

Pearson BTEC Level 3 Diploma for Residential Childcare (England)

Specification

Combined (Competence and Knowledge) qualification

First registration January 2015

Issue 3

Edexcel, BTEC and LCCI qualifications

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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.

This qualification was previously known as:

Pearson BTEC Level 3 Diploma for Residential Childcare (England) (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 3 Diploma for Residential Childcare (England) specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Section number
The requirement for the optional credits to be achieved from a minimum of 3 units has been reiterated in the rules of combination table.	Section 4

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.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- 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
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson BTEC Combined (Competence and Knowledge) qualifications

What are Combined (Competence and Knowledge) qualifications?

A Combined (Competence and Knowledge) qualification is a work-based qualification that combines competence and technical knowledge to give learners the practical competencies, technical skills and sector-related knowledge they need to be able to carry out a job effectively.

Combined (Competence and Knowledge) qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Combined (Competence and Knowledge) qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Combined (Competence and Knowledge) qualifications are outcome based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment and for those studying at college who have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of Combined 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.

Combined 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).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma for Residential Childcare (England)
Qualification Number (QN)	601/5402/0
Regulation start date	22/12/2014
Operational start date	01/01/2015
Approved age ranges	18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment principles in <i>Annexe A</i> .
Credit value	61
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	610
Guided learning hours	466
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	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. Further information and guidance is available on the website: www.gov.uk

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson BTEC Level 3 Diploma for Residential Childcare (England) is for learners who work in, or who want to work in residential childcare settings in England.

It gives learners the opportunity to:

- develop and demonstrate competence in job roles such as a residential care worker or a short break carer.
- develop and demonstrate a range of technical and wider sector-related knowledge to underpin competence in the job roles stated above. This includes the development of children and young people in residential childcare, how to support positive outcomes for children and young people in residential childcare, how to safeguard and protect children and young people in residential childcare and how to support children and young people who have experienced harm or abuse.
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This is a new qualification and as such does not replace any previous qualifications.

Apprenticeships

Skills for Care & Development include the Pearson BTEC Level 3 Diploma in Residential Childcare as the combined component for the Residential Childcare pathway within the Advanced Apprenticeship for the Children and Young People's Workforce (England).

Progression opportunities

Learners who achieve the Pearson BTEC Level 3 Diploma for Residential Childcare can progress to the Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) or in other areas of Health and Social Care to the Pearson BTEC Level 4 HNC Diploma in Health and Social Care. Learners can also progress into relevant job roles such as; Senior Care Worker, Advanced Practitioner in Residential Care, Support Worker, Registered Manager of a Children's Home and Youth Worker.

Industry support and recognition

This qualification is supported by Skills for Care & Development, the Sector Skills Council for people working in early years, children and young people's services and those working in social work and social care for adults and children in the UK.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in health and social care, which were set and designed by Skills for Care and Development, the Sector Skills Council.

4 Qualification structure

Pearson BTEC Level 3 Diploma for Residential Childcare

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Number of credits that must be achieved	61
Number of mandatory credits that must be achieved	53
Minimum number of optional credits that must be achieved (minimum 3 units from the optional units group)	8

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/506/7653	Understand the Development of Children and Young People in Residential Childcare	3	3	25
2	T/506/8363	Understand How to Safeguard and Protect Children and Young People in Residential Childcare	3	7	63
3	A/506/8364	Understand How to Support Children and Young People Who Have Experienced Harm or Abuse	3	3	22
4	A/506/8526	Promote Effective Communication and Information Handling in Residential Childcare Settings	3	3	21
5	J/506/7587	Support Risk Management in Residential Childcare	3	2	18
6	A/506/7828	Assessment and Planning with Children and Young People in Residential Childcare	3	3	20
7	L/506/7588	Support Group Living in Residential Childcare	3	3	22
8	A/506/7618	Understand How to Support Positive Outcomes for Children and Young People in Residential Childcare	3	2	20

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
9	M/506/7616	Support Attachment and Positive Relationships for Children and Young People in Residential Childcare	3	4	27
10	T/506/7617	Support the Well-being and Resilience of Children and Young People in Residential Childcare	3	3	20
11	L/506/7798	Support Children and Young People in Residential Childcare to Achieve Their Learning Potential	3	4	30
12	D/506/7594	Support Children and Young People in Residential Childcare to Manage Their Health	3	2	17
13	Y/506/8193	Support the Development of Socially Aware Behaviour with Children and Young People in Residential Childcare	3	5	34
14	F/506/7782	Engage in Professional Development in Residential Childcare Settings	3	3	20
15	R/506/7592	Support the Rights, Diversity and Equality of Children and Young People in Residential Childcare	3	3	24
16	F/506/7605	Participate in Teams to Benefit Children and Young People in Residential Childcare	3	3	20

Unit	Unit reference number	Optional units Learners must choose a minimum of 3 units from this group	Level	Credit	Guided learning hours
17	H/506/7595	Understand the Care System and Its Impact on Children and Young People	4	3	22
18	J/506/7606	Understand the Youth Justice System as It Relates to Residential Childcare	4	3	30
19	K/506/8540	Support Young People Leaving Care	3	6	40
20	R/506/8502	Understand Residential Childcare for Children and Young People with Complex Disabilities or Conditions	3	3	27
21	L/506/8501	Understand Support for Young People with Complex Disabilities or Conditions Making the Transition into Adulthood	3	3	24
22	K/506/7596	Work with the Families of Children and Young People in Residential Childcare	3	2	17
23	F/601/4056	Support Use of Medication in Social Care Settings	3	5	40

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit(s) during delivery and assessment of the qualification.

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support include:

- Providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme.
- Using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.
- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme.
- Keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery include:

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.
- Balancing on-the-job and off-the-job training to meet the knowledge and competence requirements of the programme.
 - Off-the-job: The nature of Combined (Competence and Knowledge) qualifications means that the development of technical and sector-related knowledge is integral to learners achieving the qualifications. As a result, learners need to have sufficient time away from the work environment to focus on developing their technical and industry knowledge, and transferable and practical skills related to their job role. Tutors need to use a range of teaching and learning methods to deliver this training effectively. Examples of methods are: demonstration, observation and imitation, practising ('trial and error'), feedback on performance from experts and peers, reflective practice, real-world problem solving, enquiry-based learning, simulation and role play, peer learning, virtual environments, questioning and discussions.
 - On-the-job: Planning opportunities with the employer for the development and practising of skills on the job. The on-the-job element of the programme not only offers opportunities for assessment but also plays an important role in developing the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.
- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.
- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.
- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement include:

- Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.
- Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.
- Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

Delivery guidance for Pearson BTEC Level 3 Diploma in Residential Childcare

The following delivery guidance is not intended to be prescriptive. Those delivering the programme of learning can adapt the guidance to meet the needs of learners, employers and the specific context.

Competence units should be delivered in the workplace as best practice. This should involve tutors/trainers agreeing a structured programme of activities with learners to ensure that the necessary competencies are developed in an effective and coherent way. For example in the mandatory unit 'Promote Effective Communication and Information Handling in Residential Childcare Settings' there are certain techniques and skills which need to be delivered to learners and practiced. Learners could shadow a care worker in a residential childcare setting where appropriate, to observe and discuss with them how they work to promote effective communication and information handling within their role and setting. For example, learners could observe how they establish communication and language needs, using different communication methods to meet these needs and how they work to reduce barriers to communication. Work could be allocated to learners to enable them to develop and practice particular skills within the setting and in turn can receive feedback from their supervisors. This feedback would also allow learners to reflect upon the effect communication has on relationships and effective practice within their own work.

The mandatory knowledge unit 'Understand the Development of Children and Young People in Residential Childcare' should be delivered first as the core underpinning knowledge for the qualification.

When learners are using learning journals and reflective accounts to show their understanding they could be given guidance on how these might be best structured to support their demonstration of competence by ensuring that relevant ideas and corroborating evidence are identified and recorded. In the unit 'Engage in Professional Development in Residential Childcare Settings' where the learning is self-directed, it could be possible to use a mentor to guide the learner in exploring ideas and providing support, to meet the requirements of the unit and of the qualification.

Knowledge units and knowledge learning outcomes in competence units with a theoretical basis could be delivered through off the job training. Learning time away from the work environment can help learners to broaden their understanding of ideas and concepts, to make links between theory and practice, to reflect on the relevance of the concepts learned and to consolidate their learning. Classes, tutorials and seminars can all be used to teach the knowledge components of the units. For particular knowledge outcomes in competence units then a microteaching session could provide the necessary focused input for the topic. For example, in the unit 'Support Group Living in Residential Childcare', learning outcome 1 about theories which underpin work with children and young people in group living, could be delivered along with practical activities demonstrating how these theories can be applied in the work setting. Wherever possible, the knowledge learning outcomes and competence outcomes should mutually reinforce learning of the subject matter.

Learning resources for the knowledge units 'Understand the Development of Children and Young People in Residential Childcare', 'Understand How to Safeguard and Protect Children and Young People in Residential Childcare', 'Understand How to Support Children and Young People Who Have Experienced Harm or Abuse' and 'Understand How to Support Positive Outcomes for Children and Young People in Residential Childcare' consisting of explanatory materials and case studies could be developed and made available to learners.

Learners can listen to and view podcasts and broadcasts about practical issues in respect of residential childcare from various online sources. Using presentations from managers and supervisors within a residential childcare setting could provide insights into ideas, theories and concepts in the mandatory units and provide an idea of their relevance in the learner's workplace or setting. It may also be possible for learners to undertake practical exercises such as role plays to develop their understanding and to practice certain skills which are identified within the mandatory units.

Feedback from tutors and managers about learning could be aligned to learning outcomes and assessment criteria. This would confirm learning, provide direction for the learner and identify additional learning activities, as well as being motivating. This feedback would contribute directly to the work needed for the unit 'Engage in Professional Development in Residential Childcare Settings' in contributing to the learner's reflection on and evaluation of their own practice in order to continuously improve their practice and obtaining formal and informal feedback from others.

Mandatory units, for example, 'Understand How to Safeguard and protect Children and Young People in Residential Childcare' and 'Understand How to Support Children and Young People Who Have Experienced Harm or Abuse' have close links on the topic of harm and abuse of children and young people, and so the delivery of these units could be integrated. It can benefit learners for delivery of learning outcomes or assessment criteria from different units that cover the same themes and skills, to be delivered holistically, to ensure coherence and to reduce the delivery and assessment burden on centres.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment principles for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment principles in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment principles for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this 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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

This qualification is assessed through a combination of internal and external assessment. To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the externally assessed units in this qualification will be available in English.

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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

Internal assessment

All of the units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment principles.
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [qualifications.pearson.com](https://www.pearson.com/qualifications)
- a combination of these.

Assessment requirements/strategy

The assessment principles for the internally assessed units are included in *Annexe A*. They set out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: qualifications.pearson.com. Please see *Section 12, Further information and useful publications* for details.

Assessment of knowledge

With Combined (Competence and Knowledge) qualifications, the assessment of technical and sector-related knowledge is integral to achieving the qualifications. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and associated assessment criteria – the achievement of these cannot be inferred from performance. Centres must ensure that the assessment methods used are appropriate for the specific learning outcomes and assessment criteria and are in line with the assessment principles in *Annexe A*.

Assessment tasks and activities must enable the learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified knowledge-based learning outcomes and assessment criteria within the context of the '*Unit amplification*'. Centres need to look closely at the verb used for each assessment criterion when devising the assessments to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

To avoid over-assessment, centres are encouraged to link delivery and assessment across the units.

The *Unit assessment guidance* provided in the individual units will be useful in supporting centres in the assessment process.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website at: qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: qualifications.pearson.com. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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*.

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

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

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

Both of the documents mentioned above are on our website at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered BTEC vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering Combined (Competence and Knowledge) qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com

11 Unit format

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. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

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 summary

This summarises the purpose of the unit and the learning the unit offers.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome. Amplification is given only for those assessment criteria associated with knowledge-based learning outcomes – assessment criteria for competence learning outcomes are not amplified.

Where an assessment criterion is context specific, amplification is not given. Where this is the case, it is indicated with the statement: *'The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC'*.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Unit 1: Understand the Development of Children and Young People in Residential Childcare

Unit reference number: F/506/7653

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

In this unit, you will gain knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. This includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

You will also gain knowledge and understanding of aspects of development expected for children and young people from birth to 19 years. Theories and frameworks supporting development are also explored, as are factors impacting on progress. Children and young people develop at different rates, and monitoring this in order to take appropriate action is vital and you will explore approaches to assessment and intervention. You will also learn about transitions and the impact they can have on children and young people's development.

Additional information

Aspects of development include:

- Physical
- Language and communication
- Intellectual/cognitive
- Social, emotional and behavioural
- Moral

Personal factors include:

- health status
- disability
- sensory impairment
- learning difficulties

External factors include:

- Poverty and deprivation
- Family environment and background
- Neglect
- Trauma
- Grief and loss
- Personal choices
- Looked after/care status
- Education

Theories of development include:

- Cognitive (e.g. Piaget)
- Psychoanalytic (e.g. Freud)
- Humanist (e.g. Maslow)
- Social Learning (e.g. Bandura)
- Operant conditioning (e.g. Skinner)
- Behaviourist (e.g. Watson)

Frameworks to support development include:

- Social pedagogy

Methods of assessing development include:

- Assessment Framework/s
- Observation
- Standard measurements
- Information from carers and colleagues
- Listening to the child or young person's own account of their development

Interventions include:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice

- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor

Times of transition include:

- 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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the expected pattern of development for children and young people from birth to 19 years	<p>1.1 Explain the sequence and rate of each aspect of development from birth to 19 years</p> <p>1.2 Explain the difference between sequence of development and rate of development</p> <p>1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours</p>
2 Understand the factors that influence children and young people's development and how these affect practice	<p>2.1 Explain how children and young people's development is influenced by personal factors</p> <p>2.2 Explain how children and young people's development is influenced by external factors</p> <p>2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting</p>
3 Understand the cycle of monitoring, assessment and intervention for children and young people's development	<p>3.1 Explain how to monitor children and young people's development using different methods</p> <p>3.2 Explain the importance of observation within the monitoring and assessment process</p> <p>3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern</p> <p>3.4 Explain how multi agency teams work together to address a child or young person's development needs</p> <p>3.5 Describe ways to ensure that day to day activities support the development of children and young people</p>

Learning outcomes	Assessment criteria
<p>4 Understand the importance of early intervention to support development needs of children and young people</p>	<p>4.1 Explain the importance of early identification of development issues</p> <p>4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders</p>
<p>5 Understand the effects of transitions on children and young people's development</p>	<p>5.1 Explain how times of transition can affect children and young people's development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>

Unit amplification

1 Understand the expected pattern of development for children and young people from birth to 19 years

The sequence and rate of each aspect of development from birth to 19 years: physical; communication; intellectual/cognitive; social; emotional and behavioural; moral; identity

Gross motor physical development: infant reflexes; development of locomotion; balance and co-ordination; gender differences

Fine motor physical development: infant reflexes; palmar grasp; pincer grasp; hand eye coordination; use of pencil; brushes; tools; increase in control of tools; benefits of a stimulating environment

Physical maturity: target height; role of hormones; puberty; sexual maturity

Development of communication: Pre-linguistic vocalising; linguistic; single words; sentences; increase in vocabulary; receptive language; expressive language; development of pragmatic skills; theories of language; behaviourist; observational learning; language acquisition device; nature/nurture debate; critical periods

Intellectual/cognitive development: object permanence; use of symbols; development of abstract concepts; memory; imagination; problem solving skills; schema; multiple intelligence-Gardner; nature/nurture debate; maturation theory; Gesell scales

Social development: social interaction; cooperation with others; development of friendships; importance of friendships; peer groups; ability to spend time alone

Emotional and behavioural development: attachment to primary care giver; multiple attachments; theories of attachment; Bowlby; Ainsworth; effects of separation; the distress syndrome; self-concept; self-esteem; confidence; self fulfilling prophecy; emotional resilience; personal identity; social identity; Rogers – growth promoting climate

Moral development: stages; theories; Kohlberg; Eisenberg; Piaget; Gilligan

The difference between sequence of development and rate of development:

Sequence of development: broadly the same sequence; normal ranges of development; cephalo-caudal development in infancy; links with the nervous system; critical periods.

Rate of development: development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences; principles of physical development

The impact of adolescent development on a young person's thoughts, feelings and behaviours: sequence/rate of development; risk taking; vulnerability; social and emotional development; decision-making

2 Understand the factors that influence children and young people's development and how these affect practice

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

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

How theories of development and frameworks to support development influence practice in a residential childcare setting: Cognitive (e.g. Piaget); Psychoanalytic (e.g. Freud); Humanist (e.g. Maslow); Social Learning (e.g. Bandura); Operant conditioning (e.g. Skinner); Behaviourist (e.g. Watson); Frameworks: Social pedagogy

3 Understand the cycle of monitoring, assessment and intervention for children and young people's development

How to monitor children and young people's development using different methods: routine screening; common assessment framework (CAF); observation e.g. narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic – graphs, charts, sociogram; video recording; photographs; assessment for learning; standard measurements; centile charts; information from others – parents, carers, children and young people, professionals, colleagues; Leuven Involvement Scale; Assessment Framework/s; observation; standard measurements; information from carers and colleagues; listening to the child or young person's own account of their development

The importance of observation within the monitoring and assessment process: assessment; currency; reliability; measurement; review; evaluation; interaction; skills development

How interventions can promote positive outcomes for children and young people where development is not following the expected pattern: 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

How multi agency teams work together to address a child or young person's development needs: 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; role of play therapy; psychiatrist support with emotional difficulties; youth justice to provide support for young offenders; support to stop children and young people offending; specialist nurse to provide support for children/young people with specific health needs; additional learning support in the classroom and at home; physiotherapist support for fine and gross motor skills development; following trauma or illness; assistive technologies to enable pupils who have specific needs to access the curriculum; computer programmes; speech recognition device; hearing aid; health visitor to liaise with the family on health issues

Ways to ensure that day-to-day activities support the development of children and young people: planning, assessment, identification of strengths/areas for development, parental guidance/involvement

4 Understand the importance of early intervention to support development needs of children and young people

The importance of early identification of development issues: language and communication delay; impacts on cognitive development/learning; social development; and emotional development/behaviour

The particular significance of early identification of speech, language and communication delays and disorders: support; treatment; impacting on other developmental areas

5 Understand the effects of transitions on children and young people's development

How times of transition can affect children and young people's development: 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

The effect on children and young people of having positive relationships during periods of transition: continuity; guidance; social interaction; information; consistency; safety; security

Information for tutors

Suggested resources

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: 0-8 Years* 3rd Edition
(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* 6th Edition (Hodder Education, 2010)
ISBN 9781444117134

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

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website, includes information on the Department for Education, which is responsible for education and children's services for England

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

Nursery World <http://www.nurseryworld.co.uk/>

Play Right www.ipaworld.org

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1 the 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 on areas of a young person's development. A professional discussion could be used to provide the evidence for ACs 1.1, 1.2 and 1.3, where the learners will need to explain areas of development and recognise why awareness of the difference between sequence and rate of development is fundamental to the provision of effective support. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge ACs; for example, the response for AC1.2 must have sufficient detail about the difference between the sequence of development and the rate of development to meet the standards of the command verb explain.

For learning outcome 2, learners are required to demonstrate an understanding of the factors that influence children and young people's development and how they affect practice. This could be evidenced through learners' work products or alternatively through a relevant case study. For example, for AC 2.3, learners' could produce a report for colleagues explaining the effect of theories of development and frameworks to support development, have on ways of working in the residential childcare setting. The work products or case study, however, should be used in conjunction with professional discussion, in order to demonstrate that learners' have achieved the level demanded by the AC. Professional discussion could also be used to evidence understanding of the effect of personal and external factors on children and young people's development (AC2.1 and 2.2).

For learning outcome 3, 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 ACs 3.1 to 3.5, learners could explain approaches to assessment, when they would be used and how findings influence the selection of effective and timely interventions. The value of

children and young people's input into their progress should be covered as well as accurate approaches to ensuring daily activities carried out by children and young people support their development. In addition, learners should include an explanation of the impact multi-agency working has on supporting areas of concern in the development of children and young people.

For learning outcome 4, the learners will need to demonstrate an understanding of the importance of early intervention to support development needs of children and young people. Evidence could be drawn upon from learners' work places, using anonymised examples, or from the use of case studies. Professional discussion or reflective account could be used to further corroborate the evidence provided in work products and case studies.

For learning outcome 5, a reflective account could be used to evidence learners understanding of reasons for developmental delays during times of transition and of the impact that positive relationships have on children and young people during times of transition.

Unit 2: Understand How to Safeguard and Protect Children and Young People in Residential Childcare

Unit reference number: T/506/8363

Level: 3

Credit value: 7

Guided learning hours: 63

Unit summary

This unit assesses your knowledge, understanding and skills required to support the important areas of safeguarding and protection. It explores types of abuse and the indicators of each and the need to follow policies and procedures for safeguarding and protecting children and young people.

The unit develops your knowledge and understanding of the importance of safeguarding and protection of children and young people in residential childcare, approaches to working and how they are underpinned by legislation and policy. The support that networks can provide in order to reduce the risk of harm is discussed, as are situations which could lead to the perpetration of harm or abuse for children and young people. Ongoing monitoring and evaluation of agreed ways of working and policies and procedures, are key to ensuring the safety and security of children and young people and the unit further endorses this aspect of practice.

Additional information

Policies and procedures for safe working e.g. those relating to

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits

- Photography and video
- Use of social media
- Sharing concerns and recording/reporting incidents
- Child sexual exploitation

Working practices e.g.

- 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
- Risk assessment

Types of abuse may be

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self-harm
- Neglect
- Exploitation by gangs and groups

Perpetrators and their behaviours e.g.

- Position of power in the community or organisation
- 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)

Bullying e.g.

- Physical (Pushing, kicking hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, ridicule, humiliation, excluding)
- Cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Child on child/child on adult/adult on child
- Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities

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

Multi agency forums e.g.

