfew, gang injunctions, youth restorative disposal)
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- Custodial sentences

**Minimise the high level of breaches:** includes accompanying the young person to and from appointments and providing the corporate parent role in court

**Poor outcomes** includes outcomes in relation to

- physical health and wellbeing
- mental health
- learning and educational achievement
- the establishment and maintenance of positive relationships with family and friends

**Within** the secure estate: including transfer to adult secure settings and specialist services

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand why children and young people in care are vulnerable to engagement in offending behaviour	1.1 Define the term 'offending behaviour' 1.2 Summarise <b>theories</b> relating to youth offending 1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour
2 Understand how to reduce the risk of criminalisation of children and young people	2.1 Define the term 'criminalisation' 2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people 2.3 Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses 2.4 Describe <b>methods</b> to reduce the risk of criminalising children and young people 2.5 Describe principles of the organisation's Police Involvement Policy
3 Understand partnership working in the youth justice system	3.1 Outline the role of <b>agencies involved</b> in the youth justice system 3.2 Describe the practitioner's role in relation to the youth justice system 3.3 Analyse <b>assessment tools</b> used in the youth justice system 3.4 Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system 3.5 Describe processes for informing social workers, and those with parental responsibility, of police involvement

Learning outcomes	Assessment criteria
<p>4 Understand the court system as it relates to youth justice</p>	<p>4.1 Outline legislation relating to the court system for youth justice</p> <p>4.2 Describe the sentencing process</p> <p>4.3 Explain the function of Court Reports</p> <p>4.4 Summarise the main <b>disposal options</b> for children and young people</p> <p>4.5 Describe systems for supporting compliance with disposal requirements</p> <p>4.6 Explain ways <b>to minimise the high level of breaches</b> of disposal requirements by young people in residential care</p> <p>4.7 Describe processes for responding to breaches of disposal requirements</p>
<p>5 Understand the experience of the secure estate</p>	<p>5.1 Describe the different types of secure settings experienced by children and young people</p> <p>5.2 Analyse why children and young people in secure settings are at higher risk of <b>poor outcomes</b> than others in residential care</p> <p>5.3 Describe approaches that improve outcomes for children and young people in secure settings</p>
<p>6 Understand how to achieve successful transfer within and out of the secure estate for children and young people</p>	<p>6.1 Describe the challenges faced by children and young people who are moving <b>within</b> and out of the secure estate</p> <p>6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate</p> <p>6.3 Analyse factors for the successful resettlement of children and young people in the community</p>

## Unit content

### 1 Understand why children and young people in care are vulnerable to engagement in offending behaviour

*The term 'offending behaviour':* definition- transgressing against or breaking a law or rule

*Theories relating to youth offending:* Pathways theory; Good lives model; Theory of Social Capital; Labelling theory; Restorative approaches

*Factors that make children and young people in care particularly vulnerable to engagement in offending behaviour:* peer dynamics; past abuse; neglect; unstable living arrangements; lack of positive role modelling; maltreatment; inadequate/poor quality parenting; poor coping skills; lack of resilience; inadequate resources; support networks

### 2 Understand how to reduce the risk of criminalisation of children and young people

*The term 'criminalisation':* definition – when previously legal acts are transformed into crimes by legislation or judicial decision.

*How poor behaviour management strategies can escalate the criminalisation of children and young people:* loss of contact with named person; loss of trust; ineffective boundaries/objectives; peer pressure; challenge; lack of monitoring/supervision; increased opportunity; poor role modelling; lack of planning/review

*The risks of systematically classifying behaviour as offending rather than seeking alternative responses:* unsupportive of engagement with children and young people; creates risks; does not address behavioural issues; labelling

*Methods to reduce the risk of criminalising children and young people:* restorative approaches; Multisystemic therapy; Family Functional Therapy; Multi-Dimensional Treatment Foster Care; mentoring; after school activities/recreation; school discipline/management strategies; non-academic activities; Intensive Supervision and Support/Surveillance Programmes; Youth Inclusion and Support Panels; skills training

*Principles of the organisation's Police Involvement Policy:* contact procedures; risk assessment; safeguarding; confidentiality; reporting; record keeping

### 3 Understand partnership working in the youth justice system

*The role of agencies involved in the youth justice system:* Youth offending teams (YOT); Probation Service; Crown Prosecution Service (CPS); Drug and Alcohol Services; Education Services; Child and Adolescent Mental Health Services (CAMHS)

*The practitioner's role in relation to the youth justice system:* level/frequency of contact; responsibilities; lines of reporting; collaboration; liaison; review; facilitating

*Assessment tools used in the youth justice system:* National Standards for the Youth Justice Service; Asset and Onset Framework; Common Assessment Framework

*How to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system:* needs; abilities; aspirations; goals; objectives; involvement of others; collaboration; priorities; staged approach; person centred

*Processes for informing social workers, and those with parental responsibility, of police involvement:* safeguarding; duty of care; the Data Protection Act 1998; confidentiality; risk; reporting; recording; policies/procedures; agreed ways of working; partnership/inter agency working

#### **4 Understand the court system as it relates to youth justice**

*Legislation relating to the court system for youth justice:* The United Nations Convention on the Rights of the Child; the Children Act 1989 (and Guidance and Regulations implemented in April 2011); the Crime and Disorder Act 1998; the Children (Leaving Care) Act 2000; the Criminal Justice Act 2003; the Children Act 2004; the Local Safeguarding Children Boards Regulations 2006; the Children and Young Persons Act 2008; the Criminal Justice and Immigration Act 2008; the Police Reform and Social Responsibility Act 2011; the Legal Aid, Sentencing and Punishment of Offenders Act 2012; the Health and Social Care Act 2012; the Anti-Social Behaviour Crime and Policing Act 2014

*The sentencing process:* The Sentencing Council Guidelines; consider offender's age; the seriousness of the crime; if they have a criminal record; if offender pleaded guilty or not guilty; aggravating/mitigating circumstances

*The function of Court Reports:* Stand-down report-less serious cases; recommends sentence; Reparation Order report-if the court considers a Reparation order may be an appropriate sentence; Action Plan Order report- if offence is serious enough for a community penalty and the Court indicates that a short intensive programme will be the most appropriate sentence; Pre-sentence report-Court requests further detail about the offence and child or young person prior to sentencing; Psychological or psychiatric report-to provide the Court with further information about child or young person's mental health

*Disposal options for children and young people:* pre-court measures (youth caution; youth conditional caution; final warnings and reprimands), Anti-Social Behaviour measures (Acceptable Behaviour Contract; Anti-Social Behaviour Order); Other measures (local child curfew; gang injunctions; youth restorative disposal); Community sentences (youth rehabilitation order; referral order; fine; conditional discharge; absolute discharge; drinking banning order); Custodial sentences

*Systems for supporting compliance with disposal requirements:* accompanying young people to and from appointments; providing a corporate parent role in court; reporting/recording

*Ways to minimise the high level of breaches of disposal requirements by young people in residential care:* accompanying the young person to and from appointments and providing the corporate parent role in court

*Processes for responding to breaches of disposal requirements:* e.g. further offending; non-attendance at identified meetings; non-payment of fines; breach of curfew; further criminal justice interaction, triage, assessment of risk, escalation of disposal/sentencing requirements, Community Resolution, Youth Caution, Youth Conditional Caution, charge