- Local Safeguarding Children's Boards
- Multi Agency Safeguarding Hubs

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the context of safeguarding and protection of children and young people	<p>1.1 Define the term safeguarding in relation to children and young people</p> <p>1.2 Explain how child protection relates to safeguarding</p> <p>1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people</p>
2 Understand policies and practices for the protection of children and young people and the adults who work with them	<p>2.1 Explain why it is important to ensure children and young people are protected from harm and abuse</p> <p>2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice</p> <p>2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them</p> <p>2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding</p> <p>2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse</p> <p>2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse</p> <p>2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed</p>

Learning outcomes	Assessment criteria
<p>3 Understand the nature of abuse that can affect children and young people in residential childcare</p>	<p>3.1 Describe types of abuse that a child or young person may experience</p> <p>3.2 Describe signs and indicators associated with each type of abuse</p> <p>3.3 Describe factors which increase the vulnerability of children and young people in residential childcare</p> <p>3.4 Summarise common myths about people who harm and abuse children and young people</p> <p>3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity</p>
<p>4 Understand how to address concerns about abuse</p>	<p>4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected</p> <p>4.2 Explain the importance of early identification of abuse</p> <p>4.3 Explain why warning signs may be mis-interpreted or ignored</p> <p>4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited</p> <p>4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited</p>
<p>5 Understand policies, procedures and practices to address bullying</p>	<p>5.1 Explain the effects of different types of bullying on children and young people</p> <p>5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying</p> <p>5.3 Explain why policies and procedures regarding bullying are necessary</p> <p>5.4 Explain how to support a child or young person when bullying is suspected or alleged</p>

Learning outcomes	Assessment criteria
<p>6 Understand principles for e-safety</p>	<p>6.1 Explain the risks and possible consequences for children and young people from:</p> <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices <p>6.2 Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices
<p>7 Understand how to minimise risk of harm to a child or young person who goes missing from care</p>	<p>7.1 Describe the risks to a child or young person who goes missing from care</p> <p>7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing</p> <p>7.3 Explain the importance of prompt and persistent action when a child or young person goes missing</p>
<p>8 Understand child sexual exploitation</p>	<p>8.1 Define child sexual exploitation and its relationship to human trafficking</p> <p>8.2 Describe how child sexual exploitation differs from non-abusive sexual activity</p> <p>8.3 Outline different patterns of child sexual exploitation in relation to:</p> <ul style="list-style-type: none"> • Gangs • Groups • Solo perpetrators <p>8.4 Describe typical behaviour patterns of those who sexually exploit children and young people</p> <p>8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation</p> <p>8.6 Explain the role of key partners in protecting children and young people from sexual exploitation</p>

Learning outcomes	Assessment criteria
<p>9 Understand the concept of multi-agency working to safeguard children and young people</p>	<p>9.1 Explain what is meant by multi-agency working in the context of safeguarding</p> <p>9.2 Identify multi agency forums which coordinate the safeguarding of children and young people locally</p> <p>9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where</p> <ul style="list-style-type: none"> • harm or abuse is suspected or disclosed • a child or young person has been abused or harmed • a child or young person has gone missing from care
<p>10 Understand how to empower children and young people to develop strategies to protect their own safety and well being</p>	<p>10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem</p> <p>10.2 Describe ways to work with children and young people to enable them to develop protective strategies</p> <p>10.3 Describe ways of empowering children and young people to make informed choices that support their safety</p>
<p>11 Understand process and procedures when there are concerns about practice</p>	<p>11.1 Explain how to report concerns about practice in the work setting</p> <p>11.2 Describe ways in which whistleblowers are protected in the work setting</p> <p>11.3 Explain why those whose practice is being questioned are also protected and how this is achieved</p> <p>11.4 Explain the process of escalating concerns about practice if they are not being addressed</p>

Unit amplification

1 Understand the context of safeguarding and protection of children and young people

The term safeguarding in relation to children and young people: protecting children from harm and abuse; preventing impairment of children's health or development; ensuring that children are growing up with the provision of safe and effective care; taking action to enable all children and young people to have the best outcomes possible

How child protection relates to safeguarding: safeguarding has broader parameters than child protection; safeguarding involves protecting children from harm and abuse; protecting from mistreatment; preventing impairment of children's health or development; ensuring children grow up in safe settings; child protection is a part of safeguarding and the promotion of a child's welfare and includes activities undertaken to prevent children suffering; or likely to suffer; harm

Current legislation and national guidelines affecting the safeguarding and protection of children and young people: Children Act 1989; United Nations Convention on the Rights of the Child (UNCRC) 1989; Human Rights Act 1998; Data Protection Act 1998; Education Act 2002; 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

Policies and procedures affecting the safeguarding and protection of 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

2 Understand policies and practices for the protection of children and young people and the adults who work with them

Why it is important to ensure children and young people are protected from harm and abuse: vulnerability; duty of care; risk

How findings from official inquiries and serious case reviews are used to inform practice: guidance; safe practice; protocols; evidence based; staffing; competence; training; policies; procedures

Policies and procedures that are in place to protect children and young people and the adults who work with them: e.g. those relating to working in an open and transparent way; listening to children and young people; duty of care; whistleblowing; power and positions of trust; propriety and behaviour; physical contact; intimate personal care; off site visits; photography and video; use of social media; sharing concerns and recording/reporting incidents; child sexual exploitation

How working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding: e.g. 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; risk assessment

How following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse: safe practice; protection; agreed ways of working; recording; reporting; documenting

The importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse: continuity; someone to report to/confide in; self-esteem; confidence; achievement; development

Systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed: complaints procedure; feedback; monitoring; review; open forums; confidentiality

3 Understand the nature of abuse that can affect children and young people in residential childcare

Types of abuse that a child or young person may experience: e.g. physical; emotional; sexual; financial; bullying; self-harm; neglect; exploitation by gangs and groups

Signs and indicators associated with each type of abuse: physical – bruising, burns, fractures; emotional – anxiety, low self-esteem; sexual – pain, bleeding, pregnancy; financial – lack of money, no funds for food; bullying – not wanting to go out/to school, upset/anxious, ill; self-harm – burns, cuts; neglect – unkempt, hungry; exploitation by gangs and groups; fraud; theft

Factors which increase the vulnerability of children and young people in residential childcare: disability; learning disability; age; environment; poor mental health; low self-esteem; awareness; carer support

Common myths about people who harm and abuse children and young people: gender; only harmed or abused by strangers; women do not harm or abuse children or young people; not accepting it could happen in any setting; perpetrators have been abused themselves

Known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity: e.g. position of power in the community or organisation; 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)

4 Understand how to address concerns about abuse

The actions to be taken in line with policies and procedures if abuse is suspected: reporting; recording; preservation of evidence; support for child/young person; reassurance; record the disclosure including date, time, what was said; remain non-judgemental; take allegations seriously; listen carefully to child or young person; avoid asking excessive number of questions

The importance of early identification of abuse: safeguarding for child or young person; place of safety; support; guidance; identification of abuser; duty of care

Why warning signs may be mis-interpreted or ignored: believing the child or young person; awkward situation; confidence in addressing the situation; may be telling tales; signs may be from play/social activities

Why a child or young person may not recognise or disclose that they are being abused or exploited: shame; embarrassment; threat; not aware of abuse or exploitation taking place; position of power of perpetrator; further harm or abuse; no one to confide in; fear of removal/repercussions

5 Understand policies, procedures and practices to address bullying

The effects of different types of bullying on children and young people: e.g. physical (pushing, kicking, hitting, pinching and other forms of violence or threats); verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing); emotional (tormenting, ridicule, humiliation, excluding); cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else); child on child/child on adult/adult on child; specific types of bullying which can relate to all the above such as homophobic or gender based; racist; relating to special educational needs and disabilities

The policies and procedures that should be followed in response to concerns or evidence of bullying: procedures to prevent bullying in the setting; all staff, parents, carers and children or young people made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned

Why policies and procedures regarding bullying are necessary: reduction of incidents; guidance for workers; guidance for children and young people; duty of care

How to support a child or young person when bullying is suspected or alleged: guidelines from local authority; follow guidelines and procedures of the setting; reassure child or young person and their parents or carers; work as a member of the team to support the child or young person; inform child or young person about websites or organisations that provide help and support e.g. ChildLine

6 Understand principles for e-safety

The risks and possible consequences for children and young people from:

- *social networking:* e.g. grooming; exploitation; identity theft; missing child/young person
- *internet use:* e.g. exploitation; virus; access to personal data/information; identity/data theft
- *buying and selling online:* e.g. financial abuse; theft of security data
- *electronic communication devices:* e.g. misuse; inappropriate communication; grooming

Ways of reducing risk to children and young people from:

- *social networking:* e.g. limited use; monitoring; log in
- *internet use:* e.g. overseen by carers/parent; not divulging personal details
- *buying and selling online:* e.g. limit to spend; payment through secure site
- *electronic communication devices:* e.g. monitoring; barring contact details

7 Understand how to minimise risk of harm to a child or young person who goes missing from care

The risks to a child or young person who goes missing from care: vulnerability; injury; abduction; rape; exploitation; trafficking; involvement in criminal activity

Actions to be taken in line with policies and procedures when a child or young person goes missing: alert support services; risk assessment; reporting and recording details of the incident

The importance of prompt and persistent action when a child or young person goes missing: return to safe place; protection; safeguarding; duty of care; harm reduction

8 Understand child sexual exploitation

Child sexual exploitation and its relationship to human trafficking: can be trafficked for exploitation; exploitation can be in isolation; levels of risk

How child sexual exploitation differs from non-abusive sexual activity: consent; risk; payment; harm; longevity; determined activity

Patterns of child sexual exploitation: availability; regularity; preference for child/young person; frequency

Typical behaviour patterns of those who sexually exploit children and young people: regularity; established pattern of sexual behaviour; deviant behaviour

The support that should be offered to a child or young person who has been the victim of child sexual exploitation: safety; time; acceptance; counselling; mentoring; age appropriate guidance/support

The role of key partners in protecting children and young people from sexual exploitation: Key Partners include Sexual Health Services; Police; Crown Prosecution Service; Youth Offending Services; Probation Services; Housing Services; Drug and Alcohol Services; Mental Health Services; Child and Adolescent Mental Health (CAMHS); Community Health Services; GPs; Hospital Trusts; Education Services; Voluntary and Community sector; family and carers

9 Understand the concept of multi-agency working to safeguard children and young people

What is meant by multi-agency working in the context of safeguarding: collaboration; roles and responsibilities; safeguarding; protection; specialist intervention; shared use of resources; common goals

Multi agency forums which coordinate the safeguarding of children and young people locally: e.g. Local Safeguarding Children's Boards; Multi Agency Safeguarding Hubs

The roles and responsibilities of the different organisations that may be involved in situations where:

- *harm or abuse is suspected or disclosed:* e.g. safety; reporting; recording; investigation
- *a child or young person has been abused or harmed:* e.g. duty of care; reporting; recording; preservation of evidence
- *a child or young person has gone missing from care:* e.g. risk assessment; dissemination of information; continuity of information; liaison

10 Understand how to empower children and young people to develop strategies to protect their own safety and well being

The importance of building children and young people's resilience, self-confidence and self-esteem: identification of risk; awareness; responsibility; courage to report issues/suspicions

Ways to work with children and young people to enable them to develop protective strategies: effective communication; role modelling; use of technology; resources; guidance

Ways of empowering children and young people to make informed choices that support their safety: respect; self-esteem; trust; confidence; named person

11 Understand process and procedures when there are concerns about practice

How to report concerns about practice in the work setting: agreed protocols; procedures; timescales; confidentiality

Ways in which whistle-blowers are protected in the work setting: anonymity; confidentiality; protection from repercussions towards the individual who reported the incident or those whose practice is being questioned; avoiding discrimination or victimisation

Why those whose practice is being questioned are also protected and how this is achieved: not proven; evidence gathering; proof; suspension

The process of escalating concerns about practice if they are not being addressed: line of management; senior; manager; feedback; service level agreements; timeframes; inspectorate

Information for tutors

Suggested resources

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

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www.protectingchildren.org.uk – the website of Coram Children's Legal Centre (CCLC), provides information, advice on child protection and safeguarding for frontline practitioners

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the statutory and legal frameworks supporting the safeguarding of children and young people. A professional discussion could be used to provide the evidence for learning outcome 1 where the learners will be required to explore the links between safeguarding and child protection, how child protection relates to safeguarding and current legislation, national guidelines and policies which relate to the safeguarding of children and young people.

For learning outcome 2, comprehension of safeguarding policies and procedures is required. Learners are asked to explain how vital it is to protect children and young people from harm and abuse; investigating the key drivers for this. For example official inquiries and serious case reviews following incidents of harm or abuse. The learners can relate their evidence to their own workplace, using anonymised examples or alternatively learners could generate their evidence through research of an organisation or through a relevant case study, to cover ACs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7. Reflective account could be used to corroborate the evidence for AC2.4, ensuring that the learner has met the demand required by the command verb, analyse. Evidence should include identification of policies relevant to safeguarding and the influence of national and local guidelines on ways of working. In addition, learners should explore the protection offered to team members from allegations if they follow agreed procedures. Learners should also demonstrate understanding of the value to children and young people of positive and trusting relationships in the setting, which support them to identify allegations or concerns or complaints.

For learning outcome 3, the learners will need to demonstrate an understanding of the forms of abuse which can be carried out. Learners could produce a report identifying types of abuse and indicators linked to each type, aspects impacting on the vulnerability of children and young people and traits perpetrators may have which discourage children and young people from reporting harm or abuse.

Finally, the report should explore myths held about people who harm or abuse children and young people, for example, that the perpetrator is always a stranger to the child or young person.

For learning outcome 4, the learners will need to demonstrate an understanding of the approaches to be implemented if there are suspicions of abuse. The main source of evidence for all ACs in learning outcome 4 can be through using evidence relating to their own place of work, with work products and anonymised examples or through a relevant case study. For example, for AC 4.1 the learner could use examples or the case study to outline what to do in suspected incidents of abuse.

The study should include why early detection of abuse is vital, and the importance of taking what a child or young person says seriously. Learners are also asked to explore why a child or young person may not understand or want to tell anyone that they are being harmed or abuse, for example seeing it as 'normal' or 'usual' behaviour.

For learning outcome 5, learners will need to demonstrate an understanding of the policies and procedures addressing bullying. A reflective account or report in which learners draw upon their own experience in the workplace, could be used for ACs 5.1, 5.2, 5.3 and 5.4 where the learners will need to explore types of bullying, identifying relevant policies and procedures and the importance of policies and procedures. Learners should include the support necessary when they suspect a child or young person is being bullied.

For learning outcome 6, the learners will need to demonstrate an understanding of the risk that children and young people can face in relation to the use of technology, or e-safety. The learners can relate their evidence to their own workplace or alternatively the learners could generate their evidence through research of an organisation or through a relevant case study. This would provide evidence for ACs 6.1 and 6.2. Professional discussion could be used for learners to explain the risks posed by different uses of technology and identify safety mechanisms, which could be put in place for each.

A reflective account could be used to provide the evidence for learning outcome 7, where learners may be able to draw upon their own experiences in the workplace, to demonstrate understanding of the risk to the child or young person who goes missing and the actions to take when this happens and why it was important to take prompt and persistent action.

For learning outcome 8, the learners will need to demonstrate an understanding of child or young person sexual exploitation. The use of video clips viewed on the internet could support learners to prepare a report investigating exploitation and human trafficking. The report should explore the variances between child sexual exploitation and non-abusive sexual activity. Patterns of child sexual exploitation should be investigated and summarised, defining expected behaviours of people carrying this out. Finally, the role of practitioners involved in child and young person protection should be examined, linked to the support necessary for a child or young person who has been sexually exploited.

For learning outcome 9 the learners will need to demonstrate an understanding of the importance and influence of networks local to the setting involved in safeguarding roles. Professional discussion could be used to evidence that learners understand the range of multi-agency forums they can access and their defined roles and responsibilities in relation to safeguarding. This would provide evidence for ACs 9.1, 9.2 and 9.3.

Learning outcome 10 explores approaches to enabling children and young people to develop strategies to protect themselves. The main source of evidence for ACs 10.1, 10.2 and 10.3 can be through using evidence relating to their own place of work, such as work products or alternatively learners could generate their evidence through a relevant case study. Learners could prepare report, which should include an analysis of the vital role resilience, self-esteem and confidence play in protecting children and young people, examining ways of enabling children and young people to self-protect.

For learning outcome 11 a reflective account could be used to evidence learners understanding of processes and procedures when there are concerns about practice. Learners could provide examples of when they have reported concerns about practice in the work setting (AC 11.1) and when they have followed the process for escalating concerns about practice if they have not been addressed (AC 11.4).

Unit 3: Understand How to Support Children and Young People Who Have Experienced Harm or Abuse

Unit reference number: A/506/8364

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

In this unit, you will gain knowledge, understanding and skills required to support the provision of a safe and secure environment for children and young people who have been subject to harm or abuse. You will explore roles and responsibilities and the support needed by children and young people in residential childcare.

The unit will provide you with the knowledge and understanding of the importance of working to identified and agreed roles and responsibilities when supporting children and young people who have been harmed or abused. The unit examines approaches to working and how they are underpinned by collaboration with support networks, which can provide guidance and information in relation to the harm or abuse experienced by children and young people.

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 endorses this aspect of practice.

Additional information

Harm or abuse may be

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self-harm
- Neglect
- Exploitation by gangs, groups or solo perpetrators

Others may include:

- Team members
- Families or carers
- Advocates
- Social workers
- Others in the local network for safeguarding and protection

Actions could include avoiding leading questions or putting pressure on the child or young person to disclose information

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse	<p>1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse</p> <p>1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse</p> <p>1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse</p>

Learning outcomes	Assessment criteria
<p>2 Understand how to support children and young people who disclose harm or abuse</p>	<p>2.1 Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse</p> <p>2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.3 Explain the importance of supporting a child or young person to understand:</p> <ul style="list-style-type: none"> • with whom the information they disclose will be shared • the reasons for sharing information they disclose <p>2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced</p> <p>2.5 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed</p> <p>2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner</p>

Learning outcomes	Assessment criteria
<p>3 Understand how to support children or young people who have experienced harm or abuse</p>	<p>3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse</p> <p>3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse</p> <p>3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced</p> <p>3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse</p> <p>3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed</p>
<p>4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse</p>	<p>4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse</p> <p>4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained</p>
<p>5 Understand how to address the practitioners support needs in relation to harm or abuse</p>	<p>5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person</p> <p>5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse</p>

Unit amplification

1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse

The role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse: monitoring; observation; guidance; referral to other services; reporting; recording

The roles and responsibilities of others with regard to children or young people who have experienced harm or abuse: team members; families or carers; advocates; social workers; others in the local network for safeguarding and protection

The importance of establishing trusting relationships with children or young people who have experienced harm or abuse: confidence; consistency; further disclosure; restoration of trust; reliance; self-esteem; development

2 Understand how to support children and young people who disclose harm or abuse

Why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse: approaches to communication; their level of understanding; comprehension of what took place

Actions or statements that could adversely affect the use of evidence in future investigations or in court: could include avoiding leading questions or putting pressure on the child or young person to disclose information; disposing of or tampering with evidence

The importance of supporting a child or young person to understand:

- *with whom the information they disclose will be shared:* trust; confidence; harm reduction; fear of retribution; confidentiality and disclosure boundaries
- *the reasons for sharing information they disclose:* actions to be taken; safety; risk; duty of care

Ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced: time; space; privacy; communication methods; pictorial evidence

Why it is important to respond calmly to disclosures of harm or abuse: child or young person will feel shame/blame/anxiety; non judgmental; positive support for child or young person

Why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed: record of what took place/what was said; crucial evidence; used in a court of law; auditable

How to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner: referral; immediacy; manager; specialist practitioners

3 Understand how to support children or young people who have experienced harm or abuse

Sources of information and guidance about how to support a child or young person who has experienced harm or abuse: social services; NSPCC; health visitors; school/specialist community nursing service; psychology services

Ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse: counselling; mentoring; advocacy; time; space; privacy; trusting relationships

Why a child or young person may need support to understand the implications of harm and abuse they have experienced: level of understanding; ability; fear; anxiety; shame; perceived as 'normal' behaviour

Positive coping strategies that a child or young person can be supported to develop following harm or abuse: development of self-identity, motivation, development of friendships, 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, promotion of empowerment, assertiveness skills, saying no, informing adults and not keeping inappropriate secrets, techniques for managing stress, managing every day issues, strategies for coping with trauma

Behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed: inability to relate with others; irritability; anxiety; attention seeking behaviour; mistrust of others; secrecy; referring to abuse of others but may mean themselves. Action to take: report; record; inform manager; follow policies and procedures

4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse

When restrictions need to be imposed on the involvement of key people following harm or abuse: visiting; communication; contact; police involvement; confidentiality; risk; level of contact

Ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained: working in a transparent and open way; personal and collective accountability; listening to children and young people; duty of care; whistle blowing; power and position of trust; propriety and behaviour; physical contact; intimate personal care routines; off-site visits; use of photography and video material; sharing concerns and recording or reporting incidents

5 Understand how to address the practitioners support needs in relation to harm or abuse

How to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person: what went well/what could be done differently; duty of care; priorities; safety; confidentiality; partnership; lines of reporting; monitoring; collaboration

When additional support might be needed for dealing with own thoughts and feelings about harm or abuse: unsure of how to respond; own experiences; anger; inability to provide appropriate levels of support

Information for tutors

Suggested resources

Books

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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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1 learners will need to demonstrate an understanding of the roles and responsibilities of team members and other agencies involved in supporting children and young people who have been harmed or abused.

A professional discussion could be used to provide evidence for ACs 1.1, 1.2 and 1.3. Evidence provided must be at the appropriate breadth and depth to meet the level of demand of the AC; for example, learners must provide sufficient detail about the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse, to meet explain in AC 1.2.

For learning outcome 2, the learners will need to demonstrate an understanding of the importance of ensuring appropriate support and guidance is given to children and young people who disclose harm or abuse.

Learning outcome 2 could comprise of a report, or professional discussion, explaining the importance of listening fully to a child or young person's disclosure, ensuring that actions do not affect the use of evidence. Learners are also asked to explain why telling the child or young person who information will be shared with and why is important. The report or discussion could be extended to include methods of supporting a child or young person to disclose, support mechanisms and the need for accuracy when recording disclosures.

For learning outcome 3, the learners will need to demonstrate an understanding of how to support children and young people who have been harmed or abused. Learners should identify where they can access guidance and support relating to best practice. A reflective account could be used, whereby learners can draw upon their own experience in the workplace, providing examples of ways in which they have supported a child or young person (AC 3.2) and how they have supported a child or young person to develop positive coping strategies following harm or abuse (AC 3.4).

For learning outcome 4 learners will need to demonstrate an understanding of restrictions on the involvement of key people with children or young people who have experienced harm or abuse. A reflective account could be used to provide evidence for ACs 4.1 and 4.2, where learners could draw on circumstances when they have had to impose restrictions on the involvement of key people following harm or abuse and ways in which they have supported a child or young person to understand why consistent boundaries for themselves and key people must be set and maintained.

Professional discussion could be used to evidence learners understanding of how to address the practitioners support needs in relation to harm or abuse, for learning outcome 5.

Unit 4: Promote Effective Communication and Information Handling in Residential Childcare Settings

Unit reference number: A/506/8526

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

In this unit you will gain the knowledge, understanding and skills required to promote effective communication and information management systems in residential childcare settings.

The unit identifies positive communication and also barriers impacting on this in a residential childcare setting. You will gain the knowledge and understanding necessary to enable learners to implement effective approaches to communication in residential childcare settings. The unit explores the challenges and barriers to communication, the importance of the effective management of information and confidentiality, and the processes and procedures for ensuring this is in place at all times.

Additional information

Communication methods and aids may include:

- Verbal
- Non-verbal
- Sign
- Pictorial
- Written
- Electronic/technological
- Assisted

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand effective communication in the work setting	<p>1.1 Explain the reasons why people communicate</p> <p>1.2 Describe factors to consider for effective communication</p> <p>1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication</p> <p>1.4 Explain how communication affects relationships and effective practice in own work</p>
2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people	<p>2.1 Establish the communication and language needs, wishes and preferences of a child or young person</p> <p>2.2 Use communication methods and aids to meet the individual needs of children or young people</p> <p>2.3 Explain how children and young people use communication methods in different ways</p> <p>2.4 Respond to children or young people's reactions while communicating with them</p>
3 Be able to reduce barriers to communication in residential childcare settings	<p>3.1 Describe barriers to communication and their impact</p> <p>3.2 Reduce barriers to communication</p> <p>3.3 Adapt communication to resolve misunderstandings</p> <p>3.4 Explain how to access support or services to enable a child or young person to communicate effectively</p>

Learning outcomes	Assessment criteria
<p>4 Be able to use communication skills to de-escalate situations of tension or conflict</p>	<p>4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict</p> <p>4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict</p>
<p>5 Understand principles and practices relating to confidentiality in own work</p>	<p>5.1 Explain the term 'confidentiality'</p> <p>5.2 Explain the conflict between maintaining confidentiality and disclosing concerns</p> <p>5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure</p>
<p>6 Be able to implement organisational processes and procedures for recording, storing and sharing information</p>	<p>6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information</p> <p>6.2 Apply confidentiality in day to day communication, in line with policies and procedures</p> <p>6.3 Maintain data in line with policies and procedures that underpin integrated and multi- agency working</p>

Unit amplification

1 Understand effective communication in the work setting

The reasons why people communicate: 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; inclusion

Factors to consider for effective communication: level; pace; tone; sensory needs; content; use of jargon/slang; child or young person's wellbeing and ability

Reasons why in a particular situation a child or young person may be unable to use verbal communication: sensory needs; disability; developmental delay; trauma

How communication affects relationships and effective practice in own work: appropriate level; trust forms the foundation for effective communication; two way process; comprehension; clarity; reflecting; evaluation; feedback; partnership

5 Understand principles and practices relating to confidentiality in own work

The term 'confidentiality': definition; not passed on without consent; meaning of confidentiality as contained in principles of current legislation e.g. the Data Protection Act 1998

The conflict between maintaining confidentiality and disclosing concerns: 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; storage; access

The boundaries of own role and responsibilities in relation to confidentiality and disclosure: rights of staff and others to keep their personal details private; some circumstances under which identifying information should be shared; 'need to know' basis; recipient: needs information because they are directly involved in the provision of care; where disclosure is required by a court (or a court order); where disclosure is required by statute (that is, by law); where information is required by the police in conjunction with the prevention or detection of serious crime; risk to self or others; safeguarding

Information for tutors

Suggested resources

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* (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

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.actiononhearingloss.org.uk – the action on hearing loss website provides advice and information relating to hearing loss, including hearing loss in children

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.disabilitynow.org.uk – a news site which features a wide variety of information including articles, blogs and podcasts

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.rnib.org.uk – the website of the RNIB provides practical support for the blind or partially sighted

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of effective communication in a residential childcare setting. A reflective account could be used to enable learners to explore the impact of communication on practice 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. Learners could explore the reasons for communicating, addressing what needs to be considered for communication to be effective and why a child or young person may not use verbal communication.

For learning outcome 2 evidence could be drawn from direct observation, covering learning outcome 2 ACs 2.1, 2.2 and 2.3. However, it may be more appropriate to draw upon evidence from anonymised examples from the learners' workplace or from witness testimony, to confirm the learners' competence. Learners will need to show how they establish the wishes, needs and preferences of children and young people in relation to communication, using communication methods and aids appropriately. Learners should also show how they observe and respond to the reactions of children and young people. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. This evidence can be supported through the use of professional discussion to confirm learners' competence and to evidence learners' understanding of how children and young people use communication methods in different ways (AC 2.3).

For learning outcome 3, the learners will need to demonstrate their ability to reduce barriers to communication in residential childcare settings for children and young people. For ACs 3.2 and 3.3, an observation could be used, where appropriate, evidencing how learners reduce barriers to communication and adapt their communication resolve misunderstandings. A professional discussion could be used to provide evidence for ACs 3.1 and 3.4 and to confirm competence for ACs 3.2 and 3.3.

For learning outcome 4, learners need to demonstrate the ability to use communication skills to de-escalate situations of tension or conflict. Witness testimony could be used to evidence learner's competence for ACs 4.1 and 4.2, and a reflective account, whereby learners, for example, could evidence how they would use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict (AC 4.1).

For learning outcome 5 a professional discussion could be used to evidence learners' understanding of principles and practices relating to confidentiality in own work. Learners will have regular contact with confidential information so they could use anonymised scenarios from their work setting to analyse the tensions that exist between maintaining confidentiality and information sharing in the organisation, or generate case studies if they choose, to explain what confidentiality is and their role in maintaining this.

For learning outcome 6 the learners will need to demonstrate how they follow the setting's processes and procedures for recording, storing, maintain and sharing information, also in integrated information sharing situations. Learners will also need to show how they adhere to the requirements of confidentiality in their day to day role. Observation could be used to cover ACs 6.1, 6.2 and 6.3, supported by a reflective account or professional discussion.

Unit 5: Support Risk Management in Residential Childcare

Unit reference number: J/506/7587

Level: 3

Credit value: 2

Guided learning hours: 18

Unit summary

In this unit, you will gain the knowledge, understanding and competence relating to contributing to the identification and management of risk in residential childcare settings. You will explore the advantages to children and young people of a culture where risk and associated benefits are supported in a positive way.

The value and importance of managing risk in a balanced and enabling way are covered, linked to the legislative framework that informs risk management. You will gain the knowledge and understanding needed to be able to respond appropriately to accidents, incidents, emergencies and illness in work settings and off-site visits.

Additional information

Others including:

- colleagues
- visitors
- families and carers.

Factors e.g.

- individual needs, age and abilities of the children and young people
- desired outcomes for the children and young people
- function and purpose of the environment and the service offered
- lines of responsibility and accountability
- duty of care.

Hazards e.g.

- physical
- security
- fire
- food safety
- personal safety.

Accidents involving children, young people or adults.

Illness, including recognition of signs such as fever, rashes or unconsciousness.

Emergencies such as fire, missing children or young people, evacuation of premises.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people	<ul style="list-style-type: none">1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting1.3 Explain how health and safety is monitored and maintained in the work setting1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely
2 Be able to support children and young people to manage risk	<ul style="list-style-type: none">2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion2.3 Work with children or young people and others to establish shared agreement on how to manage risks2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being

Learning outcomes	Assessment criteria
<p>3 Be able to manage risks to health, safety and security</p>	<p>3.1 Describe factors to consider to ensure the living environment is healthy and safe</p> <p>3.2 Undertake health and safety risk assessments</p> <p>3.3 Use the recommendations of risk assessments to manage hazards:</p> <ul style="list-style-type: none"> • within the work setting • in off site visits <p>3.4 Explain how health and safety risk assessments are monitored and reviewed</p>
<p>4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits</p>	<p>4.1 Explain the policies and procedures to follow in response to:</p> <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies <p>4.2 Describe the procedures for recording and reporting:</p> <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies

Unit amplification

1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people

The legislative framework for health, safety and risk management in residential childcare settings for children and young people: e.g. roles and responsibilities of the Health and Safety Executive (HSE); United Nations Convention on the Rights of the Child; role of service managers and team leaders, employees and service users under the law, e.g. Health and Safety at Work etc. Act 1974; Manual Handling Operations 1992; COSHH 1994 (amended 2002); Human Rights Act 1998; the Management of Health and Safety Regulations 1999 (amended 2003); RIDDOR 2013; Food Safety Act 1990; Food Hygiene Regulations 2006; Regulatory Reform (Fire Safety) Order (FSO) 2005; Working Together to Safeguard Children (2013)

How current health and safety legislation, policies and procedures are implemented in the work setting: 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; monitoring

How health and safety is monitored and maintained in the work setting: e.g. people in the work setting need to be made aware of risks and hazards and encouraged to work safely, e.g. staff; parent helpers; volunteers; visitors; health and safety responsibility of everyone; deliver safety education to children and young people; routine health and safety assessment/checklist for both indoors, outdoors, visits and outings; staff training; health and safety policies and procedures in place to ensure good practice; recording accidents and incidents; review policies and procedures and incidents

How people in the work setting are made aware of risks and hazards and encouraged to work safely: e.g. identifying specific risks to individual children or young people, e.g. those with sensory impairment; identifying the needs of adults where relevant, e.g. resources, equipment or training; recognising the duty of care; meet regulatory requirements; recognition of the lines of responsibilities and accountability; use of guidance

4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off-site visits

Policies and procedures to follow in response to: accidents involving children, young people or adults; emergencies, e.g. fire, missing children or young people, evacuating a setting; incidents, e.g. school security/strangers; recognising signs and symptoms of illness, e.g. fever; rashes; unconsciousness; taking action as required; policies and procedures of setting, e.g. for dealing with ill children and readmission to setting following illness; for recording and reporting accidents; incidents; injuries; signs of illness and other emergencies such as fire; missing children or young people; evacuation of premises

The procedures for recording and reporting: procedures of setting; lines of responsibility, e.g. qualified first aider; accountability; accuracy; confidentiality; written reporting; verbal reporting

Information for tutors

Suggested resources

Books

Blyth M – *Effective safeguarding for children and young people: What next after Munro?* (Policy Press, 2012) ISBN 9781447304906

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

Ginsburg 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 (Hodder Education Publishers, 2012) ISBN 9781444145489

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

Websites

www.4children.org.uk – national charity 4Children, provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – provides a variety of information on a range of topics, including research and publications

www.gov.uk – the government services and information website, includes information on childcare

www.hse.gov.uk – Health and Safety Executive, includes information on risk management in health and social care

www.ncb.org.uk – National Children's Bureau, offers a variety of resources, including downloadable resources

www.nspcc.org.uk – NSPCC, provides a variety of research and resources, including resources on residential childcare

www.protectingchildren.org.uk – Coram Children's Legal Centre (CCLC), provides information, advice on child protection and safeguarding for frontline practitioners

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to demonstrate an understanding of requirements for health, safety and risk management in residential childcare settings for children and young people. A reflective account could be used to provide the evidence for ACs 1.1, 1.2, 1.3 and 1.4, where learners can explain how current health and safety legislation, policies and procedures are implemented in their own work place (AC 1.2) and how health and safety is monitored and maintained in their own work setting (AC 1.3).

For learning outcome 2, learners need to demonstrate an understanding of the characteristics of a culture that supports risk taking and realises the benefits for children and young people. Evidence for learning outcome 2 could come from direct observation, covering ACs 2.3 and 2.4. Learners could be observed supporting children and young people to identify how risks can be managed effectively, and then supporting children and young people actually managing risks, as appropriate. A reflective journal or diary should be used to support the evidence drawn from the observation. Alternatively, learners could generate their evidence through research of an organisation or a relevant case study. This would provide evidence for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5. A professional discussion could be used to confirm competence and to evidence the knowledge ACs 2.1, 2.2 and 2.5.

For learning outcome 3, evidence could come from witness testimony, confirming that learners can undertake health and safety risk assessments (AC 3.2) and use the recommendations of risk assessments to manage hazards (AC 3.3). Direct observation could also be used for these ACs where appropriate. A professional discussion should be used to confirm the evidence gathered from witness testimony and/or observation and could also be used to evidence ACs 3.1 and 3.4.

For learning outcome 4, learners need to demonstrate an understanding of the importance of following organisational policies and procedures when responding to and reporting and recording accidents, incidents, injuries, illness and other emergencies. A reflective account, professional discussion or a report could be used to provide evidence, supported by anonymised case study material from the work setting.

Unit 6: Assessment and Planning with Children and Young People in Residential Childcare

Unit reference number: A/506/7828

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

In this unit, you will gain the knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in residential childcare. This includes the purpose and principles of assessment and planning, the reasons why a child centred model of assessment and planning is used and the legal requirements for recording assessment and planning information.

You will be able to participate in assessment and planning for children and young people, working with them as a plan is implemented and to review and update plans. Finally, you will contribute to assessment led by other professionals.

Additional information

All the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Others e.g.

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

Methods of engagement e.g.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the purpose and principles of assessment and planning with children and young people	<ul style="list-style-type: none">1.1 Describe the purpose of assessment and planning with children and young people in residential childcare1.2 Explain why a child centred model of assessment and planning is used1.3 Explain how assessment frameworks help to ensure holistic assessment1.4 Explain the legal requirements for recording assessment and planning information
2 Understand how to place children and young people at the centre of assessment and planning	<ul style="list-style-type: none">2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process

Learning outcomes	Assessment criteria
<p>3 Be able to participate in assessment and planning for children and young people</p>	<p>3.1 Explain the boundaries of own role and responsibilities within assessment and planning</p> <p>3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process</p> <p>3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred</p> <p>3.4 Work with the child or young person to agree goals and targets</p> <p>3.5 Explain how the goals and targets identified will support the achievement of positive outcomes</p> <p>3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes</p> <p>3.7 Confirm that the child or young person and others understand and agree to plan</p>
<p>4 Be able to work with children and young people as a plan is implemented</p>	<p>4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan</p> <p>4.2 Encourage the child or young person to work towards the achievement of a plan</p> <p>4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements</p> <p>4.4 Record progress of a child or young person in relation to a plan</p>

Learning outcomes	Assessment criteria
<p>5 Be able to work with children and young people to review and update plans</p>	<p>5.1 Explain the importance of reviewing and updating plans</p> <p>5.2 Work with the child or young person and others to review progress towards goals and targets</p> <p>5.3 Identify aspects of the plan that are working well and those that need to be revised</p> <p>5.4 Use outcomes of review to update plan</p> <p>5.5 Agree the updated plan with the child or young person and others involved</p>
<p>6 Be able to contribute to assessment led by other professionals</p>	<p>6.1 Explain own role and the roles of others in the external assessment process</p> <p>6.2 Respond to requests for information to support the assessment in line with organisational requirements</p> <p>6.3 Support the child or young person to understand and contribute to external assessment</p>

Unit amplification

1 Understand the purpose and principles of assessment and planning with children and young people

The purpose of assessment and planning with children and young people in residential childcare: engagement; identification and agreement of goals, needs, preferences, choice; child/person-centred; their experience/view; needs; evaluation; review

Why a child centred model of assessment and planning is used: addresses real needs; takes into account individual age and stage of development; likes and dislikes; individual targets and goals; ensures all targets and goals are appropriate and fair; children are more interested in activities and experiences that are designed to be relevant to them specifically and therefore participate and learn more effectively

How assessment frameworks help to ensure holistic assessment: 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

The legal requirements for recording assessment and planning information: 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

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

How to use a child centred model of assessment and planning to identify the needs of children and young people: 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 effectively

The importance of working with others when assessing and planning for the needs of children and young people: e.g. children and young people; families/carers; foster carers; residential workers; social workers; psychologists; doctors; support workers; police; youth justice; speech and language therapists; other agencies

How to use methods of engagement to ensure the child is central when assessing and planning with children and young people: e.g. appropriate venue/location; contributions through play; contributions through pictures; children and young people setting ground rules; written contributions; video/audio contributions

Strategies for child centred assessment and planning with children and young people who disengage from the process: e.g. appropriate venue/location; contributions through play; children and young people involved in setting ground rules; written contributions; contributions through pictures; individual learning styles; likes and dislikes; particular interests; activities and experiences are well planned, engaging and build on previous experience

Information for tutors

Suggested resources

Books

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

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

Lindon J – *Understanding Child Development: 0-8 Years* (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* 6th Edition (Hodder Education, 2010) ISBN 9781444117134

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

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

Nursery World <http://www.nurseryworld.co.uk/>

Play Right www.ipaworld.org

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the principles of assessment and planning when applied in residential childcare.

A professional discussion or reflective account could be used to provide the evidence for learning outcome 1 ACs 1.1 and 1.2 where the learners will need to describe why assessment and planning are so important in the delivery of appropriate services and the value of a child centred model of assessment. The discussion or account could be extended to include the vital role assessment frameworks play and how the outcomes of assessments should be recorded and stored, following legal conditions, covering learning outcome 1 ACs 1.3 and 1.4.

For learning outcome 2, the learners will need to demonstrate an understanding of how to place children and young people at the centre of assessment and planning.

A reflective account could be used to provide evidence for this learning outcome, whereby the learner could on when and how they have worked with others when assessing and planning for the needs of children and young people, and the importance of this (AC 2.2) and how they have used methods of engagement to ensure the child is central when assessing and planning with children and young people (AC 2.3).

For learning outcome 3, the learners will need to demonstrate an understanding of their role and responsibilities in relation to assessment and planning.

For learning outcome 3 ACs 3.2, 3.3, 3.4, 3.6 and 3.7 an observation could be used, where appropriate, and learners will need to show how they support children and young people to be involved in assessment and planning, utilising appropriate assessment frameworks to support a child centred approach. Learners will also need to demonstrate how they agree goals with children and young people, confirming the plan with the child or young person. Witness testimony could also be used to evidence learner competence, along with a reflective account or professional discussion.

Learning outcome 4 requires learners to show, through observation, how they enable those involved in assessment and planning to be aware of their roles and how they facilitate the development of a plan. Learners are also required to demonstrate agreed ways of working relating to records of a child or young person's achievement towards their agreed goals. This relates to learning outcome 4 ACs 4.1, 4.2, 4.3 and 4.4. A reflective account, professional discussion or a report could be used to support the observation and provide a commentary of work activity.

For learning outcome 5 the learners will need to demonstrate an understanding of the need to review and revise plans, reflecting on a child or young person's progress towards their agreed outcomes and agreeing updates accordingly. Observation could be used to cover learning outcome 5 ACs 5.2, 5.3, 5.4 and 5.5. A reflective account or professional discussion could also be used to provide evidence for this learning outcome.

For learning outcome 6 learners are required to demonstrate their ability to contribute to assessment led by other professionals. Observation, where appropriate, can be used for this, to cover ACs 6.2 and 6.3. The observation can be further supported by a reflective account, professional discussion or a report from their work setting, showing the activities carried out and this will also provide evidence for AC 6.1.

Unit 7: Support Group Living in Residential Childcare

Unit reference number: L/506/7588

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

In this unit, you will gain the knowledge and understanding to facilitate group living when working with children and young people in residential childcare. You will explore the influences of legislation and policy on practice and how this supports positive outcomes for children and young people.

The benefits of group living are covered and how this can be enabled is addressed, supported by the need for ongoing implementation and review of activities to drive change and improvement in service delivery. You will be introduced to theories which drive practice relating to group living in residential childcare.

You will be able to support children and young people to live together as a group, planning activities for them, in order to develop relationships and support continuous improvement.

Additional information

Plans may include:

- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

Others may include:

- Children and young people in the group
- Children and young people in the wider community
- Family members of children and young people
- Team members
- Other professionals
- Others in the wider community

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand theories that underpin work with children and young people in group living	<ul style="list-style-type: none">1.1 Summarise theories about groups as they relate to group living with children and young people1.2 Summarise theories about how the physical environment can support well-being in a group setting
2 Be able to support children and young people to live together as a group	<ul style="list-style-type: none">2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group2.3 Support children or young people to resolve conflict and disagreements2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them2.5 Work with children or young people to maintain the physical environment in ways that support well-being
3 Be able to plan with children and young people activities for sharing a living space	<ul style="list-style-type: none">3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations3.2 Explain how planning daily living activities as a group links to individual plans for children and young people3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space

Learning outcomes	Assessment criteria
<p>4 Be able to support children and young people to develop relationships through daily living activities</p>	<p>4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities</p> <p>4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities</p> <p>4.3 Support children and young people to maintain positive relationships with others through shared activities</p>
<p>5 Be able to support continuous improvement in group living arrangements</p>	<p>5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living</p> <p>5.2 Work with children and young people to evaluate activities and agreements for group living</p> <p>5.3 Propose improvements to group living arrangements and practices using reflections and evaluations</p>

Unit amplification

1 Understand theories that underpin work with children and young people in group living

Theories about groups as they relate to group living with children and young people: Douglas-focus on working on specific issues; Brown and Clough-theorising about residential life and created groups; Ward-the construct of group care; Robert Freed Bales-linking group observation and interaction processes; Bruce W. Tuckman – forming, storming, norming and performing in groups; Gertrude Wilson-social group work theory and practice; how to develop and implement a social pedagogical approach and outcomes-focused service provision for children and young people in group care; how to ensure the availability of psycho-social approaches and therapeutic programmes for children and young people needing these e.g. counselling; behaviour management programmes; how to maintain evidence-based practice and keep up to date with current and emerging changes in legislation and the implications for practice and management in group care for children and young people

Theories about how the physical environment can support well-being in a group setting: 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

Information for tutors

Suggested resources

Books

Anning A – *Developing Multiprofessional Teamwork for Integrated Children's Services* 2nd edition (Open University Press, 2010) ISBN 9780335238118

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

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 9780826498175

Websites

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1 the learners will need to demonstrate an understanding of the theoretical frameworks supporting group living in residential childcare settings, including theories relating to the impact the physical environment has on supporting well-being in a group setting. A professional discussion or reflective account could be used to provide the evidence for this learning outcome.