## **5 Understand the experience of the secure estate**

*Different types of secure settings experienced by children and young people:* young offender institutions (YOIs); secure training centres (STCs); secure children's homes (SCHs)

*Why children and young people in secure settings are at higher risk of poor outcomes than others in residential care:* physical health and wellbeing; mental health; learning and educational achievement; the establishment and maintenance of positive relationships with family and friends

*Approaches that improve outcomes for children and young people in secure settings:* Multisystemic therapy; Family Functional Therapy; Multi-Dimensional Treatment Foster Care; mentoring; after school activities/recreation; school discipline/management strategies; non-academic activities; Intensive Supervision and Support/Surveillance Programmes; Youth Inclusion and Support Panels; skills training

## **6 Understand how to achieve successful transfer within and out of the secure estate for children and young people**

*The challenges faced by children and young people who are moving within and out of the secure estate:* including transfer to adult secure settings and specialist services, transition, acceptance, stigma, access, opportunities, support networks, resources, meeting range of needs

*Factors for the successful transfer of children and young people between settings within the secure estate:* transition; duty of care; risk assessment; safety and security; effective communication; resources; access; reporting/recording; planning; needs identified/addressed; effective commissioning of services; partnership; clear roles and responsibilities; resettlement plans; agreed ways of working; confidentiality

*Factors for the successful resettlement of children and young people in the community:* planning meetings; accessing statutory support; integration; resettlement support panels; needs assessment; monitoring; review; implementation of resettlement policy/procedure

## Essential guidance for tutors

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1 the learners will need to show an understanding the term 'offending behaviour' and of the theoretical context of youth offending. Reflective accounts could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

A professional discussion or reflective account could be used to provide the evidence for learning outcome 1 assessment criteria 1.1, 1.2 and 1.3, where the learners will need to define the key term, review theories concerning to youth offending and evaluate why children and young people in care may be especially vulnerable to engaging in offending behaviour.

For learning outcome 2, the learners will need to show an understanding of the meaning of 'criminalisation', identifying the impact ineffective behaviour management strategies can have on criminalising children and young people.

A reflective account, professional discussion or a report could be used for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 where learners analyse the inherent risks of classifying behaviour as offending and not accessing alternative support. The inclusion of the organisational Police Involvement Policy is also to be addressed.

For learning outcome 3, the learners will need to show an understanding of the vital role partnership working plays in the youth justice system. For learning outcome 3 evidence could comprise of a report or reflective account, covering assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5. This should include the roles of key agencies, the learner's role and responsibilities and the value of holistic care planning for a child or young person. The account or report should also include methods of communicating with social workers and others of the involvement of the police.

For learning outcome 4, the learners will need to show an understanding of the court system and its functions. The main source of evidence for all assessment criteria can be through using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for assessment criterion 4.1 the learner could produce a report for colleagues explaining the impact of legislation on the court system, for assessment criterion 4.2 they could include a description of how sentencing is carried out and disposal options a court has. This report, to address assessment criteria 4.3, 4.4, 4.5, 4.6 and 4.7, could include an explanation of Court Reports, Disposal options and their compliance and responding to compliance breaches.

For learning outcome 5, learners will need to demonstrate an understanding of the reasons children and young people in secure settings may experience poor outcomes. The main source of evidence for all assessment criteria can be through using evidence relating to their own place of work or through a relevant case study. For example, for assessment criterion 5.1 the learner could use examples or the case study to identify the range of secure settings that may be accessed by a child or young person. For assessment criteria 5.2 and 5.3 the use of a reflective account would provide sufficient evidence, analysing reasons why children and young people in secure settings may be more vulnerable to poor outcomes, describing the approaches used to support a child or young person to improve their outcomes.

For learning outcome 6, the learners will need to show an understanding of the approaches which can be used to effectively transfer inside and out of the secure estate. A reflective account, professional discussion or a report could be used for ACs6.1, 6.2 and 6.3 where learners analyse what is required for a successful transfer within the confines of the secure estate and for children and young people leaving the secure estate.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Bridge J, Bond T and Black J – *A Practical Approach to Family Law* (Oxford University Press, 2007) ISBN 9780199212767

Burton, F – *Family Law* (Law Matters Publishing, 2012) ISBN 9780415583640

Conway, H – *Family Law Key Facts* 2<sup>nd</sup> Edition (Hodder and Arnold, 2007) ISBN 9780340940280

Herring, J – *Law Express: Family Law* (Pearson, 2014) ISBN 9781292012872

Muncie, J – *Youth and Crime* (SAGE Publications Ltd, 2014) ISBN 9781446274866

Smith, R – *Youth Justice: Ideas, Policy, Practice* (Routledge, 2013) ISBN 9780415626514

Standley K, Davies P – *Family Law* (Palgrave Macmillan Law Masters, 2013) ISBN 9780230392380

### Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

### Websites

British and Irish Legal Information Institute: access to freely available British and Irish public legal information – [www.bailii.org](http://www.bailii.org)

Coram Children's Legal Centre (CCLC), specialising in law and policy affecting children and young people – [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Family law website – [www.family-solicitors.co.uk](http://www.family-solicitors.co.uk)

The Incorporated Council of Law Reporting for England and Wales – [www.iclr.co.uk](http://www.iclr.co.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 19: Lead Practice to Support Young People Leaving Care

**Unit reference number:** Y/506/8114

**Level:** 5

**Credit value:** 4

**Guided learning hours:** 25

---

## Unit aim

The aim of this unit is to enable learners to understand and support young people who are leaving care. The unit also explores the relevant statutory and legal frameworks and the support required by young people when leaving care.

## Unit introduction

This unit provides the knowledge, understanding and skills to lead a team in supporting a young person leaving care. The unit looks at frameworks underpinning working with young people leaving care and identifies the importance of planning in order to achieve a successful outcome.

Resources are vital when supporting young people and this unit identifies requirements relating to this area of work and how teams can utilise resources and work efficiently together.

## Additional information

**Others** may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person

**Resources** e.g. team members' time, financial resources, physical resources in the setting

**Practical abilities** e.g.

- to manage and maintain accommodation
- to manage personal finances
- to maintain health and well being
- to manage daily living tasks
- to access training or education
- to seek employment (including entrepreneurial options)
- to manage risks
- to engage as a citizen and make a contribution to society

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently	1.1 Explain the statutory and legal frameworks that apply to young people as they leave care 1.2 Evaluate how theories of change management can be applied to supporting young people leaving care 1.3 Evaluate the importance of a planned and phased approach to leaving care
2 Be able to recognise factors that impact on the experience of leaving care	2.1 Analyse aspirations and concerns that young people leaving care can experience 2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care 2.3 Research the features of practice that affect young people's experience of leaving care 2.4 Review the importance of interactions and relationships between young people and <b>others</b> as they prepare to leave care

Learning outcomes	Assessment criteria
<p>3 Be able to lead support for young people as they prepare for independent living</p>	<p>3.1 Allocate <b>resources</b> to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living</p> <p>3.2 Support team members to work with young people to develop the <b>practical abilities</b>, social skills and emotional resilience needed in more independent living</p> <p>3.3 Implement approaches for building self-confidence assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation</p> <p>3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process</p>
<p>4 Be able to work with others to support young people leaving care</p>	<p>4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care</p> <p>4.2 Build positive working relationships with others within and beyond the organisation</p> <p>4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role</p> <p>4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount</p>

Learning outcomes	Assessment criteria
<p>5 Be able to review support in relation to young people leaving care</p>	<p>5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting</p> <p>5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements</p> <p>5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition</p> <p>5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care</p>

## Unit content

### 1 Theoretical, statutory and legal frameworks in relation to young people leaving care to live independently

*Statutory and legal frameworks that apply to young people as they leave care:* e.g. The United Nations Convention on the Rights of the Child 1989; Children Act 1989; Data Protection Act 1998; Human Rights Act 1998; Children (Leaving Care) Act 2000; Children Act 2004; Children and Young Person Act 2008; Equality Act 2010; Children and Families Act 2014; the Care Act 2014

*How theories of change management can be applied to supporting young people leaving care:* e.g. Kotter; Lewin; Bridge's Transition Model; Kübler-Ross Five Stage Model

*Applied:* planning; contingency planning; evaluation; monitoring; review; staged approach

*The importance of a planned and phased approach to leaving care:* e.g. identify and be aware of stages; achievements; recognition of achievement; monitoring; agreed pace; review; resourcing; amendment to plans; reduce anxiety of young person; effect on young person

### 2 Be able to recognise factors that impact on the experience of leaving care

*Aspirations and concerns that young people leaving care can experience:*

*Aspirations:* e.g. flexibility; choice; empowerment; options; increased resources/finances; employment; education

*Concerns:* e.g. accountability; loss of support networks; financial issues; unemployment/employment; loss of peer support; next steps; organisation; risks

*Personal factors that can compound concerns and risks for young people because they have been in care:* e.g. family contact; education; employment; support necessary/provided; relationships with family/peers/team members; approach to education/employment; interpersonal skills; mental well being

*The features of practice that affect young people's experience of leaving care:* e.g. team work; effective communication; confidentiality; reporting; recording; consistent approach; policy implementation; planning; review; reflective practice

*The importance of interactions and relationships between young people and others as they prepare to leave care:* others may include family; carers; friends; team members; professionals from different agencies and others who are significant to the young person

### 3 **Support for young people as they prepare for independent living**

*Resources to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living:* e.g. team members' time; financial resources; physical resources in the setting

*Work with young people to develop the practical abilities, social skills and emotional resilience needed in more independent living:* e.g. to manage and maintain accommodation; to manage personal finances; to maintain health and well-being; to manage daily living tasks; to access training or education; to seek employment (including entrepreneurial options); to manage risks; to engage as a citizen and make a contribution to society

*Approaches for building self-confidence assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation:* e.g. adopt person-centred approach; active support in helping; listening; empowering; giving choices as appropriate to age and abilities; maintaining respect, dignity and privacy; promoting individual rights; advocacy; encouraging ownership and accountability; confidentiality; protect young person from danger; provide relevant, accurate information so that young people can make informed decisions; preparing for transition; promote independence; encourage young person to be involved and contribute views to the assessment of needs; contribute to setting short and long-term goals; value their contribution; risk assessment discussions

*Planning procedures that keep the young person and their needs, views and choices at the heart of the process:* e.g. personal education plan (PEP); multi-disciplinary teams; person-centred approach; sharing information between professionals and working in integrated manner; requirements for recording information

### 4 **Work with others to support young people leaving care**

*Local agencies and professionals who can contribute information, advice or services to young people leaving care:* e.g. social worker; support workers; foster parent; teaching staff; Special Educational Needs (SEN); nurses; doctors; key worker; counsellors; education welfare officer; Youth Offending team; residential care staff; Department for Education; National Health Service; children's services; Children's Trust; extended schools; Leaving care team; local authority housing services; National Society for the Prevention of Cruelty to Children (NSPCC); Children in Need

*Instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount:* e.g. inappropriate/insufficient contact; ineffective support; inconsistency; lack of continuity; breaches of confidentiality; mitigation of risk; not reviewing plans; insufficient resourcing

## 5 **Support in relation to young people leaving care**

*The extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements:* e.g. agreed ways of working; policy/procedures; risk identification and management; preferences of the young person

*The effectiveness of information, guidance and support services available to support the process of leaving care:* e.g. outcomes; achievements; success of transition; implementation of plan; duty of care; safety; security; progression; development; collaboration; partnership working; communication; recording/reporting

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the impact leaving care can have on young people. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of theoretical, statutory and legal frameworks informing the transition of young people from care. The unit also includes the support required from internal and external sources to ensure effective and efficient skills development for young people.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the resources and partnerships available and how working with others can support the move for young people.

Learning outcome 1 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify the relevant frameworks, link them, using their chosen examples, to young people leaving care and explain how a planned and phased approach can make leaving care more effective. Learning outcome 1 also links to learning outcome 5 in relation to the use of statutory and legal frameworks so work produced for learning outcome 1 can be utilised aspects of for learning outcome 5.

Learning outcome 2 focuses on factors influencing a young person leaving care and how concerns can be alleviated or reduced. Learners could be encouraged to liaise with colleagues and peers to gain insight into the issues which could cause concern for young people, and how aspirations can be supported by effective practice in the setting. The evidence gathered could then be used to evaluate the roles and contributions of key agencies and practitioners during the preparations for leaving care. Findings from these activities could support learner's analysis of factors affecting a young person experiencing transition at this stage in their life.

Learning outcome 3 addresses the support necessary from the setting and practitioners to enable young people to plan for independent living and to identify and develop the skills which they will need when they have left care. Observation would be useful here and learners could be encouraged to liaise with colleagues and peers to gain insight into the necessary roles and responsibilities needed to support young people. The evidence gathered could then be used to identify methods of supporting young people to build on skills and abilities in preparation for moving.

Learning outcome 4 explores the value of partnership and inter-agency working to support young people leaving care. Learners will need to be aware of the attributes needed by a team working with young people preparing to move, and of practice which is not in keeping with the needs of the young person. Learners could research and explore their own community and identify the types of provision and funding which might support young people. This activity would then enable learners to evaluate practice.

Learning outcome 5 could be delivered through revisiting the research identified for learning outcome 1. The focus of learning outcome 5 is appraising practice to ensure it meets regulatory requirements and the needs of the young person, their family and carers.

Learners are also asked to explore the need for information, advice and guidance and how effective this can be. Desk based research could support this and findings could be applied to the scenarios given.

## Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the theoretical, statutory and legal frameworks supporting a young person leaving care. A report or assignment could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. This report or assignment could also include information to meet assessment criteria 5.1 and 5.2, which also involve statutory and legal frameworks for leaving care. This could include an evaluation of the impact theories of change management have on transition for a young person. Learners could draw on their own experiences of change management, e.g. Kotter or Lewin, and appraise the influence they had.

For learning outcome 2, learners will need to show an understanding of the effect a young person's concerns and hopes for the future can have on their preparation for leaving care.

In addition learners need to show they understand the influence of practice and effective interactions with others on a young person's leaving care experience. A report or assignment drawing on their practical experience and research as examples would be appropriate evidence.

For learning outcome 3, learners will need to show their skills in resource allocation, supporting team members and implementing approaches for building self-confidence and implementing planning procedures.