For learning outcome 2, evidence could be drawn from direct observation, where appropriate, or from witness testimony and anonymised examples from the learner's own work setting. The observation should demonstrate the learner applying theories of group dynamics and agreeing group living arrangements with children and young people; agreeing with children and young people how they can maintain the physical environment in positive ways. Learners should also demonstrate how they enable children and young people to come to a resolution in relation to conflicts or disagreements.

To support the observation learners can relate their evidence to their own workplace, with a reflective account or alternatively the learners could generate their evidence through research of an organisation or through a relevant case study. This would provide evidence for AC 2.4, exploring the benefits of, at times, working with conflicts or disagreements instead of resolving them.

For learning outcome 3, evidence could be drawn from direct observation, covering ACs 3.1 and 3.3. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. Anonymised examples from the learner's work setting could be used, for example, plans of daily living activities which have been agreed with the child or young person (AC 3.1). The observation should demonstrate the identification of daily living activities in agreement with children or young people, ensuring their needs, preferences and aspirations are met. The observation should include learners ensuring that children or young people are involved in decision-making about daily living activities. A reflective account, professional discussion or a report could be used to supplement the observation, and to provide evidence for AC 3.2, where learners will need to explain how planning daily living activities as a group links to individual plans for children and young people.

For learning outcome 4, the learners will need to demonstrate an understanding of the importance of the role of day to day activities in the development of positive relationships with children and young people; maintain these relationships through the implementation of activities which are shared. Learners should also demonstrate how they model positive behaviour to foster socially aware behaviour from children and young people.

A reflective account, professional discussion or a report could be used to provide evidence for learning outcome 4, along with witness testimony and work products.

A reflective account could be used to provide evidence for learning outcome 5, whereby the learner can reflect upon the impact of their own practice and behaviour on children and young people's experience of group living (AC 5.1) and use this reflection to propose improvements to group living arrangements and practices (AC 5.3). Evidence could also be drawn from learner work products and anonymised examples, where appropriate.

Unit 8:

Understand How to Support Positive Outcomes for Children and Young People in Residential Childcare

Unit reference number: A/506/7618

Level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

In this unit, you will gain an understanding of the factors that can impact, both positively and negatively, on outcomes and life chances of children and young people in residential childcare. You will understand how those working with children and young people can support positive outcomes, the importance of active participation of children and young people in decisions which affect their lives and why it is important to have high expectations of and ambitions for all children and young people.

You will also gain an understanding of how disability can impact on positive outcomes and life chances, the importance of positive attitudes towards disability and support available for children and young people with disabilities.

Additional information

Social and cultural factors e.g.

- being in the care system
- housing and community
- educational environment
- offending or anti-social behaviour
- health status of self or family member
- disability
- health support (GP, health clinic, access to A&E etc.)
- addictions in family or self
- bereavement and loss
- family expectations and encouragement
- religious beliefs and customs

- ethnic/cultural beliefs and customs
- marginalisation and exclusion

Positive outcomes for children and young people will include those relating to:

- health
- education
- leisure
- good self esteem
- positive identity
- participation in the community

Disability in this context can include a wide range of conditions, difficulties and impairments e.g.

- Learning disabilities
- Physical disabilities
- Sensory impairment
- Long term medical conditions
- Complex needs
- Special educational needs
- Dyslexia

Support e.g.

- speech and language therapy
- support from health professionals
- additional learning support
- assistive technology including electronic and digital systems
- specialised services

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	<ul style="list-style-type: none">1.1 Explain the impact of poverty on outcomes and life chances for children and young people1.2 Identify the impacts of social and cultural factors on the lives of children and young people1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances
2 Understand how those working with children and young people can support positive outcomes	<ul style="list-style-type: none">2.1 Identify positive outcomes for children and young people that residential childcare services aim to achieve2.2 Explain the importance of active participation of children and young people in decisions affecting their lives2.3 Explain the importance of designing services around the needs of children and young people2.4 Explain how to support children and young people to make personal choices according to their needs and abilities2.5 Explain how social pedagogy aims to support positive outcomes for children and young people2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people

Learning outcomes	Assessment criteria
<p>3 Understand how disability can impact on positive outcomes and life chances for children and young people</p>	<p>3.1 Explain the impact disability can have on positive outcomes and life chances of children and young people</p> <p>3.2 Explain the importance of positive attitudes towards disability</p> <p>3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes</p> <p>3.4 Describe support available for children and young people with disabilities</p>

Unit amplification

1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

The impact of poverty on outcomes and life chances for children and young people: poverty as significant threat to the health and wellbeing of children and young people; growing up in poverty can affect every area of a child's development, e.g. lack of opportunity and support; inadequate access to resources; poor health; poor diet; poor quality of life; difficulties in social and emotional development; increased chance of accidents or illness; less likely to do well at school; long-term effects of poverty for the child or young person into adulthood e.g. long-term health problems; employment prospects; difficulties in building and maintaining positive relationships; homelessness; crime

The impacts of social and cultural factors on the lives of children and young people: e.g. being in the care system; housing and community; educational environment; offending or anti-social behaviour; health status of self or family member; disability; health support (GP, health clinic, access to A&E etc.); addictions in family or self; bereavement and loss; family expectations and encouragement; religious beliefs and customs; ethnic/cultural beliefs and customs; marginalisation and exclusion

How the personal choices and experiences available to children and young people can impact on their outcomes and life chances: the negative impact of poor choices on all areas of development and wellbeing e.g. impact of smoking on health; repercussions of offending behaviour; impact of substance abuse; impact of aggressive behaviour; positive influence; role modelling; aspirations; opportunities

2 Understand how those working with children and young people can support positive outcomes

Positive outcomes for children and young people that residential childcare services aim to achieve: will include those relating to health; education; leisure; good self-esteem; positive identity; participation in the community

The importance of active participation of children and young people in decisions affecting their lives: can dramatically increase the service's chances of success; helps build self-esteem, accountability and independence in child or young person

The importance of designing services around the needs of children and young people: services more likely to be successful if they are child-centred or young person-centred and relevant to the individual's needs, preferences, likes and dislikes; services that are targeted at individuals are more likely to achieve goal of supporting wellbeing and positive outcomes

How to support children and young people to make personal choices according to their needs and abilities: encouraging children and young people to think about consequences of choices or behaviour; offer accurate and easy to understand information about possible consequences of their choices or offer access to such information as necessary; be a positive role model; plan and/or facilitate age-appropriate activities and experiences that take advantage of current interest or issues of children or young people; use of different types of activities e.g. discussion groups, circle time activities

How social pedagogy aims to support positive outcomes for children and young people: 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

Why it is important for practitioners to have high expectations of and ambitions for all children and young people: outcomes; recognising achievement; focus on abilities; aspirations; recognising opportunities; facilitation of achievement; partnership working; equality in service delivery

3 Understand how disability can impact on positive outcomes and life chances for children and young people

The impact disability can have on positive outcomes and life chances of children and young people: disability in this context can include a wide range of conditions, difficulties and impairments e.g. learning disabilities; physical disabilities; sensory impairment; long term medical conditions; complex needs; special educational needs; dyslexia

The importance of positive attitudes towards disability: consistency; continuity; opportunity; agreed ways of working; use of resources; planning; monitoring; review; participation; inclusion; achievement; helps build self-esteem; accountability and independence in child or young person

How the social model of disability shapes attitudes and approaches to support positive outcomes: idea that disability is caused by the way society is organised; not caused by the child or young person's disability; emphasises ways of removing obstacles which restrict life choices for children or young people with impairments or differences

Support available for children and young people with disabilities: e.g. speech and language therapy; support from health professionals; additional learning support; assistive technology including electronic and digital systems; specialised services

Information for tutors

Suggested resources

Books

Anning, A *Developing Multiprofessional Teamwork for Integrated Children's Services* 2nd edition (Open University Press, 2010) ISBN 9780335238118

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* (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

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

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 9780826498175

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.bild.org.uk – the website of the British Institute of Learning Disabilities, which provides a wide variety of information and services, including books, journals and factsheets

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

The British Journal of Learning Disabilities www.bild.org.uk

Journal of Learning Disabilities www.uk.sagepub.com

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the influence of poverty and social and cultural factors on positive outcomes for children and young people, exploring how choices made can affect life chances.

An assignment, professional discussion or reflective account could be used to enable learners to explore how life chances are guided by a range of factors; explaining how outcomes and life chances can be determined by personal choice. This would provide evidence for ACs 1.1, 1.2 and 1.3.

For learning outcome 2, learners are required to demonstrate an understanding of how those working with children and young people can support positive outcomes.

A reflective account, professional discussion or a report could be used to evidence achievement of the ACs within this learning outcome. For example, within a reflective account, learners could explain how within their own work setting services have been designed around the needs of children and young people, and the importance of this (AC 2.3), and how they support children and young people to make personal choices according to their needs and abilities (AC 2.4).

For learning outcome 3, learners will need to demonstrate an understanding of the effect disability can have on positive outcomes for children and young people.

A professional discussion or reflective account could be used to provide the evidence for ACs 3.1, 3.2, 3.3 and 3.4, where the learners will identify how life chances can be influenced by disability and how attitudes can have an impact on disability. In addition, learners are required to demonstrate an understanding of the social model of disability and the services available to support children and young people with disabilities.

Unit 9: Support Attachment and Positive Relationships for Children and Young People in Residential Childcare

Unit reference number: M/506/7616

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

In this unit, you will gain an understanding of, and the skills needed for, supporting attachment and positive relationships for children and young people in residential childcare. This includes the importance of positive attachments, theories of attachments and the impacts on well-being, if children and young people are not able to form positive attachments. You will understand how to support positive attachments and relationships for children and young people in residential childcare.

The unit will enable you to develop positive relationships, through building a connection with children or young people, while maintaining professional boundaries. You will also address concerns about attachments and relationships of children and young people and reflect on your own practice in supporting positive attachments and relationships.

Additional information

Positive attachments include primary and secondary attachments

Impacts may include:

- physiological
- psychological
- emotional
- relational
- behavioural.

Factors e.g.

- previous experience of hostile or dysfunctional relationships
- frequent imposed transitions
- trauma
- grief and loss
- disability.

Skills, methods and approaches e.g.

- communicating effectively
- using active listening skills
- identifying and sorting out conflicts and disagreements
- being consistent and fair
- showing respect and courtesy
- valuing and respecting individuality
- keeping promises and honouring commitments
- monitoring impact of own behaviour on others
- keeping confidentiality as appropriate
- recognising and responding appropriately to the power base underpinning relationships.

Others may include:

- carers and family members
- colleagues
- professionals from other agencies, e.g. teachers, specialist therapists, social workers.

Agreed strategies are strategies agreed with other professionals (social workers, psychologists etc.).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the importance of positive attachments for the well-being of children and young people</p>	<p>1.1 Summarise theories of attachment</p> <p>1.2 Explain why positive attachments are important for children and young people</p> <p>1.3 Analyse the short and long term impacts on the well-being of children and young people if they are not able to form positive attachments</p>
<p>2 Understand how to support positive attachments for children or young people in residential childcare</p>	<p>2.1 Analyse factors in the life of a child or young person which can present barriers to forming positive attachments</p> <p>2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments</p> <p>2.3 Explain the connection between positive attachments and positive relationships</p> <p>2.4 Explain how attachment impacts on own role</p> <p>2.5 Describe strategies for supporting children and young people to form positive attachments</p>
<p>3 Understand how to support positive relationships for children and young people in residential childcare</p>	<p>3.1 Describe features of positive relationships for children and young people</p> <p>3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships</p> <p>3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties</p> <p>3.4 Describe ways to support children and young people to develop positive relationships with their peers</p>

Learning outcomes	Assessment criteria
<p>4 Be able to develop positive relationships with children and young people</p>	<p>4.1 Engage with children or young people to develop positive relationships</p> <p>4.2 Build a connection with children or young people, using a range of skills, methods and approaches to develop positive relationships with them</p> <p>4.3 Maintain professional boundaries in relationships with children and young people in residential childcare</p>
<p>5 Be able to address concerns about attachments and relationships of children and young people</p>	<p>5.1 Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person</p> <p>5.2 Implement agreed strategies with a child or young person to promote positive attachments and relationships</p>
<p>6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people</p>	<p>6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships</p> <p>6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people</p> <p>6.3 Use reflection to inform improvements in own practice</p>

Unit amplification

1 Understand the importance of positive attachments for the wellbeing of children and young people

Theories of attachment: e.g. Bowlby's theory of maternal attachment; secure, resistant and avoidant attachment; the stages of separation anxiety and Mary Ainsworth's research into the security of attachment (secure, resistant and avoidant); how these theories might explain children's reactions to being separated from their primary carers

Why positive attachments are important for children and young people: e.g. include primary and secondary attachments; positive impact on self-esteem; ability to build trusting relationships; develop mutual respect; ensures good communication; ability to form and maintain positive relationships in the future; develop a strong support network

The short and long-term impact on the wellbeing of children and young people if they are not able to form positive attachments: short term, e.g. identity problems; difficulty forming and maintaining relationships; safety risks; emotional impact; self-esteem; long term, e.g. supervised contact may help support identity problems; build relationships; enable children and young people to come to terms with their current situation

2 Understand how to support positive attachments for children or young people in residential childcare

Factors in the life of a child or young person that can present barriers to forming positive attachments: e.g. biological factors; poverty; family experience; the environment; cultural aspects; emotional aspects; stresses; delayed development; previous experience of hostile or dysfunctional relationships; frequent imposed transitions; trauma; grief and loss; disability

The role of parents and care-givers in supporting children and young people to form positive attachments: e.g. building trust; exchanging and sharing information; tracking development; encouraging parents and/or carers to engage in the child's play, learning and development; preventing misunderstandings; consistency; continuity

The connection between positive attachments and positive relationships: e.g. outcomes; attitudes; respect; trust; responsibility; regard; understanding; trust; consistency; continuity; accountability; acceptance

How attachment impacts on own role: e.g. role modelling; policy implementation; planning; review; active participation; level of responsibility; reinforcing rules and expectations; use of distraction and diversion; adequate resources made available to support positive outcomes

Strategies for supporting children and young people to form positive attachments: e.g. inclusion; support; development; involvement; social skills; self-esteem

3 Understand how to support positive relationships for children and young people in residential childcare

Features of positive relationships for children and young people: e.g. the development of attachments and the ability to show empathy; effects on physiological and psychological stress levels; contribution to development in other areas

Factors in the life of a child or young person that can present challenges when building positive relationships: e.g. trust; developmental delay; continuity; stress; anxiety; previous experiences; key person approach; settling in; loss; separation; wellbeing; mental ill health; environmental issues

Approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties: e.g. provide practical and emotional support within boundaries of own role, e.g. support positive relationships with family and peers; build trust; encourage children to identify and discuss benefits of positive relationships; help children prepare for transitions; support children through transitions; encourage decision making as appropriate

Ways to support children and young people to develop positive relationships with their peers: e.g. provide opportunities to take part in organised activities; support children and young people to develop agreements about how to behave; support children and young people to understand other people's feelings and points of view; interact in ways that make children and young people feel welcome and valued

Information for tutors

Suggested resources

Books

Anning A – *Developing Multiprofessional Teamwork for Integrated Children's Services* 2nd edition (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

Music G – *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development* (Psychology Press, 2010) ISBN 9781848720572

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

Taylor C A – *Practical Guide to Caring for Children and Teenagers with Attachment Difficulties* (Jessica Kingsley Publishers, 2010) ISBN 9781849050814

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Websites

www.barnardos.org.uk – provides a variety of information on a range of topics, including research and publications

www.early-education.org.uk – Early Education offers support to all early childhood education practitioners, various publications are available

www.gov.uk – the government services and information website, including information relating to childcare

www.ncb.org.uk – National Children's Bureau, offers a variety of resources, including downloadable resources

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to demonstrate an understanding of the concepts of attachment, exploring the benefits of positive attachments and the impact on children and young people of not forming positive attachments.

For ACs 1.1, 1.2 and 1.3, an assignment or professional discussion could be used to enable learners to explain the concepts in practice and then consider how they could potentially use this knowledge and understanding to inform their practice

For learning outcome 2, learners need to demonstrate an understanding of the approaches that support the development of positive attachments in child or young person-centred service. A reflective account, a professional discussion or a report could be used to cover assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5. The reflective account, professional discussion or report could include an analysis of issues that impact on children and young people fostering positive attachments (AC 2.1). Learners could explore their role and the role of others in this process. Learners should include the effect that positive attachments have on the wellbeing of children and young people. Learners should also explore the approaches to supporting children and young people to form positive attachments.

The evidence for learning outcome 3 could be linked to the evidence for learning outcome 2. Evidence could be in the form of anonymised case studies or a reflective account, covering assessment criteria 3.1, 3.2, 3.3 and 3.4, which asks learners to explore features of positive relationships with others and with peers, and the barriers children and young people may face when developing these relationships. Learners should describe methods of overcoming these barriers.

For learning outcome 4, evidence could come from direct observation, where appropriate, or from witness testimony, covering assessment criteria 4.1, 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 support that children and young people need to form positive relationships with themselves and others, observing agreed ways of working at all times. The evidence drawn from the observation should be supported by a reflective account or journal.

For learning outcome 5, learners need to demonstrate an ability to address any concerns about attachments and relationships of children and young people. Evidence for this learning outcome is required from direct observation, covering assessment criteria 5.1 and 5.2, where learners are asked to demonstrate asking for guidance in relation to concerns they have about the relationships and attachments children and young people are forming; applying approaches as a result of the advice and support given. Alternatively, evidence could be drawn from witness testimony, anonymised work products or personal statement.

The main source of evidence for learning outcome 6 could come from a reflective account, or a case study. For example, for assessment criteria 6.1, 6.2 and 6.3 learners could produce a report for colleagues that identifies the support they have given to children and young people to enable them to foster positive attachments and relationships; reflecting on these approaches and identifying changes as a result.

Unit 10: Support the Well-being and Resilience of Children and Young People in Residential Childcare

Unit reference number: T/506/7617

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

In this unit you will gain knowledge, understanding and competence relating to supporting the well-being and resilience of children and young people in residential childcare. This includes factors that impact on their well-being, attitudes and approaches that support them to develop their well-being and resilience and ways of working with key people in order to support this.

The unit will enable you to support the development of children and young people's social and emotional identity and self-esteem. This includes why social and emotional identities are important in relation to well-being and resilience and how children or young people can be supported to strengthen their sense of identity and self-esteem. You will also be able to support children and young people to develop a positive outlook on their lives and recognise and respond to signs of distress in them.

Additional information

All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Factors that impact on well-being e.g.

- Attachment
- Relationships
- Emotional security
- Opportunities for fun and enjoyment
- Early experiences
- Health
- Self esteem
- Diet

- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed

Key people may include

- Carers
- Family
- Friends
- Others who are important to the individual

Social and emotional identity may include elements relating to

- culture
- ethnicity
- sexual orientation
- faith
- talents and abilities
- self-image (including body size, shape and other physical attributes)
- community
- life story work

Methods e.g.

- positive role models
- networks relating to a specific culture or ethnicity

Types of behaviour e.g.

- Emotional distress
- Self-harm
- Eating disorders
- Inappropriate sexual activity
- Use of alcohol or drugs including 'legal highs'
- Poor lifestyle choices
- Harm or abuse
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Changes in the nature, frequency or intensity of behaviours

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the well-being and resilience of children and young people	<ul style="list-style-type: none">1.1 Explain factors that impact on the well-being of children and young people1.2 Explain why it is important for children and young people to develop resilience1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people
2 Be able to support the development of children and young people's social and emotional identity and self esteem	<ul style="list-style-type: none">2.1 Explain why social and emotional identity are important to the well-being and resilience of children and young people2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests2.4 Support children or young people to recognise and value their own abilities, talents and achievements2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem

Learning outcomes	Assessment criteria
<p>3 Be able to support children and young people to develop a positive outlook on their lives</p>	<p>3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives</p> <p>3.2 Support children or young people to respond positively to challenges and disappointments</p> <p>3.3 Support children or young people to express their feelings, views and hopes</p> <p>3.4 Use own actions and interactions to reflect a positive outlook for children or young people</p>
<p>4 Be able to recognise and respond to signs of distress in children and young people</p>	<p>4.1 Explain why children and young people may communicate distress through behaviour rather than verbally</p> <p>4.2 Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person</p> <p>4.3 Describe types of behaviour that may indicate distress or are likely to compromise a child or young person's wellbeing</p> <p>4.4 Take action to report, address and record concerns following agreed procedures</p> <p>4.5 Support children or young people to consider choices for positive change in their lives</p>

Unit amplification

1 Understand the well-being and resilience of children and young people

Factors that impact on the well-being of children and young people: e.g. social; emotional; physical; economic; health e.g. poor attachments; relationship difficulties; discrimination and racism; emotional security; poor health; low self-esteem; poor diet; lack of regular exercise; lack of rest and sleep; poor housing conditions; lack of prompt medical or dental treatment; lack of preventive health measures; opportunities for fun and enjoyment; early experiences; health

Why it is important for children and young people to develop resilience: e.g. for development of self-esteem and positive disposition towards learning; resilience key to coping with change and transition; development of perseverance and independence; make sense of and cope with challenges and setbacks; relate to others in positive and appropriate ways

Attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting: e.g. encouraging children and young people to take part in physical activity or sport; develop hobbies and interests; group activities; discussion groups; promote independence; recognition of choices; promote self-help skills; involving parents and carers in the planning and organisation of activities; recognise and promote skills and abilities of child or young person

Ways of working with key people to enable them to support well-being and resilience in children and young people: e.g. actively involve key people in the planning and implementing of a wide range of activities organised for children and young people; encourage participation and involvement in activities and experiences; be a good role model

Information for tutors

Suggested resources

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 Ltd, 2009) ISBN 9781847874498

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

Ginsberg K R – *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

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.gov.uk – the government services and information website where information relating to childcare can be found

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the concepts and elements involved in the achievement of well-being and resilience for children and young people. The main source of evidence for all ACs in this learning outcome 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 ACs 1.1 and 1.2 the learner could produce a report for colleagues exploring issues influencing the well-being of children and young people, identifying the importance of resilience for children and young people in residential childcare. Learners could extend this report to include ACs 1.3 and 1.4 addressing methods of enabling children and young people in a residential childcare setting to develop their well-being and resilience, collaborating with others to support this aspect of service delivery.