Evidence is required from direct observation and work products such as work schedules, 1:1 meeting records with team members, training documentation and procedures. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should show the identification and allocation of resources to support young people in their preparing for leaving care. The observation should include the leading of strategies to enable young people to develop the abilities and skills necessary for independent living.

A reflective account, professional discussion or a report could be used to supplement the observation, where learners will need to firstly identify the resources needed to meet the needs of the young person and then state how these can be provided by the team.

Learning outcome 4 requires evidence from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements.

Learners will need to show how they are able to build positive working relationships with others within and beyond the organisation for assessment criterion 4.2 and the support they offer to team members for assessment criterion 4.3.

A reflective account, professional discussion or a report could be used for LO4 where the learners will need to explain the agencies and professionals accessed and the support provided beyond the young person leaving care. It should also show an understanding of the importance of partnership and inter-agency working to support young people. These partnerships will include local agencies and professionals who are provide advice and guidance to young people leaving care.

This account, discussion or report could be extended to include how to address poor or ineffective practice in the support provided.

For learning outcome 5, learners will need to show an understanding of the effectiveness of support, information and guidance given to assist with the transition of young people to adult services. Learning outcome 5 assessment criteria 5.1 and 5.2 have been covered in learning outcome 1.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

Stein, M – *Young People Leaving Care: Supporting Pathways to Adulthood*  
(Jessica Kingsley Publishers, 2012) ISBN 9781849052443

Wood, J – *Work with Young People: Theory and Policy for Practice*  
(Sage Publications Ltd, 2009) ISBN 9781412928854

## Websites

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

KIDS provides opportunities and support to disabled children, young people and their families – [www.kids.org.uk](http://www.kids.org.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

## Unit 20: Understand the Context of Residential Childcare for Children and Young People with Complex Disabilities or Conditions

**Unit reference number:** J/506/8318

**Level:** 4

**Credit value:** 3

**Guided learning hours:** 24

---

### Unit aim

The aim of this unit is to assess the learner's knowledge and understanding required to support children and young people with complex disabilities or conditions. The unit also identifies areas of good practice and types of provision available for children and young people.

### Unit introduction

This unit provides the knowledge and understanding to enable learners, when working with children and young people, of the impact on families of a child or young person having a complex disability or condition. Accessing appropriate services which can meet their needs is important, and the unit enables learners to identify the range of services available for children and young people.

### Additional information

**Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

**Good practice** will reflect aspects including:

- child centred provision
- children's rights
- equality and inclusion
- social model of disability

- cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- working in partnership with carers
- networking with other agencies to build a team around a child
- advocacy

**Carers** are parents, family members and others who care for a child or young person at home

**Range of residential services** e.g.

- Short breaks
- Shared care
- Residential care
- Special schools

**Residential childcare services** e.g.

- Short break
- Shared care
- 52 week

**A residential childcare service:** this should be the learner's own workplace where there is one; otherwise a service local to the learner

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand the impact of complex disabilities and conditions on children and young people and their families	<p>1.1 Compare the prevalence, causes and impacts of <b>complex disabilities and conditions</b> in children and young people</p> <p>1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families</p> <p>1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families</p>
2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions	<p>2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions</p> <p>2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions</p> <p>2.3 Analyse features of provision that reflect <b>good practice</b> in terms of current theories, legislation, regulations and policies</p>

Learning outcomes	Assessment criteria
<p>3 Understand residential childcare for children and young people with complex disabilities or conditions</p>	<p>3.1 Compare the range of <b>residential childcare services</b> for children and young people with complex disabilities or conditions</p> <p>3.2 Analyse how different types of residential childcare require a different focus in partnership working with <b>carers</b></p> <p>3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers</p> <p>3.4 Evaluate the importance of ensuring a residential <b>childcare service's</b> provision meets stated aims and objectives</p>

## Unit content

### 1 Understand the impact of complex disabilities and conditions on children and young people and their families

*The prevalence, causes and impacts of complex disabilities and conditions in children and young people:* complex disabilities and conditions may include (but are not confined to) profound and multiple learning difficulty; severe learning difficulty; physical impairment; multi-sensory impairment; causes e.g. genetic; developmental disabilities; illness; musculoskeletal disorders; accidents;

*How complex disabilities and conditions experienced by children and young people can impact on their families:* e.g. physical health; education; housing; employment; access to cultural/leisure activities; mobility; roles/responsibilities; financial

*How early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families:* e.g. identifying/addressing needs; accessing resources; care planning process; staff training/competence; access to specialist intervention; appropriate environment; opportunities; aids/adaptations

### 2 Understand the theoretical, legal and policy frameworks for residential care for children and young people with complex disabilities or conditions

*Current theoretical approaches to residential provision for children and young people with complex disabilities or conditions:* e.g. Social Pedagogy; Children and Residential Experiences (CARE); the Sanctuary model; Solution focussed; Model of Attachment Practice (MAP); Attachment, Regulation and Competency (ARC); theoretical models of disability: medical, social, affirmative, post social, individual, administrative, bio-psychosocial, charity

*The role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions:* e.g. United Nations Convention on the Rights of the Child (UNCRC) 1989; Human Rights Act 1998; Education Act 2011; Children Act 2004; Childcare Act 2006; Children and Young Person's Act 2008; Borders, Citizenship and Immigration Act 2009; Local Safeguarding Children Boards (Amendment) Regulations 2010; Equality Act 2010; Working Together to Safeguard Children (2013); Care Act 2014

*Features of provision that reflect good practice in terms of current theories, legislation, regulations and policies:* e.g. child centred provision; children's rights; equality and inclusion; social model of disability; cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices); working in partnership with carers; networking with other agencies to build a team around a child; advocacy

### 3 **Understand residential childcare for children and young people with complex disabilities or conditions**

*The range of residential childcare services for children and young people with complex disabilities or conditions:* e.g. short break; shared care; 52 week

*How different types of residential childcare require a different focus in partnership working with carers:* Carers are parents, family members and others who care for a child or young person at home; e.g. short breaks shared care; residential care; special schools

*The place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers:* e.g. outcomes; achievements; respite; meeting needs; implementation of plan; duty of care; safety; security; progression; development; collaboration; partnership working; communication; recording/reporting; support relatives/carers

*The importance of ensuring a residential childcare service's provision meets stated aims and objectives:* this should be the learner's own workplace where there is one; otherwise a service local to the learner; e.g. duty of care; safety; meeting needs of a child or young person

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the effect complex disabilities and conditions can have on children and young people and their families. The unit also addresses the importance of ensuring the needs of children and young people are met through effective service delivery.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support positive outcomes for children and young people with complex disabilities and conditions.

Learning outcome 1 could be delivered through a project or enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify complex conditions and difficulties which come under the umbrella of disability, analysing their impact on children and young people and their families.

Learning outcome 2 has a focus on the skills and knowledge required to support the implementation of agreed ways of working and policies and procedures, to contribute to improving the life chances of children and young people with complex disabilities or conditions. Learners would benefit from observing practice and discussing the features of good practice with colleagues from their own organisation or those from other local organisations. Internet videos would also be a beneficial study aid. The evidence gathered could then be used to analyse effective service provision and practice underpinned by theory, legislation and policy.

Learning outcome 3 involves looking at the services available to support children and young people with complex disabilities or conditions, analysing the approaches involved in different types of settings.

Learners could use examples from their work setting or a case study to explore where residential childcare is situated in the macro environment of service delivery.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the rate of occurrence and impact of complex disabilities and conditions in children and young people and the effect on their families. A professional discussion or report could be used to provide the evidence. Learners could draw on their experiences within a residential childcare setting or use case studies for examples.

For learning outcome 2 learners are required to review theoretical approaches to service provision for children and young people with complex disabilities and conditions, analysing the frameworks driving improvement to life chances and outcomes for children and young people.

An assignment or reflective account could be used to enable learners to compare approaches and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 3, learners will need to show an understanding of the range of services available for children and young people with complex disabilities and conditions, exploring ways of facilitating partnership working in the different settings. A report or assignment supported by a professional discussion could be used to provide the evidence, where learners will need to identify the range of provision available and compare aspects of service delivery, analysing the place of residential childcare in overall service provision.

## Essential resources

There are no essential resources required for this unit.

## Indicative resource materials

### Books

Barnes, C and Mercer G – *Implementing the Social Model of Disability*  
(The Disability Press 2004) ISBN 9780952845089

Burke, P – *Disability and Impairment: Working with Children and Families:  
Working with Families* (Jessica Kingsley Publishers 2008) ISBN 9781843103967

Delaney, T – *101 Games and Activities for Children With Autism, Asperger's and  
Sensory Processing Disorder* (McGraw-Hill Contemporary, 2009)  
ISBN 9780071623360

### Journals

The British Journal of Learning Disabilities – [www.bild.org.uk](http://www.bild.org.uk)

Journal of Learning Disabilities – [www.uk.sagepub.com](http://www.uk.sagepub.com)

### Websites

BILD-British Institute of Learning Disabilities – [www.bild.org.uk](http://www.bild.org.uk)

4 Children work with children, young people and their families to ensure access to  
locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people –  
[www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education  
and support for parents, children and young people –  
[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Disability Now-news site offering featured articles, questions and answers and  
details of disability related events and classified ads – [www.disabilitynow.org.uk](http://www.disabilitynow.org.uk)

KIDS provides opportunities and support to disabled children, young people and  
their families – [www.kids.org.uk](http://www.kids.org.uk)

NHS National Health Service website provides information and guidance on a range  
of disabilities and conditions as well as the support available to families and carers  
– [www.nhs.uk/livewell/](http://www.nhs.uk/livewell/)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to  
improve public policy and government legislation affecting children and young  
people – [www.ncb.org.uk](http://www.ncb.org.uk)

# Unit 21: Principles for Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services

**Unit reference number:** A/506/7568

**Level:** 4

**Credit value:** 3

**Guided learning hours:** 24

---

## Unit aim

The aim of this unit is to assess the learner's knowledge and understanding required to support workers engaging with young people with complex disabilities or conditions who are experiencing transitions to adult services.

## Unit introduction

This unit provides knowledge and understanding of how children and young people with complex disabilities or conditions experience transition to adult services. The unit also explores person-centred support and the role it plays in supporting effective transition. The unit highlights the importance of frameworks in supporting young people through the transition; also guiding practitioners in approaches to view the effectiveness of service delivery.

It is vital that practitioners have an understanding of the needs young people have and the challenges they face in relation to disabilities and conditions. Addressing these issues and barriers often involves working with others to ensure the young person's needs are met. The unit explores how practitioners and family members can work effectively together and the knowledge necessary for this.

Person centred support is vital to the support of young people with disabilities. The unit addresses this and the importance of this approach to the inclusion of young people in the transition process they are experiencing.

## Additional information

**Complex disabilities or conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

**Factors** may include:

- Positive/negative identity and self esteem
- Stable/unstable relationships and networks
- Secure/insecure attachments
- Experience of discrimination/social exclusion
- Experience of abuse or harm
- Cognitive capacity

**Cultural:** the ideas, customs and social behaviours of a particular society or community

**Additional support** may include:

- training in practical skills
- emotional support
- support to manage tensions and dilemmas

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services	<p>1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services</p> <p>1.2 Summarise legislation that affects the rights of young people with <b>complex disabilities or conditions</b> to make decisions about their lives</p> <p>1.3 Evaluate how theories of change management can be applied to support the transition to adult services</p>
2 Understand the impact of complex disabilities or conditions on the transition into adulthood	<p>2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families</p> <p>2.2 Analyse <b>factors</b> that affect a young person's capacity to manage transitions and changes</p> <p>2.3 Explain how <b>cultural</b> considerations can impact on the process of moving from childhood into adulthood</p>
3 Understand adult care provision	<p>3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services</p> <p>3.2 Identify funding sources, eligibility criteria and application processes for each</p> <p>3.3 Evaluate how personal budgets support the transition to adult services</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to work with others to support young people making the transition to adult services</p>	<p>4.1 Describe knowledge, skills and attitudes required by team members to support the transition process</p> <p>4.2 Analyse the role and contribution of family members in the transition process</p> <p>4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services</p> <p>4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition</p>
<p>5 Understand person centred support for transition to adult services</p>	<p>5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services</p> <p>5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount</p> <p>5.3 Describe processes needed to secure <b>additional support</b> to meet the individual requirements of young people</p> <p>5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement</p>

Learning outcomes	Assessment criteria
<p>6 Understand how to review support in relation to young people making the transition to adult services</p>	<p>6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition</p> <p>6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition</p> <p>6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services</p>

## Unit content

### 1 Understand Theoretical, statutory and legal frameworks in relation to young people making the transition to adult services

*Statutory and legal frameworks:* e.g. Children Act 1989; Children (Leaving Care) Act 2000; Children Act 2004; Children and Young Person Act 2008; Children and Families Act 2014; the Care Act 2014

*Complex disabilities or conditions* e.g. profound and multiple learning difficulties; severe learning difficulty; physical impairment; multi-sensory impairment  
*Legislation affecting the rights of young people with complex disabilities or conditions to make decisions:* e.g. The Care Planning, Placement and Case Review and Fostering Services; Planning Transition to Adulthood for Care Leavers; Independent Reviewing Officers' (IRO) handbook; Sufficiency – statutory guidance on securing sufficient accommodation for looked-after children; Short breaks for carers of disabled children; Local authority responsibilities towards former looked after children in custody; Education, Health and Care Plans (EHC); Section 82 of the NHS Act 2006

*Theoretical frameworks:* e.g. Schlossberg; Piaget; Bredekamp; Bridge; Vygotsky

*Theories of change* e.g. Kotter; Lewin; Bridge's Transition Model; Kübler-Ross Five Stage Model

### 2 Understand the impact of complex disabilities or conditions on the transition into adulthood

*Ways in which complex disabilities or conditions can affect transitions:* e.g. resources; understanding; impact; demographics; communication; environment; carer/family support network partnership working; services required; funding; capacity; knowledge; practitioner role and responsibilities; risk management; priorities; short/medium/long term goals; monitoring; measurement; outcomes

*Factors:* e.g. positive/negative identity and self-esteem; stable/unstable relationships and networks; secure/insecure attachments; experience of discrimination/social exclusion; experience of abuse or harm; cognitive capacity

*Cultural aspects:* e.g. the ideas, customs and social behaviours of a particular society or community; environment; peers; interaction; dietary requirements; access to place for/of worship; guidance