For learning outcome 2, learners are required to demonstrate an ability to support the development of children and young people's social and emotional identity and self-esteem. Evidence could be drawn from direct observation, covering ACs 2.2, 2.3 and 2.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner implementing methods of inspiring confidence in children and young people's social and emotional identity, enabling them to grow and value their sense of identity and self-esteem through skills and interest acquisition. Evidence may also be gathered from witness testimony.

A reflective account, professional discussion or a report could be used to support the observation, and to evidence ACs 2.1 and 2.5. The reflective account, professional discussion or report could include an explanation of the role social and emotional identity plays in the well-being and resilience of children and young people, identifying the value of planning and agreeing ways of improving children and young people's social and emotional identity and self-esteem.

For learning outcome 3, evidence could come from direct observation, where appropriate, covering ACs 3.1, 3.2, 3.3 and 3.4. The observation should demonstrate learners implementing a solution focused approach, enabling children and young people to foster a positive view of their lives. Learners should also demonstrate how they work with children and young people to be able to have a positive approach to challenges and upsets they may encounter, engaging with children and young people to express their feelings and aspirations. This evidence should be supplemented with a reflective account, identifying the level and type of interaction which should be established with children and young people in relation to acquiring a positive outlook on life.

A reflective account or professional could be used as evidence of learners' ability to recognise and respond to signs of distress in children and young people, for learning outcome 4. Learners could provide examples of when they have experience children and young people communicating distress through behaviour and why this was the case (AC 4.1) and how these behaviours have compromised the child or young person's wellbeing (AC 4.3). Learners could also include the process they followed in order to report, address and record concerns (AC 4.4).

Unit 11: Support Children and Young People in Residential Childcare to Achieve Their Learning Potential

Unit reference number: L/506/7798

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

In this unit you will gain knowledge, understanding and skills relating to supporting children and young people in residential childcare to achieve their learning potential. You will gain understanding of the context of learning for children and young people in residential childcare, the education system and how to work with others to support children and young people to maximise outcomes from learning.

The unit will enable you to engage with children and young people in learning, support them to sustain that engagement and work with them to maximise their learning. This includes encouraging and supporting children and young people to recognise and build on interests, skills and talents, supporting them to develop attitudes in order to overcome barriers to learning and the importance of engaging family members in their learning.

Additional information

Key professionals e.g.

- Teachers and tutors
- SENCOs
- Educational psychologists

Engagement in learning and education may include attendance at school or college but is not confined to this

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the context of learning for children and young people in residential childcare	<ul style="list-style-type: none">1.1 Summarise theories about how children and young people learn1.2 Explain the differences between learning, learning potential and education1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning
2 Be able to engage children and young people in learning	<ul style="list-style-type: none">2.1 Engage with children and young people to identify their interests, skills, talents and aspirations2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations2.3 Support children and young people to recognise how they can build on their interests, skills and talents2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them2.5 Manage the physical environment in ways that encourage learning

Learning outcomes	Assessment criteria
<p>3 Understand the education system</p>	<p>3.1 Describe the legislation underpinning children and young people's access to education</p> <p>3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare</p> <p>3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential</p> <p>3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person</p>
<p>4 Be able to support children and young people to sustain engagement in learning and education</p>	<p>4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education</p> <p>4.2 Work with children and young people to set goals and targets for their learning</p> <p>4.3 Work with children and young people to monitor progress towards their learning goals and targets</p> <p>4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning</p> <p>4.5 Support children and young people to sustain their engagement in learning and education</p>
<p>5 Be able to work with children and young people to maximise learning</p>	<p>5.1 Support learning activities with children and young people</p> <p>5.2 Provide children and young people with positive feedback to celebrate achievement</p> <p>5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life</p>

Learning outcomes	Assessment criteria
<p>6 Understand how to work with others to support children and young people to maximise outcomes from learning</p>	<p>6.1 Explain the importance of engaging family members in children and young people's learning wherever possible</p> <p>6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education</p> <p>6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement</p> <p>6.4 Describe strategies for working with the local community to create opportunities and experiences for learning</p>

Unit amplification

1 Understand the context of learning for children and young people in residential childcare

Theories about how children and young people learn: e.g. Piaget – cognitive/constructivist, learner-centred educational philosophy, learning through play; Bandura and social learning; Psychoanalytical – Freud; Erikson – effects of early experience on personality; Humanistic – Rogers' growth promoting climate; Maslow's hierarchy of needs – self-actualisation; effects on self-concept; learning/modelling; positive role models; Behaviourist approach – Skinner, use of operants to shape and reinforce behaviour, use of reinforcement to promote learning; social pedagogy; holistic approach to children's experiential learning

The differences between learning, learning potential and education: e.g. agreed outcomes; benchmarks; achievement; barriers; funding; support mechanism; ability; structured; monitored; measured; all areas of development; resources

How life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning: e.g. may include attendance at school or college but is not confined to this; health status; disability; sensory impairment; learning difficulties; genetic inheritance; gender; motivation; adult expectations; bullying; effects of discrimination; family function/dysfunction; social; cultural; financial; economic; environmental factors; disability of family members; long term illness of primary carer

How understanding the circumstances of the child or young person can influence strategies to support their learning: e.g. involve child or young person in decisions affecting them; use child's current interests and needs as focus and connection point; provide adequate, appropriate opportunities for children or young people to express their educational ideas and aspirations, preferences and dislikes; listen carefully to what child or young person has to say; seek clarification as necessary; seek feedback

Aspects of the physical environment known to be conducive to children and young people's learning: e.g. resources; privacy; involvement in other's learning; equipment; access; ease of use; support available; play/learning areas

3 Understand the education system

The legislation underpinning children and young people's access to education: e.g. relevant UK home nation legislation which impacts on policy writing e.g. The Children Act (1989); The Equality Act (2010); Special educational needs and disability (SEND) code of practice: 0 to 25 years; the setting's equal opportunities policies and practice and SEN Code of Practice; children's rights

How national policies have influenced access to education and learning opportunities for children and young people in residential childcare: e.g. importance of equality of treatment and access and individual needs/rights for development of child in all areas e.g. physical development; development of communication; intellectual/cognitive development; social; emotional and behavioural development; moral development; negative impact of inequality and lack of emphasis on individual needs e.g. delayed development; negative behaviour; child-centred approach improves chances of positive outcomes for children

How the roles of key professionals in the education system support children and young people to achieve their learning potential: e.g. teachers and tutors-learning and development, achievement, assessment; Special Educational Needs Co-ordinators (SENCOs)-assessment, identification and meeting of needs, collaboration with internal and external practitioners and parents and carers to support children and young people; Educational psychologists-assessment, implementation of appropriate interventions, e.g. therapeutic and behaviour management and learning programmes, collaboration with internal and external practitioners and parents and carers

Alternatives to formal education for a child or young person: e.g. home schooling; flexible schooling; private schools; small schools; democratic schools; Montessori schools; Steiner schools

6 Understand how to work with others to support children and young people to maximise outcomes from learning

The importance of engaging family members in children and young people's learning wherever possible: e.g. recognising rights and responsibilities; home or setting communication strategies; strategies to consult; parent/carer forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; communication including written information; involvement in shaping services and policy development; providing emotional support; dealing with conflict; being aware of the needs which parent/carer themselves may have

The importance of pro-active and consistent contact between those involved in a child or young person's learning and education: e.g. continuity; feedback; monitoring; evaluation; collaboration; child/young person centred; effective use of resources; access to services

Roles and responsibilities for addressing difficulties that arise with an education placement: e.g. Teachers and tutors; SENCOs; Educational psychologists; Local Authority Advisers; Local Authority Exclusion Officer; Education Welfare Officer; Designated Child Protection Liaison; Teacher; pastoral support workers; parents; peers; teaching assistants; medical supporters; Fair Access Protocol; Common Assessment Framework; Children's Services; Child and Adolescent Mental Health Service; multi-agency teams e.g. Behaviour and Education Support Teams

Strategies for working with the local community to create opportunities and experiences for learning: e.g. demonstrate good interpersonal and communication skills; procedures and values; good professional practice and the ability to share information and ideas; work closely with parents, carers and others involved in the community; recognising why partnerships with the community are important; effective ways of establishing partnerships; encouraging and valuing contributions from the community in an inclusive and non-judgemental way; sharing information and maintaining partnerships e.g. through effective communication; showing respect for diversity; appropriate activities that encourage participation

Information for tutors

Suggested resources

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: 0-8 Years* (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* 6th Edition (Hodder Education, 2010)
ISBN 9781444117134

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

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and video

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk/cpis – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources relating to the Children's Play Information Service

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

Nursery World <http://www.nurseryworld.co.uk/>

Play Right www.ipaworld.org

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of theories relating to how children and young people learn, exploring learning, learning potential and education. Anonymised evidence from the workplace could be used, reflective accounts or professional discussion, and learners should be encouraged to indicate how this knowledge and understanding impacts on their current work practices or experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

These approaches could be used to provide the evidence for ACs 1.1, 1.2 and 1.3 where the learners will need to provide a summary of theories about children and young people's learning, identifying the meaning of key terms. Learners are also asked to explore influences on children and young people's engagement with learning. The evidence would be extended to address ACs 1.4 and 1.5 which explore the role of learners in comprehending approaches which effectively facilitate children and young people's learning; including how the physical environment can be a positive influence on learning.

For learning outcome 2, learners are asked to demonstrate how to actively involve children and young people in learning. Evidence could come from direct observation, covering ACs 2.2, 2.3, 2.4 and 2.5. 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 children and young people in the identification and development of their interests and hopes for the future; enabling children and young people to understand how their abilities and interests can enable them to reach their goals. Learners should also demonstrate the support necessary when enabling children and young people to go to activities, which support their interests and engage them in learning; introducing aspects of the physical environment which facilitate learning.

A reflective account, professional discussion or a report should be used to support the observation. The reflective account, professional discussion or report could include an explanation of the learner's role in supporting children and young people to engage with learning whilst identifying and developing skills and abilities linked to aspirations.

For learning outcome 3, learners will need to demonstrate an understanding of the legislative requirements informing educational opportunities for children and young people. A reflective account, professional discussion, anonymised case study or report could be used for the assessment criteria within this learning outcome, where the learners will need to firstly identify legislation and national policies influencing access to education (ACs 3.1 and 3.2). Learners will also need to explore the influence practitioners have in relation to supporting children and young people in education (AC 3.3).

For learning outcome 4, evidence could come from direct observation, covering ACs 4.2, 4.3, 4.4 and 4.5. The observation should demonstrate learners supporting children and young people to identify and set targets relating to their learning (AC 4.1), ensuring progress is monitored accordingly (AC 4.2). This evidence should be supplemented with a reflective account, also providing evidence for AC 4.1 which asks learners to explore the role of support for children and young people to identify the advantages of ongoing learning and education.

For learning outcome 5, evidence could come from direct observation, covering ACs 5.1, 5.2 and 5.3. The observation should demonstrate the learner supporting children and young people to engage with learning (AC 5.1), providing constructive feedback on achievement (AC 5.2). The evidence should also be supported by a professional discussion or reflective account to confirm learners' competence.

For learning outcome 6, learners will need to demonstrate an understanding of the concepts and elements involved in collaborating with others to facilitate positive learning opportunities and outcomes for children and young people. The main source of evidence for all ACs in this learning outcome 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 ACs 6.1 and 6.2 the learner could produce a report for colleagues exploring the importance of engaging family members in children and young people's learning, including the level of contact necessary with people involved in education provision.

Learners could extend this report to include ACs 6.3 and 6.4, to address the responsibilities of those involved in addressing issues faced in placements; identifying strategies for the creation of learning activities for children and young people in their local environment.

Unit 12: Support Children and Young People in Residential Childcare to Manage Their Health

Unit reference number: D/506/7594

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

In this unit, you will gain knowledge, understanding and skills in order to support children and young people to access the services and support they need to maintain their health and wellbeing. You will gain an understanding of health service provision in relation to children and young people in residential childcare. This includes the range and function of health agencies and services available, factors that may jeopardise access to these and ways of helping children and young people to overcome barriers to accessing health service provision.

The unit will enable you to address concerns about the health of children and young people, while supporting them to manage their own health needs and to make healthy lifestyle choices.

Additional information

Primary health services include GP, dentist, optometrist

Concerns may include:

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour
- Escalation of previously un-concerning day to day behaviour

Health needs e.g.

- Physical
- Mental
- Emotional
- Sexual

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand health service provision in relation to children and young people in residential childcare</p>	<p>1.1 Describe the range and function of health agencies and services available locally</p> <p>1.2 Explain the impact on a child or young person if they are not able to register with primary health services</p> <p>1.3 Describe factors that may jeopardise access to health services for children and young people</p> <p>1.4 Describe ways to help children and young people overcome barriers to accessing health service provision</p>
<p>2 Be able to address concerns about the health of children and young people</p>	<p>2.1 Assess concerns about the health of children or young people to decide what action is necessary</p> <p>2.2 Take action to address concerns following agreed procedures</p> <p>2.3 Record and report concerns following agreed procedures</p> <p>2.4 Seek support where concerns are beyond own experience, competence or job role</p>
<p>3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding</p>	<p>3.1 Support children or young people to recognise their own health needs</p> <p>3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments</p> <p>3.3 Support children or young people to access health services and complete recommended treatments</p> <p>3.4 Support children or young people who manage their own medication or treatment to do this safely</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support children and young people to make healthy lifestyle choices</p>	<p>4.1 Describe factors associated with a healthy lifestyle</p> <p>4.2 Evaluate how own actions model a healthy lifestyle</p> <p>4.3 Support children or young people to understand the choices they can make about their lifestyle</p> <p>4.4 Support children or young people to sustain healthy lifestyle choices</p>

Unit amplification

1 Understand health service provision in relation to children and young people in residential childcare

The range and function of health agencies and services available locally: e.g. long-term/short-term/respite; residential childcare; community; rehabilitation; learning disabilities; mental health services; delivery approaches; specific service provision to meet needs; funding; roles/responsibilities; partnership working; lines of reporting

The impact on a child or young person if they are not able to register with primary health services: e.g. child protection; vulnerable groups; psychological impact; emotional impact e.g. self-confidence; self-esteem; depression; disengaged from services; at risk; ill health impact on mental health; stress; discrimination; illness; injury; emotional distress; poor lifestyle choices; changes in behaviour; escalation of previously un-concerning day to day behaviour

Factors that may jeopardise access to health services for children and young people: e.g. barriers to communication e.g. sensory impairment; speech and language difficulties; English as additional language; environment; attitudinal barriers e.g. the child; carers; self; practitioners; other children and young people; organisational barriers e.g. policies and procedures; discrimination; resources; knowledge

Ways to help children and young people overcome barriers to accessing health service provision: e.g. overcoming barriers e.g. adapting the environment and resources; knowledge of child's needs; stage of development and abilities; using interpreters; advocacy; adaptation of materials and resources; specialist aids and equipment

Information for tutors

Suggested resources

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

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.gov.uk – the government services and information website where information relating to childcare can be found

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of the health service provision in relation to children and young people in residential childcare. A professional discussion or reflective account could be used to provide the evidence for the assessment criteria within this learning outcome, where the learners will be required to explore the support provided by health agencies to children and young people; exploring the effect on children and young people if they are unable to access these services. The professional discussion or reflective account should also cover barriers to accessing services for children and young people and how these can be addressed.

Evidence for learning outcome 2 could come from direct observation, covering ACs 2.1, 2.2, 2.3 and 2.4. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner identifying the necessary actions to take if there are concerns over a child or young person's health, following agreed ways of working. In addition, learners should demonstrate how they report and record concerns relating to a child or young person's health, asking for guidance, as necessary. The evidence could be supplemented by a professional discussion and anonymised work products, for example, records of concerns being recorded and reported in line with agreed procedures (AC 2.3).

For learning outcome 3, learners will need to demonstrate an ability to support children and young people to manage their own health needs. Evidence for learning outcome 3 could come from direct observation, covering ACs 3.1, 3.2, 3.3 and 3.4. The observation should demonstrate the support provided to enable children and young people to recognise and manage their own health requirements; including accessing relevant services and treatments. Witness testimony could also provide evidence for the assessment criteria within this learning outcome.

A reflective account, professional discussion or a report could be used to supplement the observation where the learners will need to explore the value to children and young people of managing their own health needs and treatments.

Evidence for ACs 4.3 and 4.4 could come from direct observation. Learners should demonstrate how they enable children and young people to be aware of and select lifestyle choices to support their well-being. For ACs 4.1 and 4.2, the learners will need to demonstrate an understanding of aspects contributing to a healthy lifestyle for children and young people; reviewing how their role modelling contributes to this. Evidence for ACs 4.1 and 4.2, could be drawn from a professional discussion or reflective account.

Unit 13: Support the Development of Socially aware Behaviour with Children and Young People in Residential Childcare

Unit reference number: Y/506/8193
Level: 3
Credit value: 5
Guided learning hours: 34

Unit summary

In this unit you will gain the knowledge, understanding and skills required to promote positive behaviour and to respond appropriately to incidences of challenging behaviour. You will gain an understanding of the principles for supporting the development of socially aware behaviour in children and young people, including theories of behaviour development and the importance of using own actions to model socially aware behaviour. You will also gain an understanding of the use of physical intervention and restraint, including the legal context and key principles relating to physical intervention and restraint and ethical reasons why restraint should be a last resort.

The unit will enable you to support children and young people to understand their actions relating to socially aware behaviour and to agree with them expectations about socially aware behaviour. You will also be able to support children and young people to achieve targets and adhere to agreed expectations, and to respond to instances of socially unacceptable behaviour.

Additional information

Key people are those who are important to a child or young person and who can make a difference to their wellbeing. Key people include family, friends, carers and others with whom the child or young person has an important relationship.

Others may include:

- team members
- other professionals.

Consistent support requires agreed responses to be made by all those involved in the care of a child or young person.

Activities should be selected to ensure they are stimulating to and achievable by the child or young person.

Agreed interventions should be designed to minimise the impact of the behaviour on the child or young person and those around them.