### 3 Understand adult care provision

*Adult care services:* e.g. long-term/short-term/respite; community; rehabilitation; delivery approaches; specific service provision to meet needs; funding roles/responsibilities

*Accessing services:* e.g. financial; personal budgets; assessment; direct payment; self-funded; council/health care funded

*Eligibility:* e.g. ability; choice; needs led; funding; resources; the environment; flexibility

**4 Understand how to work with others to support young people making the transition to adult services**

*Knowledge, skills and attitudes:* e.g. interpersonal skills; communication; empathy; insight; knowledge of legislative requirements; motivation; knowledge of individual's needs; inter-agency working

*Family members:* e.g. support; insight; knowledge; guidance; consistency; continuity; skills; pooling of resources

*Network:* e.g. national; regional; local provision; common aims; research; peer insight; funding; guidance; support; specialist knowledge

**5 Understand person centred support for transition to adult services**

*Systems, aids and approaches:* e.g. the use of information and communication technology (ICT); augmentative and alternative communication; mobility aids and adaptations; person-centred approaches; advocacy; interpreters

*Person-centred thinking:* e.g. inclusion; choice; independence; risk management; preference; empowerment; needs led; plan to meet needs; review; monitoring; adaptation; involvement

*Additional support:* e.g. training in practical skills; emotional support; support to manage tensions and dilemmas; resources; budgets; assessment; justification; review; approaching health/social services

*Challenging poor practice:* e.g. supervision; monitoring; training; focus on issues and skills development

**6 Understand how to review support in relation to young people making the transition to adult services**

*Frameworks for review:* e.g. Children Act 1989 in relation to cooperation of local authorities; monitoring; guidance; benchmarks; needs led; funding; evidence based; partnership; outcomes; budgetary implications

*Evaluation/review:* e.g. inclusion; achievement; goal setting and review; resource alignment; person-centred approaches; inclusion of key people; focus groups; monitoring

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the impact the transition to adult services can have on young people with complex disabilities or conditions. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the adult services available and how working with others can support transition.

Learning outcome 1 could be delivered through enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners should identify the relevant frameworks, link them, using their chosen examples, to transition and explain key aspects. Learning outcome 1 also links to learning outcome 6 in relation to the use of statutory and legal frameworks so work produced for learning outcome 1 can be utilised for aspects of learning outcome 6.

Learners could also use the material to explore how theories of change management can be effective in supporting young people through transition.

Learning outcome 2 asks learners to explore the impact a disability or condition can have when a young person is moving to adult services. This could be delivered by a guest speaker and question and answer session or videos on the internet can be accessed to view a range of clips relating to disabilities and conditions.

Findings from these activities could support learner's analysis of factors affecting a young person experiencing transition at this stage in their life.

Learning outcome 3 focuses on adult care services and the range of services available. Learners could explore their own community and identify the types of provision and funding which young people might access. This activity would then enable learners to evaluate the opportunities personal budgets provide when accessing adult services through desk-based research and discussions with colleagues.

Learning outcome 4 explores the value of partnership and inter-agency working to support young people. Learners will need to be aware of the attributes needed by a team working with young people during transition, and of the role of family and other networks. Learners could be encouraged to liaise with colleagues and peers to gain insight into roles and responsibilities. The evidence gathered could then be used to evaluate the roles and contributions of key agencies and practitioners during a young person's transition.

Learning outcome 5 could be delivered through revisiting the case studies identified for learning outcome 1. The focus of learning outcome 5 is person centred support and learners are asked to evaluate approaches used to enable young people to be fully involved in their transition. Learners are also asked to explore the need for additional support and how this can be accessed. Desk based research could support this and findings could be applied to the scenarios given.

## **Assessment**

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Learners could produce a report or assignment or a series of linked tasks to show their understanding of all learning outcomes for this unit. Learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Dee, L – *Improving Transition Planning: For Young People with Special Educational Needs* (Open University Press, 2006) ISBN 9780335216260

Franklin, S – *Personalisation in Practice: Supporting Young People With Disabilities Through the Transition to Adulthood* (Jessica Kingsley Publishers, 2013) ISBN 9781849054430

Stein, M – *Young People Leaving Care: Supporting Pathways to Adulthood* (Jessica Kingsley Publishers, 2012) ISBN 9781849052443

Wood, J – *Work with Young People: Theory and Policy for Practice* (Sage Publications Ltd, 2009) ISBN 9781412928854

### Journals

The British Journal of Learning Disabilities – [www.bild.org.uk](http://www.bild.org.uk)

Journal of Learning Disabilities – [www.uk.sagepub.com](http://www.uk.sagepub.com)

### Websites

BILD-British Institute of Learning Disabilities – [www.bild.org.uk](http://www.bild.org.uk)

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Disability Now-news site offering featured articles, questions and answers and details of disability related events and classified ads – [www.disabilitynow.org.uk](http://www.disabilitynow.org.uk)

KIDS provides opportunities and support to disabled children, young people and their families – [www.kids.org.uk](http://www.kids.org.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

Young Minds is a charity working to improve the emotional wellbeing and mental health of children and young people – [www.youngminds.org.uk](http://www.youngminds.org.uk)

# **Unit 22:**

## **Support Others to Understand Models of Disability and their Effects on Working Practice with Children and Young People**

**Unit reference number:** R/506/8158

**Level:** 4

**Credit value:** 2

**Guided learning hours:** 17

---

### **Unit aim**

The aim of this unit is to assess the learner's knowledge, understanding and skills required to support others to understand and work to appropriate models of disability when working with children and young people.

### **Unit introduction**

This unit provides the knowledge and understanding to enable them, when working with children and young people, to oversee the implementation of policies, procedures and practice relating to models of disability reflecting the needs of children and young people in the setting.

The unit also explores the impact that modes of disability have on service provision for children and young people and the benefits of others having an understanding of the models.

### **Additional information**

**Others** could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand models of disability	<p>1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability</p> <p>1.2 Compare theoretical models of disability</p> <p>1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people</p> <p>1.4 Explain how different models of disability shape organisational structures and outcomes</p>
2 Be able to review how models of disability underpin organisational practice with children and young people	<p>2.1 Explain how policies, procedures and working practices are underpinned by a model of disability</p> <p>2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation</p> <p>2.3 Use the review to propose improvements to policies, procedures and working practices</p>
3 Be able to develop others' awareness of models of disability	<p>3.1 Plan activities that increase <b>others'</b> understanding of</p> <ul style="list-style-type: none"> <li>models of disability</li> <li>how they are experienced by children and young people</li> <li>how models of disability shape organisational structure and ways of working</li> </ul> <p>3.2 Implement planned activities</p> <p>3.3 Review the outcomes of planned activities</p>

## Unit content

### 1 Understand models of disability

*Conditions, impairments and difficulties* subsumed under the term disability: e.g. multiple disabilities; physical disabilities; learning disabilities; sensory impairments; complex health needs; life limiting conditions; progressive conditions

*Theoretical models of disability:* e.g. medical; social; affirmative; post social; individual; administrative; bio-psychosocial; charity

*The application of different models of disability:* e.g. the environment; attitudes; skills and specialist skills; competence; risk management; opportunities; learning; play; development; participation; choice; empowerment; access; mobility; inclusion; policy and procedure creation

### 2 Be able to review how models of disability underpin organisational practice with children and young people

*How policies, procedures and working practices are underpinned by a model of disability:* e.g. approaches; agreed ways of working; health and safety; person centred approaches; duty of care; choice; preference; level of support provided; access

### 3 Be able to develop others' awareness of models of disability

*The benefits of others understanding models of disability:* e.g. consistency; continuity; opportunity; agreed ways of working; use of resources; planning; monitoring; review; participation; inclusion

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the importance of applying appropriate models of disability when working with children and young people. The unit also addresses the importance of ensuring others are aware of models of disability and their application.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the knowledge and skills necessary to support others to gain an understanding of models of disability and their effects on working practices with children and young people.