Physical intervention refers to methods of controlling children and young people that do not involve any use of force, for example 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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand principles for supporting the development of socially aware behaviour in children and young people	<ul style="list-style-type: none">1.1 Summarise theories of behaviour development in children and young people1.2 Explain the links between positive relationships and socially aware behaviour1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour1.4 Summarise own organisation's policies and procedures to support socially aware behaviour1.5 Explain the importance of using own actions to model socially aware behaviour
2 Be able to support children and young people to understand their actions relating to socially aware behaviour	<ul style="list-style-type: none">2.1 Adapt communication with a child or young person according to their level of ability and understanding2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour2.5 Support a child or young person to understand the consequences of their behaviour2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations

Learning outcomes	Assessment criteria
<p>3 Be able to agree expectations about socially aware behaviour</p>	<p>3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour</p> <p>3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations</p> <p>3.3 Support a child or young person to agree indicators that show they are meeting expectations</p> <p>3.4 Record agreed expectations, actions and indicators in relevant plans</p>
<p>4 Be able to support children and young people to achieve targets and adhere to agreed expectations</p>	<p>4.1 Provide consistent support to a child or young person to help them meet agreed expectations</p> <p>4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations</p> <p>4.3 Use activities to support a child or young person to meet agreed expectations</p> <p>4.4 Feedback to the child or young person about their behaviour</p> <p>4.5 Share observations about behaviour with key people and others to monitor progress</p> <p>4.6 Encourage progress towards agreed expectations through positive feedback and praise</p> <p>4.7 Explain why recognising and praising all observed progress towards agreed expectations is important</p>

Learning outcomes	Assessment criteria
<p>5 Be able to respond to instances of socially unacceptable behaviour</p>	<p>5.1 Access help and support where there are concerns about the behaviour of a child or young person</p> <p>5.2 Use agreed interventions when a child or young person is behaving in a socially unacceptable way</p> <p>5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations</p> <p>5.4 Record progress towards the achievement of expectations in line with work setting requirements</p> <p>5.5 Record instances of socially unacceptable behaviour in line with work setting requirements</p>
<p>6 Understand the use of physical intervention and restraint</p>	<p>6.1 Summarise the legal context and key principles relating to physical intervention and restraint</p> <p>6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting</p> <p>6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort</p> <p>6.4 Describe the post incident support needed for a child or young person after an instance of restraint</p> <p>6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint</p>

Unit amplification

1 Understand principles for supporting the development in children and young people

Theories of behaviour development in children and young people: e.g. competing theories; Piaget – cognitive/constructivist, learner-centred educational philosophy, learning through play; Bandura and social learning; psychoanalytical – Freud, Erikson, effects of early experience on personality; humanistic – Rogers' growth promoting climate; Maslow's hierarchy of needs; self-actualisation; effects on self- concept; learning/modelling; positive role models; behaviourist approach – Skinner, use of operands to shape and reinforce behaviour; use of reinforcement to promote learning; social pedagogy

The links between positive relationships and socially aware behaviour: e.g. positive reinforcement strategies; modelling positive behaviour and responses to situations; having 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

Why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour: e.g. learned behaviour; outcomes; identifying triggers and how to minimise triggers, e.g. ensure appropriate structure/planning of environment; limited resources and activities to meet child's individual needs and provide sense of security; importance of consistency; familiarity and routine in minimising risk of triggers; no clear boundaries or effective communication; needs not being met; attention gained; stress; anxiety; substance misuse; abuse; learning difficulties; mental health problems; low self-esteem and aspirations; lack of education; lack of appropriate role models

The importance of using own actions to model socially aware behaviour: e.g. being a positive role model; reinforcing behavioural expectations; giving praise and positive attention; effective communication; building trusting relationships; allowing child to have privacy and space

6 Understand the use of physical intervention and restraint

The legal context and key principles relating to physical intervention and restraint: physical intervention – methods of controlling children and young people; do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation; block the way to prevent a child or young person putting themselves in danger; restraint – use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist); prevent injury to any person or serious damage to property; no more force than necessary; prevent absconding

The impact of physical intervention and restraint on values and relationships in a childcare setting: e.g. requiring reassurance; removal from situation and others; diary to record feelings and/or actions; debrief individual; support to reflect on incident; fear; anger; helplessness; pity; anxiety; confusion

The ethical reasons why restraint must always be regarded as an action of last resort: e.g. when using physical restraint, the level and duration of the restraint should always be the minimum necessary to restore safety; least restrictive interventions are in the best interest of the child or young person and others, e.g. could increase the child or young person's level of aggression or agitation; overly restrictive interventions may violate rights, dignity and safety of the child or young person

The post-incident support needed for a child or young person after an instance of restraint: e.g. opportunity to express feelings experienced before and during the incident, e.g. anger, fear, confusion, vulnerability, frustration; support for individual to recognise why their behaviour was unacceptable and the consequences of their behaviour for self and others, e.g. discuss facts in calm, non-judgemental way; refer to feelings of others involved; opportunity to express feelings experienced after the incident, e.g. relief, embarrassment, guilt, upset

Why it is important to work with a child or young person to gather and record their feedback after an instance of restraint: e.g. review approaches, e.g. policies; checking organisational practice against current good practice guidelines; sources of information, e.g. supervision; observations; record keeping; incident book; reflective log; feedback from children; young people; colleagues and others in the setting; offering appropriate support within boundaries of own role, e.g. creating a culture among children and young people that allows them to talk about what is happening to them; encouraging children and young people to recognise there is a problem; taking a no-blame approach; remaining non-judgemental; discussing choices and consequences

Information for tutors

Suggested resources

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

Music G – *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development* (Psychology Press, 2010) ISBN 9781848720572

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

Taylor C A – *Practical Guide to Caring for Children and Teenagers with Attachment Difficulties* (Jessica Kingsley Publishers, 2010) ISBN 9781849050814

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Websites

www.barnardos.org.uk – includes research and publications for childcare professions, including the subject of residential childcare

www.early-education.org.uk – Early Education offers support to all early childhood education practitioners, including those in residential childcare, includes a range of publications

www.gov.uk – the government services and information website, includes information on the Department for Education, which is responsible for education and children's services for England

www.ncb.org.uk – National Children's Bureau, includes publications and reports on its research in the children's sector

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners required to demonstrate their understanding of the principles for supporting the development of socially aware behaviour in children and young people. Learners should first summarise theories of behaviour development in relation to children and young people. Learners could address this through using evidence relating to their own place of work, in a professional discussion or reflective account. Alternatively, they could generate their evidence through a relevant case study. For example, for assessment criteria 1.1 and 1.2 the learner could produce a report for colleagues that analyses the effect that theories have on practice when supporting the behaviour development of children and young people. The report should explore links between establishing positive relationships and socially aware behaviour. Learners also need to show that they understand the reasons why socially unacceptable behaviour might be demonstrated to bring about negative reinforcement. Finally, a summary of organisational policies and procedures for facilitating socially aware behaviour should be provided, including the influence the learner's action has on the development of socially aware behaviour for children and young people, covering assessment criteria 1.3, 1.4 and 1.5.

Observation could be used, where appropriate, as evidence for learning outcome 2.

There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner ensuring that communication meets the needs of children and young people when enabling them to identify the positive impact that socially aware behaviour can have; highlighting socially unacceptable behaviours. Learners are required to demonstrate how they support children and young people to be aware of the choices they can make in relation to their behaviour and what can bring about socially unacceptable behaviour. The evidence drawn from the observation should be supported by a reflective account or journal.

Learning outcome 3 requires evidence from direct observation, covering assessment criteria 3.1, 3.2, 3.3 and 3.4. The observation should demonstrate the learner collaborating with children and young people, and others, to identify expectations and support needs in relation to socially aware behaviour, agreeing and recording goals and progress. This evidence should be supported by a reflective account or journal.

For learning outcome 4, evidence is required from direct observation, covering assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6. Learners should be observed demonstrating supporting children and young people to achieve agreed goals, collaborating with others to provide consistent support that incorporates activities to meet identified objectives. Learners should also demonstrate sharing observations about children and young people's behaviour and how they facilitate progress towards identified expectations. A reflective account or professional discussion should be used to confirm learner competence and as evidence for AC 4.7.

Evidence for learning outcome 5 could be drawn from a reflective account and from anonymised work products. For example, records of a child or young person's progress (AC5.4) and of instances of socially unacceptable behaviour (AC 5.5) could be used.

A reflective account could be used to evidence learners' understanding of the use of physical intervention and restraint for learning outcome 6. Learners need to summarise the legal and policy requirements that influence the use of physical interventions and restraint. Learners should evaluate the impact of interventions on values and relationships in the setting. Learners should also include an exploration of ethics relating to the use of restraint and the support that a child or young person may require following an incident involving restraint.

Unit 14: Engage in Professional Development in Residential Childcare Settings

Unit reference number: F/506/7782

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

In this unit, you will gain an understanding of what is required for competence within your own job role in a residential childcare setting. This includes the duties, responsibilities, boundaries and expectations of your own job role and the importance of your own resilience, maturity and emotional intelligence when working in a residential childcare setting.

The unit will enable you to reflect on and evaluate your own practice through knowledge of the cyclical process of reflection, evaluating your own knowledge and understanding against relevant standards and your own performance using feedback. You will be able to engage with professional supervision to plan and review your own development and use reflective practice in order to contribute to your professional development.

Additional information

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
- Professional standards

Others may include:

- Children and young people in the work setting
- Family members
- Advocates
- Supervisor, line manager or employer
- Other professionals

A **professional development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review etc.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand what is required for competence in own job role in a residential childcare setting	<ul style="list-style-type: none">1.1 Explain the duties, responsibilities and boundaries of own job role1.2 Explain expectations about own job role as expressed in relevant standards1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work
2 Be able to reflect on own practice	<ul style="list-style-type: none">2.1 Explain the cyclical process of reflection2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided2.3 Reflect on own practice2.4 Reflect on how work demands have impacted on self
3 Be able to evaluate own performance	<ul style="list-style-type: none">3.1 Evaluate own knowledge and understanding against relevant standards3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace3.3 Evaluate own performance using feedback

Learning outcomes	Assessment criteria
<p>4 Be able to engage with professional supervision to plan and review own development</p>	<p>4.1 Participate in supervision in accordance with requirements in the workplace</p> <p>4.2 Use supervision to review and prioritise own</p> <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities <p>4.3 Use supervision to agree own professional development plan</p>
<p>5 Be able to use reflective practice to contribute to professional development</p>	<p>5.1 Use reflective practice to evaluate how learning activities have affected practice</p> <p>5.2 Demonstrate how reflective practice has contributed to improved ways of working</p> <p>5.3 Record progress in relation to professional development</p>

Unit amplification

1 Understand what is required for competence in own job role in a residential childcare setting

The duties, responsibilities and boundaries of own job role: contractual responsibilities e.g. hours, lines of reporting; specific roles and responsibilities e.g. behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting e.g. behaviour, children and young people protection, health and safety; keeping up to date with changes to procedures; keeping up to date with changes to practice

Expectations about own job role as expressed in relevant standards: Special educational needs and disability code of practice; National Care Standards; standards relevant to own role; Quality standards for the health and well-being of looked after children; national occupational standards for Learning and Development (NOS CCLD), national occupational standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities e.g. role to support child or young person with special educational needs, expectations to meet standards

The importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting: ability to emphasize; respect individuals; non-judgmental attitude; development of own practice, skills and knowledge; application of different approaches; using supervision effectively; ability to reflect

Ways to ensure that personal attitude or beliefs do not obstruct the expected standard of own work: regular reflection; structured approach to practice; view from different perspectives; self-awareness of values, beliefs that affect approach to practice; recognition of conflicts between own values and beliefs; respect and fairness in attitude

Information for tutors

Suggested resources

Books

Knott, C, Scragg, T – *Reflective Practice in Social Work (Transforming Social Work Practice Series)* 2nd edition (Learning Matters, 2010) ISBN 9781844453641

Maclean, S – *The Social Work Pocket Guide to...: Reflective Practice* (Kirwin Maclean Associates, 2010) ISBN 978190357569 7

Milligan, I, Stevens, I *Residential Child Care: Collaborative Practice* (SAGE Publications Ltd, 2006) ISBN 978141290851 1

Websites

www.gov.uk – the government services and information website, which provides a variety of resources, including the special educational needs and disability (SEND) code of practice

www.tcsw.org.uk – the website of The College of Social Work provides a variety of information, including a module on the Reflective Self (module 3). Membership is required for full access

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of what is required for competence within their own job role in a residential childcare setting. A professional discussion, question and answers or assignment could be

used to evidence learners' understanding. Reflection on practice would support knowledge with learners' recording the impact and development of own performance when working with children and young people within a residential setting.

Evidence for learning outcome 2 could be drawn from observation where appropriate, in particular for ACs 2.3 and 2.4. However, where observation is not appropriate, a reflective account and witness testimony could provide evidence of learners' ability to reflect on their own practice. Learners could explain the importance of reflecting on their own practice and how this enables them to continuously improve their practice and service provided (AC 2.2). The reflective account provided by learners would provide evidence towards ACs 2.3 and 2.4.

A reflective account, witness testimony and personal statement could be used to assess learners' ability to evaluate their own performance, for learning outcome 3. Feedback, statements or witness testimony from children and young people or learners' supervisor or line manager could be used as evidence for ACs 3.2 and 3.3.

For learning outcome 4, observation could be used as a source of evidence of learners' ability to engage with professional supervision to plan and review their own development. Work products, such as a copy of a completed professional development plan, would also provide evidence for this learning outcome, in particular AC 4.3. Witness testimony from a supervisor, line manager or employer and PDP record, could also be used as evidence for this learning outcome.

For learning outcome 5, a reflective account could be used to evidence learners' ability to use reflective practice to contribute to professional development. Learners could record how they have used reflective practice to evaluate their learning activities and how these activities have affected their practice (AC 5.1). Witness testimony would also provide suitable evidence for this learning outcome, for example from learners' supervisor or line manager.

Unit 15: Support the Rights, Diversity and Equality of Children and Young People in Residential Childcare

Unit reference number: R/506/7592

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

In this unit, you will gain the knowledge and understanding relating to the rights of children and young people and the implications of equalities legislation for them. This includes how their rights are safeguarded in law, how legislative and rights frameworks are intended to improve their life chances and effects of discrimination, stereotyping and labelling.

You will be able to address discriminatory practice, through reviewing own values and behaviours in order to improve practice and work in a culturally sensitive way, supporting children and young people to understand and value their own cultural practices and beliefs. By building the confidence of children or young people that concerns and complaints they raise will be addressed and knowing why they may find it difficult to raise concerns and complaints, you will be able to support the right of children and young people to raise concerns and make complaints.

Additional information

Advocates are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making.

Discrimination may be at one or more of the following levels:

- individual
- institutional
- societal.

It may be direct or indirect and may be based on one or more attribute including:

- gender/transgender
- sexual orientation
- race/ethnicity

- religion
- age
- ability/disability
- health status
- physical attributes
- social circumstances.

Others may include:

- colleagues
- other agencies
- children and young people
- their families and friends.

Cultural: the ideas, customs and social behaviours of a particular society or community.

Cultural practices may include:

- female genital mutilation (FGM)
- use of corporal punishment
- practices arising from attitudes to disability
- practices arising from attitudes to gender differences
- practices arising from attitudes to family life
- practices arising from attitudes to children and childhood.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the rights of children and young people	<p>1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level</p> <p>1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p> <p>1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this</p> <p>1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people</p>
2 Understand the implications of equalities legislation for children and young people in residential childcare	<p>2.1 Explain how current equalities legislation affects work with children and young people in residential childcare</p> <p>2.2 Explain the effects of discrimination, stereotyping and labelling on children and young people</p> <p>2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination</p>
3 Be able to address discriminatory practice	<p>3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment</p> <p>3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice</p> <p>3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change</p>

Learning outcomes	Assessment criteria
<p>4 Be able to work in a culturally sensitive way</p>	<p>4.1 Describe differing cultural practices and beliefs</p> <p>4.2 Support children or young people to understand and value their cultural practices and beliefs</p> <p>4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs</p> <p>4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal</p> <p>4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal</p>
<p>5 Be able to support the right of children and young people to raise concerns and make complaints</p>	<p>5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints</p> <p>5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed</p> <p>5.3 Support children or young people in raising concerns and making complaints</p> <p>5.4 Explain how to recognise when a child or young person is expressing concern indirectly</p>

Unit amplification

1 Understand the rights of children and young people

Legislation and codes of practice: codes of practice of sector; National Care Standards; policies of workplace setting; UN Convention on the Rights of the Child; Human Rights Act 1998; Special Educational Needs and Disability Act 2001; Equality Act 2010; European Convention on Human Rights

Improve life chances: encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; recognise differences between individuals and groups, e.g. culture; nationality; ability; ethnic origin; gender; age; religion; beliefs; sexual orientation; social class; promote opportunity; services in response to individual need valuing diversity

Why the voice of the child or young person has central place: child-centred model; real needs of child; likes and dislikes, individual targets and goals; ensures all targets and goals are appropriate, fair; children and young people are more interested

How policies and procedures in own work setting reflect the rights of the child: policies and procedures in workplace setting; inclusive practices and procedures; empowering; removing barriers; effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

2 Understand the implications of equalities legislation for children and young people in residential childcare

How current equalities legislation affects work with children and young people in residential childcare: current and relevant legislation and policies appropriate to England, e.g. The Common Core of Skills and Knowledge, Health and Social Care Act 2008, the Children Act 1989, the Children Act 2004, the Children and Young Person Act 1933, Every Child Matters; legislation, codes of practice and policy inform and guide practice; Public Sector Equality Duty, protected characteristics, e.g. age, disability, race, religion and belief, sex, sexual orientation; policies and procedures; duty of care; provision of care and services; accommodation; education

Effects of discrimination, stereotyping and labelling: risks to health, e.g. stress, anxiety, fear and depression; self-harming; reluctance to go to school and play; ability to learn; social, emotional and behavioural difficulties; feelings of mistrust, rejection, anger and despair; physical indicators, e.g. change in appearance; personal hygiene; weight

Analyse how and why children and young people in residential childcare can be subject of multiple discrimination: identify challenging discriminatory behaviour; recognise stereotypes in attitudes; understand beliefs and attitudes of the wider community; mechanisms of oppression; oppressive language; stereotyping and labelling; range and methods of abuse towards children and young people in care

Information for tutors

Suggested resources

Books

Dalrymple J, Burke B – *Anti-Oppressive Practice: Social Care and the Law*
2nd edition (Open University Press, 2006) ISBN 9780335218011

Fulcher L et al – *Rethinking Residential Child Care: Positive Perspectives*
(Policy Press, 2009) ISBN 9781861349088

Griffin S – *Inclusion, Equality and Diversity in Working with Children*
(Professional Development) (Heinemann, 2008) ISBN 9780435402402

Websites

www.equalityhumanrights.com – Equality and Human Rights Commission, includes a wide variety of information and resources, including the right to education

www.keepingchildrensafe.org.uk – Keeping Children Safe is a membership network of organisations that work together to increase safeguards offered to children, the website offers a wide variety of resources, including a document on Violating Children's Rights; membership is required for full access

www.legislation.gov.uk – managed by The National Archives, official government information, including the Equality Act 2010 and the Children Act 1989

www.unicef.org.uk – UNICEF, includes the UN Convention on the Rights of the Child

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners need to demonstrate an understanding of legislation and law at a national and international level. Assessment can include the research, leaflets and presentations. Evidence of knowledge could be recorded through professional discussion, question and answers or through an assignment. Reflective practice would support the development of knowledge as the learner records following procedures to support the rights of the children and young people within the setting. Reflection of working within a 'child-centred delivery model' will provide holistic evidence across the whole unit and for other units in the qualification.

For learning outcome 2, learners need to demonstrate how the implications of equality affect the work within a children and young people's residential settings. Learners should carry out research on equality and discrimination and how it affects children and young people in residential care. The learner is expected to analyse multiple discrimination, covering a wide range of discriminatory behaviour. This evidence needs to be in sufficient depth to satisfy the requirements of the command verb, analyse.

Evidence can be recorded in a personal statement, a reflective account or a professional discussion. If planned effectively this learning outcome will reference well across other criteria in this unit as well as other units in the qualification.

For learning outcome 3, the learner is required to reflect on own practice. Use of work products such as care planning and reviews, training records and supervision would support the gathering of evidence. Professional discussion on own role, responsibilities and practice could also be planned to consolidate knowledge and practice.

For learning outcome 4, learners are expected to show evidence of working with children to understand and value their cultural practices and beliefs. Observation is required for assessment criteria 4.2 and 4.3. Professional discussion and work products would support the remaining assessment criteria, while consolidating the learner's practice.

For learning outcome 5, learners need to demonstrate performance; however the criteria are not able to be planned and would not necessarily be gained during an observation. Witness testimonies and observation of confidential records would support the evidence requirements for assessment criteria 5.2 and 5.3. This evidence can be supported by reflective account or professional discussion.

Unit 16: Participate in Teams to Benefit Children and Young People in Residential Childcare

Unit reference number: F/506/7605

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit covers the topic of working effectively within a team and to enable the learner to understand the importance of multiagency working.

In this unit, you will gain knowledge and understanding relating to how to work as part of a team, the local network for children and young people's services and the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare. This includes the practices that support effective team working, the functions of agencies that make up the local network which is involved with children and young people and the benefit of networks and multi-agency work in supporting positive outcomes for children and young people.

You will be able to build working relationships with others who are involved in the care of children and young people, overcoming barriers to partnership working and reflecting on your own practice in building and maintaining working relationships. You will also participate in a multi-agency team around a child or young person and communicate with others in order to facilitate multi-agency working.

Additional information

People involved e.g.

- Colleagues
- Organisational managers and supervisors
- Official visitors e.g. inspectorate
- Other visitors
- Colleagues from other agencies and services
- External partners

A team around a child or young person is a multi-agency team assembled for a specific purpose and period of time

Parameters e.g.

- objectives
- actions plans
- roles and responsibilities
- arrangements for communication, decision making and measuring progress

Appropriate communication e.g.

- use of electronic communication aids
- use of pictorial and design communication aids such as Makaton
- use of an interpreter when appropriate including British/Irish Sign Language interpreters
- effective use of the telephone
- preparing and delivering presentations
- written communication
 - notes of meetings
 - personal records
 - presentations
 - letters
 - formal reports
 - email

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how to work as part of a team	1.1 Explain the practices that support effective team working 1.2 Define the roles and responsibilities of different team members in own work setting 1.3 Describe ways to ensure that own responsibilities as a team member are met
2 Understand the local network for children and young people's services	2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare 2.2 Explain how and why referrals are made between agencies
3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare 3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews 3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person
4 Be able to build working relationships with others involved in the care of children and young people	4.1 Build and maintain working relationships with others within and beyond the work setting 4.2 Overcome barriers to partnership working 4.3 Reflect on own practice in building and maintaining working relationships 4.4 Identify where improvements can be made in own practice to support working relationships

Learning outcomes	Assessment criteria
<p>5 Be able to participate in a multi-agency team around a child or young person</p>	<p>5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person</p> <p>5.2 Adapt own role and working practice to take account of responsibilities as a team member</p> <p>5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team</p> <p>5.4 Support the child or young person to understand the work of the team according to their level of understanding</p>
<p>6 Be able to communicate with others to facilitate multi-agency working</p>	<p>6.1 Use appropriate communication for different circumstances in multi-agency working</p> <p>6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies</p> <p>6.3 Prepare reports that meet legal requirements and are accurate, legible and concise</p> <p>6.4 Use information in reports prepared by other agencies to support multi-agency working</p> <p>6.5 Explain the value of using information prepared by other agencies</p>

Unit amplification

1 Understand how to work as part of a team

Practices that support effective team work: characteristics of teams; team member types; roles within a team; communication; individual contributions; sharing knowledge; positive working relationships; sharing responsibility; understanding aims and objectives; shared values; positive environment; flexibility

Roles and responsibilities of different team members in own work setting: job titles and role descriptions within work setting e.g. managers; deputy managers; shift leaders; support workers; social workers; domestic staff; qualifications; skills; experience; support of child or young person in physical, social and emotional well-being; support access to education; support links to local networks and agencies; act as advocacy or provide access to an advocate; promote self-reliance and independence

Ways to ensure that own responsibilities as a team member are met: policy and procedures; communication; information gathering; resources; time management; knowledge; training; supervision; physical and mental health

2 Understand the local network for children and young people's services

The functions of agencies that constitute the local network involved with the children and young people in residential care: external agencies as applicable to own setting and home country e.g. local education authority; Ofsted; social services; early years and childcare; play work; youth justice; police; further education; youth work; NHS and health services; sports and culture sector organisations; function of external agencies as applicable to own organisation

How and why referrals are made between agencies: original aims and objectives have been met and a different support is required; specialist support is required; health; education; social development; meeting cultural needs; improving outcomes for children and young people; problem solving; knowing and respecting preference of child, young person or family

3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential care: agencies working together in an integrated way; improving quality of assessments; improving outcomes; secure positive safeguarding outcomes; joint decision making; co-ordinated interventions; effective sharing of information; accurate assessment of risk and need; promoting welfare; range of skills and knowledge; supporting whole family unit

How failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews: quality in cross boarder communication; sharing of information and issues of confidentiality; recording of information; absence of common thresholds of intervention; tracking systems during child transitions; Individual Management Review (IMR); quality of assessments;

quality of services; inadequate training; recruitment and retention of quality staff; lack of capacity within agencies; limited resources; monitoring performance

Circumstances when it would be desirable to use networks to build multi-agency team around a child or young person: to combine knowledge and skills to offer a co-ordinated support plan to children, young people and families; education for children who have been excluded or require additional support; physical and mental health issues; pregnancy; speech and language; youth offending; housing; independent living

Information for tutors

Suggested resources

Books

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

Siraj-Blatchford I, Clarke K, Needham M – *The Team Around the Child: Multi-Agency Working in the Early Years* (Trentham Books, 2008) ISBN 9781858564180

Websites

www.communitycare.co.uk – the community care website provides news, practice information and opinion on various aspects of social care, including children and families social work and social care

www.gov.uk – the government services and information website, which includes guidance on the multi-agency working and information sharing project, including the Final Report 2014

www.nspcc.org.uk – the website of the NSPCC, which provides various resources, including on the subject of serious case reviews

www.plymouth.gov.uk – the website of Plymouth City Council, which provides resources relating to the children and young people's partnership, including national common assessment framework for practitioners national guidance

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, assessment will need to evidence that learners understand how to work as part of a team. Evidence for this learning outcome could be drawn from a professional discussion or reflective account, whereby learners can reflect on their own team structures and responsibilities (AC1.2) and how they ensure that their own responsibilities within the team are met (AC 1.3).

A professional discussion could be used to generate evidence for learning outcome 2, to evidence learners' understanding of the local network for children and young people's services. Learners could provide examples of agencies with which they have direct links and to where they have implemented referrals.

For learning outcome 3, learners are required to demonstrate their understanding of the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare. A reflective account, assignment or case study could be used to provide evidence for ACs 3.1, 3.2 and 3.3.

Direct observation could be used, as appropriate, to evidence learners' ability to build working relationships with others involved in the care of children and young people, for learning outcome 4. A reflective account and witness testimonies could also be used to support the observation and confirm learner competence. For example, learners could provide examples from their own work setting of instances when they have had to overcome barriers to partnership working and how they have achieved this (AC 4.2).

For learning outcome 5, learners are required to demonstrate competence in participating in a multi-agency team around a child or young person. Direct observation could be used to provide evidence, where appropriate, supported by witness testimonies and learner work products.

Direct observation, where appropriate, could be used as a source of evidence for learning outcome 6. Work products could be used as evidence to support observation and anonymised as necessary. Professional discussion should also be used to support observation and to confirm learner competence and to evidence learner knowledge for AC 6.2 and 6.5.

Unit 17: 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 summary

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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 key professionals 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 entitlements 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 theoretical approaches relating to residential childcare services 3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people 3.3 Compare types of care arrangements 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 residential childcare service 3.6 Describe characteristics of provision that reflect good practice

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 challenges 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"> • children and young people in other types of care • children and young people outside the care system
<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 plans 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 amplification

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

Information for tutors

Suggested resources

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

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.gov.uk – the government services and information website where information relating to childcare can be found

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

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.

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 summary

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

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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 theories 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 methods 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 agencies involved in the youth justice system 3.2 Describe the practitioner's role in relation to the youth justice system 3.3 Analyse assessment tools 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 disposal options for children and young people</p> <p>4.5 Describe systems for supporting compliance with disposal requirements</p> <p>4.6 Explain ways to minimise the high level of breaches 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 poor outcomes 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 within 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 amplification

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

Information for tutors

Suggested resources

Books

Bridge J, Bond T and Black J – *A Practical Approach to Family Law* (Oxford University Press, 2004) ISBN 0199264031

Conway H – *Family Law: UK Edition Key Facts* (Hodder Education, 2007) ISBN 034094028X

Herring J – *Family Law (Law Express)* (Longman, 2008) ISBN 1405899530

Muncie J – *Youth and Crime* (SAGE Publications Ltd, 2009) ISBN 9781847874320

Smith R – *Youth Justice: Ideas, Policy, Practice* 3rd edition (Routledge, 2013) ISBN 9780415626514

Standley K – *Family Law* (Palgrave Macmillan, 2006) ISBN 9781403985422

Websites

www.bailii.org – the website of the British and Irish Legal Information Institute provides access to freely available British and Irish legal information, including the youth justice system

www.guardian.co.uk – the website of the Guardian newspaper, providing a wide variety of articles, including articles on the topic of youth justice

www.iclr.co.uk – the website of The Incorporated Council of Law Reporting for England and Wales includes cases relating to youth justice

Other

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

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 ACs 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 ACs 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 ACs 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 AC 4.1 the learner could produce a report for colleagues explaining the impact of legislation on the court system, for AC 4.2 they could include a description of how sentencing is carried out and disposal options a court has. This report, to address ACs 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 AC 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 ACs 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.

Unit 19: Support Young People Leaving Care

Unit reference number: K/506/8540

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

In this unit, you will gain knowledge and understanding of the statutory and legal frameworks in relation to young people who are leaving care and of the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people who are leaving care. You will understand common emotional responses to change, why young people leaving residential care may have additional reasons for anxiety and strategies for dealing with this.

You will be able to support young people to plan their move from care, preparing them for practical aspects of daily living. You will also be able to support young people with the emotional challenges of leaving care and prepare them to manage personal risks once they have moved on from care.

You will also gain an understanding of how to provide a continued welcome in the care setting after young people have left, including reasons for a young person visiting the care setting after leaving and ways you can reassure young people that they continue to be valued in the setting after they have left.

Additional information

Additional reasons e.g.

- Incomplete attachment
- History of abuse or exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats
- Externally imposed time scales

- Limited aspirations and low self esteem
- Fear of particular individuals or networks they may encounter

Strategies to reduce anxiety e.g.

- talking through as often as needed
- repeated reassurance
- active involvement in planning
- introductions to key people
- signposting to information sources
- realistic pace for planning
- 'taster' visits to new places

Employment including information and advice about

- Finding work
- Pursuing a career
- Self-employment and entrepreneurial opportunities
- Dealing with unemployment

Manage personal finances e.g.

- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers rights
- Financial rights
- Where to get financial advice

Manage and maintain accommodation e.g.

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance – changing light bulbs etc.
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

Maintaining health and well-being e.g.

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check ups
- Healthy balanced diet
- Safe use of alcohol
- Regular exercise
- Rest and sleep

Risks e.g.

- Use of social media
- Meeting people through the internet
- Obtaining cash
- Shopping online
- Opening door to strangers
- Purchasing on the doorstep
- Substance use and misuse
- Bullying and harassment

Reasons may include

- Broad reasons why a young person may wish to visit the setting as home
- The specific reason a young person chooses to visit on a given occasion (e.g. crisis or celebration)
- Underlying reasons that may indicate difficulties with current living arrangements

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the statutory and legal frameworks in relation to young people who are leaving care	<p>1.1 Describe the statutory and legal frameworks that apply to young people when they leave care</p> <p>1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently</p> <p>1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care</p>
2 Understand emotional responses to change	<p>2.1 Describe common emotional responses to change and uncertainty about the future</p>
3 Understand young people's emotional responses about leaving care	<p>3.1 Explain why young people in residential childcare may have additional reasons for anxiety when they are expected to leave care to live independently</p> <p>3.2 Explain the emotional importance of having somewhere that is 'home'</p> <p>3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care</p> <p>3.4 Describe strategies to reduce anxiety for young people preparing to leave care</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support young people to plan their move from care</p>	<p>4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition</p> <p>4.2 Support young people to explore their own views, perceptions and choices about leaving care</p> <p>4.3 Support young people to understand the potential outcomes of their choices</p> <p>4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices</p> <p>4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances</p> <p>4.6 Source information and support designed for young people leaving care</p>

Learning outcomes	Assessment criteria
<p>5 Be able to prepare young people for practical aspects of daily living as they leave care</p>	<p>5.1 Explain why practical support and advice for leaving care is a long term task</p> <p>5.2 Support young people to access sources of information and advice on:</p> <ul style="list-style-type: none"> • housing • financial support • further or higher education • employment <p>5.3 Support young people to plan for a future income</p> <p>5.4 Provide young people with information about how to manage personal finances</p> <p>5.5 Provide young people with information to prepare them to manage and maintain accommodation</p> <p>5.6 Prepare plans with young people that will assist them in maintaining their own health and well being</p> <p>5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet</p>

Learning outcomes	Assessment criteria
<p>6 Be able to support young people with the emotional challenges of leaving care</p>	<p>6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care</p> <p>6.2 Communicate reassurance and confidence to the young person about their capacity to succeed</p> <p>6.3 Support young people to plan and prepare for their future social life and relationships</p> <p>6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them</p> <p>6.5 Support young people to understand how resilience can help them face challenges and disappointments</p> <p>6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care</p>
<p>7 Be able to prepare young people to manage personal risks when they have moved on from care</p>	<p>7.1 Support young people to develop skills in how to assess risks to their personal safety and well being</p> <p>7.2 Support young people to understand ways to minimise risks</p> <p>7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help</p>

Learning outcomes	Assessment criteria
<p>8 Understand how to provide a continued welcome in the care setting after young people have left</p>	<p>8.1 Identify reasons why a young person may visit the care setting after they have left</p> <p>8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left</p> <p>8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left</p> <p>8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting</p>

Unit amplification

1 Understand the statutory and legal frameworks in relation to young people who are leaving care

The statutory and legal frameworks that apply to young people when they leave care: Children Act 1989; Children Act 2004; Every Child Matters 2003; Care Matters 2006; Working Together to Safeguard Children 1999; A better education for children in care 2003 (Social Exclusion Unit Report); Children (Leaving Care) Act 2000; Children and Young Persons Act 2008; Adoption and Children Act 2002; The United Nations Convention on the Rights of the Child 1989; Human Rights Act 1998; Data Protection Act 1998; Framework for the Assessment of Children in Need and Their Families 2000; residency orders; duty of aftercare; care orders

How to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently: Personal Education Plan (PEP); multi-disciplinary teams; person-centred approach; sharing information between professionals and working in integrated manner; requirements for recording information

The importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care: prevent a sense of rejection; support mental health issues; promote positive relationships; support self-esteem and confidence; reduce anxiety about change; not overloading of information; support empowerment of young person to make choices; maintain respect and make informed decisions about their independence

2 Understand emotional responses to change

Common emotional responses to change and uncertainty about the future: fear and anxiety of managing budgets, accommodation, employment, education, relationships; separation and loss; anger; low self-esteem; behavioural issues; attachment issues

3 Understand young people's emotional responses about leaving care

Why young people in residential care may have additional reasons for anxiety when they are expected to leave care to live independently: isolation; family background/history; mental health problems; lack of stability within their lives; attachment disorder; lack of self-esteem, self-knowledge and self-efficacy; not feeling in control; poor education; labelled; judged; discriminated against

The emotional importance of having somewhere that is 'home': stability; consistency; ownership; self-definition; area of responsibility; place of safety; maintaining respect, dignity and privacy; empowerment; development of self-esteem, confidence and identity

The importance of team members conveying confidence and aspiration for the future success of the young person leaving care: protect young person from danger; care given in a way to meet their individual needs; provide relevant, accurate information so that young people can make informed decisions; preparing for transition at level and pace appropriate to the individual young person; 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; to promote self-reliance; empowerment

Strategies to reduce anxiety for young people preparing to leave care: structured planning; active involvement in planning; signposting to information and network sources; taster visits to new places; support on budgeting; avoiding or managing debt; shopping; where to get financial advice; maintaining a healthy lifestyle; support in registering with GP, dentist, opticians and managing any current health support; support in identifying and managing risks e.g. social media; substance use and misuse; bullying

8 Understand how to provide a continued welcome in the care setting after young people have left

Identify reasons why a young person may visit the care setting after they have left: feelings of loss and grief; feelings of isolation and loneliness; emotional and social support: advice and guidance; feeling vulnerable; attachment; share events; difficulties in money management, health, employment, education, relationships

Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left: not to feel abandoned; increasing young people's confidence and skills to live independently; to feel valued and respected

Describe ways to reassure young people that they continue to be valued in the setting after they have left: support networks in place within own setting; pathway planning; personal advisors; maintaining of contact in line with policy and procedure

Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting: duty of care; empowerment; self-confidence; self-reliance; promote independence; to acquire skills to live independently; utilising the community infrastructure

Information for tutors

Suggested resources

Books

Milligan I, Stevens I – *Residential Child Care: Collaborative Practice* (SAGE Publications Ltd, 2006) ISBN 9781412908511

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

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

www.gov.uk – the government services and information website, which includes information on leaving foster or local authority care

leavingcare.org – the Catch22 National Care Advisory Service (NCAS) website, which focuses on young people's transition from care and provides advice and information, including care leavers' entitlements

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of legislation and law, in relation to young people who are leaving care, at a national level. A professional discussion or reflective account could be used to provide evidence for this learning outcome. For example, learners could provide examples of how they give support to young people leaving care and how they ensure that the support balances legal duties of care with the interests of the young person and the risks involved (AC 1.2).

A professional discussion could be used to evidence achievement of learning outcome, where learners are required to demonstrate their understanding of emotion responses to change.

For learning outcome 3, learners are required to demonstrate their understanding of young people's emotional responses about leaving care and of how to support young people through leaving care into independence. Professional discussion, question and answer and case studies could be used to provide evidence for this learning outcome.

Direct observation could be used to provide evidence for learning outcomes 4 and 5, where appropriate. Learners are required to demonstrate competence in supporting young people to plan their move from care and preparing them for practical aspects of daily living. Professional discussion should be used to support evidence from observation and additional evidence can be gathered from anonymised work products such as planning, meeting minutes and reports, from a learner's own work setting.

Direct observation could also be used to provide evidence for learning outcomes 6 and 7, in supporting young people with the emotional challenges of leaving care and preparing them to manage personal risks. Professional discussion or reflective account should be used to support evidence obtained from observation and witness testimonies could also be used to obtain further evidence, where observation has not been appropriate.

For learning outcome 8, learners are required to demonstrate an understanding of how to provide a continued welcome in the care setting after young people have left. A reflective account or case study could be used to provide evidence for this learning outcome. For example, learners could provide examples from their own work setting of instances when they have reassured young people that they continue to be valued in the setting after they left and ways in which they achieved this (AC 8.3).

Unit 20: Understand Residential Childcare for Children and Young People with Complex Disabilities or Conditions

Unit reference number: R/506/8502

Level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

In this unit, you will gain knowledge and understanding of the nature of complex disabilities and conditions and the typical impacts of these on children and young people. You will understand the impact on families of having a child with a complex disability or condition, including how and why the impact may change over time and how early intervention helps the families.

You will gain an understanding of residential services for children and young people with complex disabilities or conditions, including types of residential childcare and how they work in partnership with families. The principles for working with children and young people with complex disabilities or conditions are explored and how to support the participation of children and young people with complex disabilities or conditions, in their own care, day to day living and daily activities of the setting.

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

Different aspects may include

- practical
- emotional
- financial
- social
- accommodation
- health
- family relationships
- employment

Types of residential childcare 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

Types of support e.g.

- communication systems
- technological aids
- advocacy
- facilitated advocacy

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the nature of complex disabilities and conditions and their impact on children and young people	<p>1.1 Describe the causes and effects of complex disabilities and conditions</p> <p>1.2 Describe the typical impacts of complex disabilities and conditions on children and young people</p>
2 Understand the impact on families of having a child with a complex disability or condition	<p>2.1 Describe ways in which having a child with a complex disability or condition can impact on different aspects of families' lives</p> <p>2.2 Describe how and why the impact of a child's disability or condition may change over time</p> <p>2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions</p> <p>2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions</p>
3 Understand residential services for children and young people with complex disabilities or conditions	<p>3.1 Describe types of residential childcare for children and young people with complex disabilities or conditions</p> <p>3.2 Describe how different types of residential childcare seek to work in partnership with families</p> <p>3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families</p> <p>3.4 Explain the aims and objectives of a residential childcare service and what it seeks to achieve for children or young people</p>

Learning outcomes	Assessment criteria
<p>4 Understand principles for working with children and young people with complex disabilities or conditions</p>	<p>4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions</p> <p>4.2 Explain the importance of the child-led model of provision</p> <p>4.3 Analyse how the social model and medical model of disability affect provision</p> <p>4.4 Describe how different cultural views of disability can impact on practice</p>
<p>5 Understand how to support the participation of children and young people with complex disabilities or conditions</p>	<p>5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living</p> <p>5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting</p> <p>5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services</p> <p>5.4 Describe types of support used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations</p> <p>5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on:</p> <ul style="list-style-type: none"> • individual strengths and needs • building resilience

Unit amplification

1 Understand the nature of complex disabilities and conditions and their impact on young people

The causes and effects of complex disabilities and conditions: congenital e.g. cerebral palsy; cystic fibrosis; spina bifida; muscular dystrophy; downs syndrome; Visual impairments; cardiac conditions; acquired e.g. arthritis; cardiac conditions; traumatic brain injury; emotional disturbance; hearing and sight loss; neurological e.g. epilepsy; autism; ADHD; learning disability; progressive e.g. hearing loss; sight loss

The typical impacts of complex disabilities and conditions on children and young people: social, emotional and behavioural difficulties; missing key developmental milestones; communication difficulties; education; employment

2 Understand the impact on families of having a child with a complex disability of condition

Ways in which having a child with a complex disability or condition can impact on different aspects of families' lives: social and leisure activities e.g. access; mobility; supervision; transport; personal health; respite; employment; household and domestic tasks; family relationships; implications for siblings; family well-being e.g. emotional; psychological; physical; financial

How and why the impact of a child's disability or condition may change over time: life expectancy; medical and social advances; support networks; provision or services; advice and assessment about benefits; multi-professional input e.g. paediatrician, physiotherapist, occupational therapist, speech and language therapist

How theories of loss and grief relate to the families of children with complex disabilities or conditions: Bowlby's attachment theory; Freud, personal attachment; Kubler-Ross – the five stages of grief model; Lindemann's grief work; Rando's Six R Processes of Mourning; Le Poidevin, The Multidimensional Model

How early interventions help the families of children and young people with complex disabilities or conditions: early diagnosis; medical management e.g. support in home, community or hospital environment; genetic counselling; access to information; involvement in processes; family well-being e.g. emotional; psychological; physical; financial

3 Understand residential services for children and young people with complex disabilities or conditions

Types of residential childcare for children and young people with complex disabilities or conditions: short, medium, long term care; specialist homes e.g. learning or physical disabilities; invasive health care; autism; associated challenging/mental health; crisis care; integrated care and education; life limited care

How different types of residential childcare seek to work in partnership with families: family coordinators; key workers; working together for the best outcomes; integrated working involving families to meet and improve the life of the child and young person; sharing of skills, information and best practice; inclusion in planning

How residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families: as required by legislation or procedures and policies of home country and own setting e.g. Making It Happen: Working together for children, young people and families (2008); Aiming high for disabled children, better support for families (2007); using correct referral routes within the setting; teams need to work proactively together for the best outcomes for the child, young person and family; integrated working to meet needs and improve their lives; multi-agency and integrated working enables sharing of skills, information and best practice; multi-agency and integrated working facilitates a child-centred or young person-centred approach

Aims and objectives of a residential childcare service and what it seeks to achieve for children and young people: A residential childcare service: aims and objectives of own organisation or a service local to the learner; keeping children and young people safe; person centred planning; support families; values; access to activities and opportunities; provide support for child or young person experiencing transition; long term health conditions; educational, social, emotional and physical needs

4 Understand principles for working with children and young people with complex disabilities or conditions

Legal entitlements to equality of treatment for children and young people with complex disabilities or conditions: Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively: Children Act 1989; Children Act 2004; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act (SENDA) 2001; Equality Act 2010; Disability Equality Duty Disability Equality Schemes; Aiming High for Disabled Children 2009; Codes of practice of sector e.g. Special Educational Needs Code of Practice 2001; Disability Rights Commission (DCR) Code of Practice 2002; Early Years Action/Early Years Action Plus; School Action/School Action Plus; Statement of Special Educational Needs; policies and procedure of work place setting

The importance of the child-led model of provision: holistic approach when assessing needs; early intervention; family centred approach; flexible services; coordinated planning and commissioning of services; multi-agency working; valuing the individual; ways to involve the child or young person and family in assessment service delivery and review; parent partnerships; strategies to involve children or young people and families in shaping services; community involvement; adapting communication methods to meet individual needs

How the social model and medical model of disability affect provision: defined by child or young person's illness or disability; child or young person viewed as a problem; stereotyping and labelling; promoting a concept of 'normal'; effects on provision e.g. promoting dependence; requirement for individual to adapt to environment

How different cultural views of disability can impact on practice: attitudes within family and community networks; language and religious beliefs; levels of acceptance; participation and support within the family; recognition and understanding of stereotyping, stigma and exclusion

5 Understand how to support the participation of children and young people with complex disabilities or conditions

The importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living: promotion of individual rights; giving choice; respect; valuing the individual child and young person; empowerment; improve participation; promoting dignity and respect; develop independence; removing barriers of communication; helps build self-esteem and accountability

Ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting: remove barriers e.g. to physical access; to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services; supporting diversity; valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

How children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services: involving child and young person in the services they receive (according to age and ability); engaging in reflective practice; provide opportunity to participate in planning and reviews; provide opportunities to communicate appropriate to their needs; services more likely to be successful if they are child-centred or young person-centred and relevant to the individual's needs, preferences, likes and dislikes; services that are targeted at individuals are more likely to achieve goal of supporting wellbeing and positive outcomes

Types of support used to enable children and young people with complex disabilities or conditions to express their views, preference and aspirations: care planning and reviews; active participation of children and young people in decision making; support in communication methods such as – use of electronic aids; technology; pictorial aids e.g. Makaton; use of an interpreter; advocacy; facilitated advocacy; discussion groups; circle time activities

Ways to engage with children and young people with complex disabilities or conditions focusing on strengths and needs, building resilience: approach should refer to holistic development of the child or young person through e.g. individual learning plans; use of effective planning; equality of opportunity; providing constructive feedback and encouragement; inclusive and encouraging participation; meet individual preferences

Information for tutors

Suggested resources

Books

Burnes C – *Disabled Children Living Away from Home in Foster Care and Residential Settings* (MacKeith Press, 2009) ISBN 9781898683582

Connors C, Stalker K – *The Experiences and Views of Disabled Children and Their Siblings: Implications for Practice and Policy (1st Edition)* (Jessica Kingsley, 2002) ISBN 9781843101277

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

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

www.cetuesday.com – is an American specialist blog for mental health professionals, where information on the various theories of loss and grief can be found

www.communitycare.co.uk – the community care website provides news, practice information and opinion on various aspects of social care, including childcare for children and young people with complex disabilities or conditions

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to show knowledge and understanding of complex disabilities and conditions and the impact they have on the life of a child and young person. Professional discussion, written statements or question and answer would be suitable methods of assessment to evidence achievement of this learning outcome.