Learning outcome 1 could be a project or enquiry based learning, using case study material or anonymised examples from the learner's work setting. Learners could identify conditions and difficulties which come under the umbrella of disability. Learners are also asked to explore theoretical models of disability and the effects that these have on practice and children and young people. Desk based research supported by discussions with colleagues would be beneficial here.

Learning outcome 2 has a focus on the skills and knowledge required to support the implementation of agreed ways of working and policies and procedures, applying the appropriate model of disability. This could involve learners liaising with colleagues and peers to gain insight into what constitutes good practice in relation to applying models of disability. The evidence gathered could then be used to evaluate organisational policies and procedures and practice, identifying any changes or enhancements which could be made.

Learning outcome 3 involves looking at developing others' awareness of models of disability. Learners could use examples from their work setting or a case study to explore how models are applied and to make recommendations for improvement or change.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of the theoretical models of disability. An assignment or reflective account if linked to the practice in learning outcome 2 could be used to enable learners to compare models and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners could produce a report, reviewing the effectiveness of current policies and procedures in relation to models of disability and promoting empowerment. This evidence can be supplemented with a reflective account, where learners can explain how working practices and procedures are underpinned by models of disability.

For learning outcome 3, learners a reflective account, professional discussion or a report could be used to show how the learner would support others in their understanding of models of disability. Further evidence is required from direct observation, covering assessment criterion 3.2. Learners are asked to implement planned activities. Learners are then required to review the outcomes, which could form part of the reflective account or professional discussion.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Burke, P – *Disability and Impairment: Working with Children and Families* (Jessica Kingsley Publishers, 2008) ISBN 9781843103967

Delaney, T – *101 Games and Activities for Children With Autism, Asperger's, and Sensory Processing Disorder* (McGraw-Hill Contemporary, 2009) ISBN 9780071623360

### Journals

*The British Journal of Learning Disabilities* – [www.bild.org.uk](http://www.bild.org.uk)

*Journal of Learning Disabilities* – [www.uk.sagepub.com](http://www.uk.sagepub.com)

### Websites

BILD – British Institute of Learning Disabilities – [www.bild.org.uk](http://www.bild.org.uk)

4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19 – [www.4children.org.uk](http://www.4children.org.uk)

Barnardo's works to transform the lives of vulnerable children and young people – [www.barnardos.org.uk](http://www.barnardos.org.uk)

NSPCC's vision is to end cruelty to children in the UK – [www.nspcc.org.uk](http://www.nspcc.org.uk)

The Department for Education is committed to providing high-quality early education and support for parents, children and young people – [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

KIDS provides opportunities and support to disabled children, young people and their families – [www.kids.org.uk](http://www.kids.org.uk)

The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people – [www.ncb.org.uk](http://www.ncb.org.uk)

Disability Now is a news site offering feature articles, questions and answers and details of *disability* related events and classified advertisements – [www.disabilitynow.org.uk](http://www.disabilitynow.org.uk)

## **Unit 23: Undertake a Research Project within Services for Health and Social Care or Children and Young People**

**Unit reference number:** J/602/3499

**Level:** 5

**Credit value:** 10

**Guided learning hours:** 80

---

### **Unit aim**

The aim of this unit is to enable learners to plan, prepare and carry out a research project relating to their service.

The unit facilitates the exploration of a chosen topic and implementation of appropriate research methodologies.

### **Unit introduction**

The unit assesses the learners' knowledge, understanding and skills required to undertake a research project within services for health and social care or children and young people. The unit addresses each stage of working through a research project, enabling learners to become familiar with the importance and value of each stage.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2 Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project 3.5 Conduct the research using identified research methods 3.6 Record and collate data

Learning outcomes	Assessment criteria
4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review 4.4 Make recommendations related to area of research 4.5 Identify potential uses for the research findings within practice

## Unit content

### 1 **Be able to justify a topic for research within services for health and social care or children and young people**

*Identify the area for the research project:* e.g. within own setting; evaluation of possible areas; legislative impact; funding; development; change

*The aims and objectives of the research project:* e.g. purpose; intended outcome; argument/area for research; reasons; understanding and methods for conducting the research project

*Ethical considerations that apply to the area of the research project:* e.g. confidentiality; sensitivity of data; seeking agreements with participants

*A literature review of chosen area of research:* e.g. journals; books; internet sites; papers; presentations; the media; past/current research

### 2 **Understand how the components of research are used**

*Different types of research:* e.g. basic; correlational; descriptive; ethnographic; experimental; exploratory; grounded theory; historical; phenomenological; qualitative; quantitative

*Methods that can be used to collect data:* e.g. case studies; observations; study of existing data; qualitative; analytical; predictive; quantitative; experimental; correlation

*Tools that can be used to analyse data:* e.g. intelligence software; data visualisation; data interrogation; monitoring and measuring systems

*The importance of validity and reliability of data used within research:* e.g. currency; credibility; cogency; respect; legitimacy; authority; authenticity

### 3 **Be able to conduct a research project within services for health and social care or children and young people**

*Sources of support whilst conducting a research project:* e.g. employers; funders; research agencies; stakeholders

*A detailed plan for a research project:* e.g. propose a topic; devise a research question; project design; internal/external validity; reliability; consistency of data and measurement tools; literature review; sampling; instrument design; data collection; data analysis; reporting results; discussion; conclusion; recommendations.

*Research questions to be used within project:* e.g. to guide research; related to topic; question style/type; research subject

#### 4 **Be able to analyse research findings**

*Data analysis methods:* e.g. data cleansing; typology; domain analysis; content analysis; statistical analysis; data visualisation

*Draw conclusions from findings:* e.g. outcomes; statistics; quantitative/qualitative analysis

*How own research findings substantiate initial literature review:* e.g. correlation; comparison to existing research; support/refute findings; range of perspectives

*Recommendations related to area of research:* e.g. policy; practice; funding; reporting; procedures; health and safety; safeguarding; training; monitoring; review

*Potential uses for the research findings within practice:* e.g. policy drivers; training; development; recruitment; duty of care; safeguarding

## Essential guidance for tutors

### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of research projects and methods. The research project will relate to Services for Health and Social Care or Children and Young People and could be related to policy, service delivery or staff development, for example.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the resources and partnerships available to support research and how working with others can facilitate quality research outcomes. In addition how the outcomes could be informative and useful to the sector is explored.

Learning outcome 1 focuses on factors influencing the selection of a research topic. Learners could be encouraged to liaise with colleagues and peers to gain insight into the issues which could form the basis of a research topic, followed by desk based research in order to carry out the literature review.

Learning outcome 2 facilitates the understanding of types of research and methods used for data collection and analysis. This could be delivered through enquiry based learning, to enable learners to understand the stages of a research project and the importance of validity and reliability in their research.

Learning outcome 3 addresses the carrying out of a research project relating to health and social care or children and young people's services. Learners are required to work through the planning and implementation stages, recording and collating the data collected. Desk based research could support this and findings could be applied to the research project implementation plan.

Learning outcome 4 explores the analysis of research findings. Learners are asked to identify and use appropriate data analysis methods to enable them to draw conclusions from their findings.

Learning outcome 4 could be delivered through the use of case studies or examples from the work setting to enable learners to apply suitable methodologies and utilise their findings.

### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

For learning outcome 1, learners will need to show an understanding of subject matter selection for a research project, identifying aims and objectives and exploring relevant literature and ethical considerations. Learners will also need to apply this knowledge and complete a literature review of their selected area of research. Evidence for this would need to be the work product evidence of the

literature review supported by a professional discussion or reflective account, where the learners will need to explain the process of choosing a topic and why ethical considerations are so important when carrying out a research project.

For learning outcome 2, learners will need to show an understanding of the approaches to research they could utilise and methods of data collection. In addition learners need to show they understand the tools available for analysis of the collected data. Learners can relate their evidence to their own workplace or alternatively the learners could generate their evidence through research of an organisation, for example. A report or formal assignment would be appropriate in this instance to give learners the opportunity to interact with the concepts in an evaluative manner.

For learning outcome 3, learners will need to conduct their research project. Learners will need to show an understanding of the range of resources available and formulate a detailed research plan, using developed research questions. Learners are asked to carry out their research, using the methods and questions identified. Finally, learners are required to record and collate the research data they have gathered. Evidence will need to be in the form of a completed research project, assignment, article or report and could be supplemented by a reflective account which also incorporates learning outcome 4, to show the process the learner went through in completing the research.

## Essential resources

There are no special resources required for this unit.

## Indicative resource materials

### Books

Aveyard, H – *A Beginner's Guide to Critical Thinking and Writing in Health and Social Care* (Open University Press, 2011) ISBN 978033524366

Aveyard, H – *Doing a Literature Review in Health and Social Care: A Practical Guide* (Open University Press, 2014) ISBN 9780335263073

Bryman, A – *Social Research Methods* (Open University Press, 2012)  
ISBN 9780199588053

Field, A – *Discovering Statistics Using SPSS* (Sage Publications Ltd, 2005)  
ISBN 9780761944522

### Journals

Research, Policy and Planning – The Journal of the Social Services Research Group

Research on Social Work Practice – [www.ssrg.org.uk/journal/](http://www.ssrg.org.uk/journal/)

### Websites

Health Knowledge offers resources, courses and training in healthcare issues.  
The Public Health Textbook has a section on research methods –  
[www.healthknowledge.org.uk/](http://www.healthknowledge.org.uk/)

Social care research information from the NHS –  
[www.nres.nhs.uk/applications/approval-requirements/ethical-review-requirements/social-care-research/](http://www.nres.nhs.uk/applications/approval-requirements/ethical-review-requirements/social-care-research/)

The Social Services Research Group (SSRG) is a non-profit making organisation, the purpose of which is to provide a network for research, providing a range of research information, planning and evaluation in social care and health services –  
[www.ssrg.org.uk/journal/](http://www.ssrg.org.uk/journal/)

## Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson: **qualifications.pearson.com**
- BTEC: **qualifications.pearson.com**
- Pearson Work Based Learning and Colleges: **qualifications.pearson.com**
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [qualifications.pearson.com](http://qualifications.pearson.com)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## How to obtain National Occupational Standards

Please contact:

SfC&D UK Office:

Skills for Care and Development  
2nd floor Westgate  
6 Grace Street  
Leeds  
LS1 2RP

[sscinfo@skillsforcareanddevelopment.org.uk](mailto:sscinfo@skillsforcareanddevelopment.org.uk)

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

# Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: [qualifications.pearson.com](http://qualifications.pearson.com)

## Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [qualifications.pearson.com](http://qualifications.pearson.com)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [qualifications.pearson.com](http://qualifications.pearson.com) and we will make sure your query is handled by a subject specialist.

## Contact us

---

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A

## The Pearson/BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
8				
7				
6				
5		Pearson BTEC Level 5 Higher National Diplomas in Health and Social Care	Pearson BTEC Level 5 Diploma in Therapeutic Counselling	Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services
4		Pearson BTEC Level 4 Higher National Certificates in Health and Social Care		

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
3	Pearson GCE Health and Social Care (Single Award, Double Award and Advanced)	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	Pearson BTEC Level 3 Certificate/Diploma in Counselling Skills  Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care  Pearson BTEC Level 3 Certificate in Working in the Health Sector  Pearson BTEC Level 3 Award in Working with Medication	Level 3 Diploma in Health and Social Care (Adults) for England  Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland  Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
<b>2</b>	Pearson GCSE in Health and Social Care (Single and Double Award)	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care	Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care Pearson BTEC Level 2 Award/Certificate in Counselling Skills Pearson BTEC Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children's and Young People's Settings Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care Pearson BTEC Level 2 Award in the Prevention and Control of Infection Pearson BTEC Level 2 Certificate in Working in the Health Sector	Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
<b>1</b>		Pearson BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
<b>Entry</b>		Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)		



# Annexe B

## Wider curriculum mapping

BTEC Level 5 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

## National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 5 Professional qualifications in Leadership and Management for Residential Childcare against the National Occupational Standards in health and social care.

### KEY

# indicates partial coverage of the NOS

a blank space indicates no coverage of the NOS

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCDLMCB6 Lead and manage provision of care services that supports the development of children and young people	#																						
SCDHSC0044 Lead practice that promotes the safeguarding of children and young people		#		#				#			#												
SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals		#		#				#				#											

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCDLMCB2 Lead and manage service provision that promotes the well being of individuals		#										#					#						
SCDLMCA1 Manage and develop yourself and your workforce within care services			#										#										
SCDLMCA2 Lead and manage change within care services			#																				
SCDLMCA5 Manage the allocation, progression and quality of work in care service provision			#																				
SCDLMCE2 Lead the performance management of care service provision			#																				
SCDLMCE10 Manage the conduct and performance of workers in care services			#																				
SCDHSC0041 Maintain effective communication systems and practice					#																		
SCDLMCC1 Lead and manage practice for health and safety in the work setting						#																	

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCDLMCB7 Lead and manage group living provision within care services							#																
SCDLMCB4 Lead and manage practice that involves key people in care service provision to achieve positive outcomes for individuals									#											#			
SCDLMCB8 Lead and manage provision of care services that supports the development of positive behaviour										#													
SCDHSC0043 Take responsibility for the continuing professional development of yourself and others													#										
SCDLMCE9 Manage systems, procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints														#									

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCDLMCD1 Lead and manage work with networks, communities, other professionals and organisations for care service provision															#		#						
SCDCCLD0303 Promote the development of children and young people																#							
SCDHSC0325 Contribute to the support of children and young people who have experienced harm or abuse																#							
SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events																	#		#		#	#	
SCDHSC0386 Assist in the transfer of individuals between agencies and services																		#					

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements																				#			
SCDCCLD0420 Undertake a research project																							#

# Annexe D

## Assessment Strategy

### Skills for Care and Development QCF Assessment Principles

#### 1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

#### 2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.



**March 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit  
[qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**