For learning outcome 2, learners are required to show knowledge and understanding of the impact on families of having a child with complex disabilities and conditions. Reading and research will be required to support their underpinning knowledge on theories of loss and grief with the work detailed at a level 3 standard. Professional discussion, written statements or question and answer would be suitable methods of assessment. Use of reflective practice within this learning outcome would also consolidate understanding. Learners may be able to reflect upon instances from their own work setting when early intervention has helped families of children and young people with complex disabilities and conditions and how it has helped (AC 2.4).

For learning outcome 3 learners are required to demonstrate their understanding of residential services for children and young people with complex disabilities or conditions. Professional discussion, written statement or question and answer could be used to provide evidence for this learning outcome. For AC 3.4, learners should be able to provide evidence relating to their own workplace where there is one, or a service local to them.

A reflective account or assignment could be used to evidence learner understanding of principles for working with children and young people with complex disabilities or conditions in learning outcome 4. Where possible, learners could draw upon examples from their own workplace to provide evidence for this learning outcome.

Learners are required to demonstrate knowledge and understanding of how to support the participation of children and young people with complex and disabilities for learning outcome 5. A reflective account or professional discussion could be used to provide evidence for this learning outcome.

Unit 21: Understand Support for Young People with Complex Disabilities or Conditions Making the Transition into Adulthood

Unit reference number: L/506/8501

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

In this unit, you will develop your knowledge and understanding of how to support young people with complex disabilities or conditions through the transition from childhood to adulthood, recognising the difficulties that the young person and their family face.

You will understand the changes involved in moving from childhood to adulthood, including physical, social and emotional changes, how culture can impact on this process, analysing how theories about change apply for a young person moving into adulthood.

Additional information

Culture: the ideas, customs and social behaviours of a particular society or community.

Complex disabilities and conditions may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.

Families may also include others significant to the young person such as guardians, carers, friends, partners etc.

Legislation and local and national practice guidelines – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, Citizens Advice Bureaux etc.

Options for their future – could include, for example, accommodation, support services, paid or voluntary work, continued education and development, relationships and social needs.

Person-centred thinking uses a range of practical tools that form the basis of person-centred planning. The tools help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.

Resources may include personal budgets, conventional services, and support of family and friends.

Person centred approaches – includes person-centred transition planning.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the changes involved in moving from childhood into adulthood	<p>1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood</p> <p>1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood</p> <p>1.3 Explain how culture can impact on the process of moving from childhood into adulthood</p> <p>1.4 Analyse how theories about change apply for a young person moving into adulthood</p>
2 Understand how having a complex disability or condition can affect the transition into adulthood	<p>2.1 Describe examples of how the transition into adulthood can affect young people with complex disabilities or conditions and their families</p> <p>2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change</p>
3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood	<p>3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life</p> <p>3.2 Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions</p> <p>3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life</p>

Learning outcomes	Assessment criteria
<p>4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood</p>	<p>4.1 Explain factors to consider when planning support for the transition into adulthood</p> <p>4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood</p> <p>4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change</p> <p>4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services</p> <p>4.5 Explain the role of key agencies and professionals likely to be involved in the transition process</p> <p>4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services</p> <p>4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services</p>

Learning outcomes	Assessment criteria
<p>5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk</p>	<p>5.1 Describe attitudes and approaches that support young people to explore options for their future</p> <p>5.2 Analyse how person-centred thinking supports young people</p> <ul style="list-style-type: none"> • to identify their needs and aspirations • to develop a plan of support for the transition process <p>5.3 Explain how and why the role of families in supporting the transition process can vary</p> <p>5.4 Identify ways to access resources to meet needs</p> <p>5.5 Explain how risk management processes support young people making the transition into adulthood</p> <p>5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them</p>
<p>6 Understand how to use reflection to learn from the transition process</p>	<p>6.1 Explain why it is important for practitioners to reflect on</p> <ul style="list-style-type: none"> • support provided during the transition process • young people's experience of the transition process <p>6.2 Describe how person-centred approaches are used with young people to review their transition plans at agreed points</p> <p>6.3 Explain how young people's records of their experiences during transition can be used to plan for their future support</p>

Unit amplification

1 Understand the changes involved in moving from childhood into adulthood

The physical, social and emotional changes that occur for young people as they move into adulthood: 14–25 years physical maturity, e.g. puberty; sexual maturity; communication; intellectual/cognitive, e.g. object permanence; use of symbols; development of abstract concepts and thinking skills; social development, e.g. social interaction; cooperation with others; development of friendships; peer groups; emotional and behavioural development, e.g. attachment; multiple attachments; self-concept; self-esteem; confidence; personal identity; moral development; physical impact, e.g. growth spurts; losing or gaining weight; behavioural impact, e.g. anxiety; bed-wetting; withdrawal; moodiness; using illegal substances; attitudinal impact, e.g. being rude; losing interest; reluctance to join in; difficulty in building relationships and emotional and social development; lack of trust; loss of self-esteem; understanding that transition can have positive effects, e.g. increase in interest; development of self-identity; eagerness to learn

Changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood: legally; politically; socially; sexually; financially; economically; leaving school; independent living; adult consumerism

How culture can impact on the process of moving from childhood to adulthood: based on tradition; culture; superstition and religion; female gender mutilation (FGM); child marriage; denial of education for girls; child imprisonment; segregation of young people with disabilities

How theories about change apply for a young person moving into adulthood: disability studies; approaches to childhood to adulthood; adolescence; biological; psychological; maturation; attachment; Bowlby; Erickson; Piaget

2 Understand how having a complex disability or condition can affect the transition into adulthood

Describe examples of how the transition into adulthood can affect young people with complex disabilities or conditions and their families: severe behavioural difficulties; social, physiological and physical health issues; additional stress and anxiety for young people and their families; financial implications; geographical difficulties; social exclusion; loneliness and isolation

Analyse challenges that young people with complex disabilities or conditions can have in coping with change: the young person not staying on at the residential school after school leaving age; healthcare transitions; sharing of health information; the transitions involve transferring to new and unfamiliar settings; funding issues; destinations on leaving authority residential schools; institutionalisation and difficulties transferring independence skills; complete loss of social networks; the amount and extent of change

3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood

Describe legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life: statutory and legal framework; relevant to own home county e.g. Children Act 1989; Children Act 2004; Care Matters 2006; Working Together to Safeguard Children 1999; A better education for children in care, Social Exclusion Unit Report (2003); Education Act 1996; Leaving Care Act 2000; Adoption and Children Act 2002; United Nations Convention on the Rights of the Child 1989; Care Standards Act 2000; Human Rights Act 1998; Data Protection Act 1998; Mental Capacity Act 2005; Disabled Persons (Services, Consultation and Representation) Act 1986

Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions: Equality Act 2010; special educational needs (SEN) transition planning; SEND Code of Practice; Chronically Sick and Disabled Persons Act 1970; transition development plan; multi-agency transition group; transition team; health and social care involvement; valuing people

How rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life: United Nations Convention on the Rights of the Child 1989; Care Councils, e.g. General Social Care Council (GSCC); code of practice; encouraging explanation for choices; offering realistic alternatives; mediating; diffusing arguments; negotiating; showing diplomacy and understanding; signposting to relevant support and information for all parties

4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood

Factors to consider when planning support for the transition into adulthood: health – mental, physical; social, emotional and psychological development; family support networks; community support networks; finance; communication; education; employment; living environment; support into independence; short-, medium- and long-term diagnosis on complex disability or condition

Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood: person-centred planning; circles of support; emotional support, e.g. connecting with community networks; links with employers; health support – appointments, medication, resources etc.; financial, e.g. benefits and allowances

Methods and approaches that can help support young people with complex disabilities or conditions to cope with change: person-centred approach; raise aspirations; inclusion; multi-agency planning; collaborative working across agencies; positive relationship with young people and families

How personal budgets can be used with young people in transition to adulthood and adult services: local authority information pack reflecting specific resources available in the area; accommodation; financial assistance to help young person to set up; statutory bursary for education; student loans; home budgeting; weekly shop or items of bigger expenditure; debt management

The role of key agencies and professionals likely to be involved in the transition process: SEN nurses and doctors; Connexions service; 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; preventative and family support services; NSPCC; Children in Need

Outline areas of tension and conflict that may arise during the transition to adulthood or adult services: relationships; access to services; healthcare; social opportunities; family support; exposure to risk; finances; employment; lack of understanding of roles and responsibilities; different professional values and ethos; different priorities; poor communication between professionals; exclusion of young person and family's views and opinions

Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services: ways of overcoming conflict and tensions, e.g. include joint training activities, joint team meetings, team building activities, information sharing as appropriate

5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk

Describe attitudes and approaches that support young people to explore options for their future: multi-agency and integrated working in delivering better outcomes for children and young people; teams need to work proactively together for the best outcomes for the child, young person and family; integrated working; government policies for children and young people in the relevant home nation; sharing of skills, information and best practice; child-centred or young person-centred approach

Analyse how person-centred thinking supports young people to identify needs and aspirations and to develop a plan of support for the transition process; identify significant changes in day-to-day life; scheduled day activities; levels of choice; contact with family; contact with friends; community involvement; involvement of professional services, e.g. health, education, social services, care services; health and education action planning

How and why the role of families in supporting the transition process can vary: parental difficulties; parental illness – physical, mental health; relationship issues; attachment disorder; financial situation; suitability of home environment; positive or negative approach; mobility resources

Ways to access resources to meet needs: setting's policy and procedure; research local networks and agencies; local authority guides and resources; local and national websites; charity support groups; GP; school nurse; social services; Connexions; lead professional; referrals

How risk management processes support young people making the transition into adulthood: how to equip children or young people to feel safe and to manage risks; support children and young people to assess risks; help children and young people develop skills to minimise risks; provide information about ways for children and young people to feel safe and protect themselves

How the experiences of young people during transition can be recorded in ways accessible to them: maintain secure recording and storage systems for information as required by legislation applicable to home country and policies of the setting; how information is gathered, stored and shared; data protection requirements, e.g. Data Protection Act 1998; Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality; accessibility to information, e.g. limited access to computer storage systems; protection of identity, if appropriate

6 Understand how to use reflection to learn from the transition process

Why it is important for practitioners to reflect on support provided during the transition process and young people's experience of the transition process: personal development; critical reflection; improve practice; better prepared; identify positive and negatives; improve performance

*How **person centred approaches** are used with young people to review their transition plans at agreed points:* choice and control; engagement; communication; access to universal services; individual services; maximum level of independence; care planning; supporting others e.g. family; friends; advocates; other professionals

Explain how young people's records of their experiences during transition can be used to plan for their future support: informed practice; inform others how to support child or young person in future transitions; inform new approaches; preferences or dislikes; respect to partnership working; what needs to be changed

Information for tutors

Suggested resources

Books

Burnes C – *Disabled Children Living Away from Home in Foster Care and Residential Settings* (Mac Keith Press, 2009) ISBN 9781898683582

Connors C, Stalker K – *The Views and Experiences of Disabled Children and Their Siblings: A positive outlook* (Jessica Kingsley Publishers, 2002) ISBN 9781843101277

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

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

councilfordisabledchildren.org.uk – umbrella body for the children with disability sector in England, provides a wide variety of resources

www.gov.uk – the government services and information website, provides various guidance documents, including a framework of outcomes for young people and information from the Department for Education, and information on special educational needs and disability (SEND)

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners need to show knowledge and understanding of complex disabilities and conditions and the changes involved in moving from childhood to adulthood. Professional discussion or reflective account would be suitable methods of assessment here to evidence learner understanding. Use of reflective practice would consolidate understanding and support the learner in linking knowledge to performance and good practice.

For learning outcome 2, learners are required to describe and analyse how the transition from childhood to adulthood can affect a young person and to analyse the challenges they face. Evidence should meet the depth required in recording the results of research for both ACs 2.1 and 2.2. Use of a table, assignment, reflection, professional discussion or question and answers would support the recording of evidence.

Professional discussion, question and answer or assignment could be used as evidence of learners' understanding of legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood, for learning outcome 3. Work products from the workplace, if applicable, could also provide evidence for AC 3.2, as examples of how legislation and local and national practice guidelines affect transition planning.

For learning outcomes 4 and 5, learners are required to demonstrate knowledge and understanding of support methods and systems for young people with complex disabilities or conditions making the transition into adulthood and of how to support these young people while managing risk. Professional discussion, written statements or question and answer could be used to provide evidence for this learning outcome. Reflective practice would also consolidate understanding.

A reflective account or professional discussion could be used to provide evidence for learning outcome 6. Work products could also provide evidence, for example, in AC 6.3, anonymised records of young people's experiences during transition and how they were used to plan for their future support.

Unit 22: Work with the Families of Children and Young People in Residential Childcare

Unit reference number: K/506/7596

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

This unit provides you with the knowledge, understanding and skills in order to make effective contributions in supporting families of children and young people in residential childcare.

You will gain an understanding of the impact on families when a child or young person is in residential childcare, including how and why impacts change over time and the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare. You will also understand the principles of working with families. This includes the principles of partnership working with families, attitudes and approaches that support positive relationships within families and the importance of having agreed roles and responsibilities for liaising with families.

You will be able to support families to maintain their relationship with their child, building relationships with families, encouraging them to maintain contact and sustain their relationship and monitor the involvement of family members in supporting their child's well-being and resilience. You will be able to work in partnership with families, informing them about changes, challenges and successes encountered in working with their child and encouraging families to share their own information about changes, challenges and successes they have encountered.

Additional information

Specific activities may include

- assessment
- planning
- review
- day to day living
- agreed contact time

Additional support and information e.g.

- Social and emotional
- Financial
- Practical (e.g. learning to use sign language with the child)
- Support for trauma or inter-generational family issues
- Information about services and availability
- Information about children's and families rights

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the impact on families when a child or young person is in residential childcare	<ul style="list-style-type: none">1.1 Describe how having a child in residential childcare can impact on a family's life1.2 Explain how and why impacts can change over time1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare
2 Understand principles of working with families	<ul style="list-style-type: none">2.1 Explain the principles of partnership working with families in own work setting2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives2.3 Describe attitudes and approaches that support positive relationships with families2.4 Explain the importance of regarding families as partners with expertise in the care of their child2.5 Describe situations with families where it may be necessary to advocate for the rights of the child2.6 Explain the importance of having agreed roles and responsibilities for liaising with families

Learning outcomes	Assessment criteria
<p>3 Be able to support families to maintain their relationship with their child</p>	<p>3.1 Build relationships with families of children or young people</p> <p>3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare</p> <p>3.3 Encourage family members to maintain contact and sustain their relationship with their child</p> <p>3.4 Support family members to engage with their child in ways that support their child's well-being and resilience</p> <p>3.5 Monitor the involvement of family members in supporting their child's well-being and resilience</p>
<p>4 Be able to work in partnership with families</p>	<p>4.1 Work with families on specific activities in line with agreed role</p> <p>4.2 Inform families in line with agreed role about changes, challenges and successes encountered in working with their child</p> <p>4.3 Encourage families to share their own information about changes, challenges and successes encountered with their child</p> <p>4.4 Adapt working practice with the child or young person in light of shared information using agreed processes</p> <p>4.5 Supply families with additional support and information they require</p>

Unit amplification

1 Understand the impact on families when a child or young person is in residential childcare

How having a child in residential care can impact on a family's life: family structure; family dynamics and relationships; partner separation; divorce social and emotional well-being; stigma and social exclusion; feelings of guilt, anger, failure; lonely; family conflict; financial implications; Community Homes Regulations 2001

How and why impacts can change over time: inclusion in care planning and reviews; parental responsibility; support mechanisms e.g. agencies; support workers; social workers; health workers; education support; positive working relationships; negative working relationships; relationship changes between child, young person and families; health

The impact of inter-generational issues that can exist in families where a child or young person is in residential care: conflict with family members as adults are blamed for children's behaviour; communication difficulties; family support structure; physical or mental illness

2 Understand Principles of Working with Families

Principles of partnership working with families in own work setting: Principles and values of the National Occupational Standards for Work with Parents; UN Conventions Rights of the Child; own setting's policies and procedures

How principles of partnership working with families meet the organisations aims and objectives: children's homes national minimum standards; welfare of the child or young person; empowering children and families; improving practice; sharing responsibility and risk; information sharing; organisation's principles and values statement; organisation's policies and procedures

Attitudes and approaches that support positive relationships with families:
strength based approach: connection with all family members to include extended family and other people within the family circle; contractual agreements; consistency; boundaries; unconditional positive regard; non-judgemental; value individuals; positive approach; communicating sense of hope; promoting empowerment; establish expectations of hope; supporting improvement

The importance of regarding families as partners with expertise in the care of the child: partnership model; expert model; respect; information gathering; health; education; social well-being; valuing differences and similarities

Situations with families where it may be necessary to advocate for the rights of the child: education; abuse; maintain relationships; to support physical and emotional needs; safety; decision making; age; disability

Importance of having agreed roles and responsibilities for liaising with families: boundaries; restrictions; active involvement; establish aims and objectives; plan strategies in order to achieve the agreed aims and objectives; respect; integrity

Information for tutors

Suggested resources

Books

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

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

www.gov.uk – the government services and information website, which includes information on the Work with parents: National Occupational Standards and Working with troubled families: a guide to evidence and good practice

www.childrenssociety.org.uk – the website of The Children's Society, who fight child poverty and neglect, also provides information and publications, including information on what advocacy is

www.ncb.org.uk – the website of The National Children's Bureau provides various publications, including the framework 'Principles for engaging with families'

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to show understanding of the impact on families when a child or young person is in residential childcare. Evidence could come from questions and answers or professional discussion.

For learning outcome 2, learners need to demonstrate an understanding of principles and attitudes towards the families of the children in care and an understanding of how different working models effect the relationships, communications and engagement of families. Work products such as care planning, reviews and family conference documentation would support other methods of assessment. Questions and answers, professional discussion or reflective accounts linked to learning outcome 1 would support the learners understanding of working with the families of children and young people in residential care.

Direct observation could be used for learning outcome 3, where appropriate, to evidence learners supporting families to maintain their relationship with their child. Witness testimonies and personal statements could also be used here to evidence learner competence and consolidate performance. Professional discussion could also be used to support evidence drawn from observation.

For learning outcome 4, learners must demonstrate competence in working in partnership with families. Evidence for this learning outcome could come from direct observation, where appropriate and supported by work products, appropriate anonymised, such as planning, meeting minutes and reports. Confidential records will be evidenced as observed by the assessor to ensure confidentiality and Data Protection.

Unit 23: Support Use of Medication in Social Care Settings

Unit reference number: F/601/4056

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit assesses the support necessary for the administration of medication in social care settings, covering broad types, classifications and forms of medication, as well as safe handling and storage. The unit addresses practical support for use of medication that reflects social care principles and values, including the need for accurate recording and reporting.

You will gain an understanding of the legislative framework for the use of medication in social care settings, including the legal classification system for medication. You will know common types of medication and conditions for which each type of medication can be prescribed. You will understand the roles and responsibilities of those involved with the use of medication in social care settings and techniques for the administration of medication.

You will be able to receive, store and dispose of medication supplies safely, in line with agreed ways of working, support the use of medication and be able to record and report on its use. You will also know how to promote the rights of the individual when managing medication and how to address ethical issues that may arise over the use of medication.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings 1.2 Outline the legal classification system for medication 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2 Know about common types of medication and their use	2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribed 2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4 Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication
5 Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of unused or unwanted medication safely

Learning outcomes	Assessment criteria
<p>6 Know how to promote the rights of the individual when managing medication</p>	<p>6.1 Explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality <p>6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication</p> <p>6.3 Describe how ethical issues that may arise over the use of medication can be addressed</p>
<p>7 Be able to support use of medication</p>	<p>7.1 Demonstrate how to access information about an individual's medication</p> <p>7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation</p> <p>7.3 Demonstrate strategies to ensure that medication is used or administered correctly</p> <p>7.4 Demonstrate how to address any practical difficulties that may arise when medication is used</p> <p>7.5 Demonstrate how and when to access further information or support about the use of medication</p>
<p>8 Be able to record and report on use of medication</p>	<p>8.1 Demonstrate how to record use of medication and any changes in an individual associated with it</p> <p>8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working</p>

Unit amplification

1 Understand the legislative framework for the use of medication in social care settings

Legislation that governs the use of medication in social care settings: e.g. relevant sections from: Medicines Act 1968 + amendments; Misuse of Drugs Act 1971 (Controlled Drugs) + amendments; Health and Safety at Work etc Act 1974; Access to Health Records Act 1990; Data Protection Act 1998; Control of Substances Hazardous to Health Regulations 2002, Care Standards Act 2000 (receipt, storage and administration of medicines); Administration and Control of Medicines in Care Homes and Children's Services June 2003; the Health and Social Care Act 2008; Hazardous Waste (England and Wales) Regulations 2005; the Controlled Drugs Regulations 2013

The legal classification system for medication: prescription only medicine (POM); over-the-counter medicine; under the supervision of a pharmacist (P); General Sales List (GSL); controlled drugs; complementary/homeopathic remedies

How and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements: implement an effective policy on administering medicines; policy must include effective management systems to support individual children and young people with medical needs; keep written records of all medicines administered to children and young people; inform parents/carers accordingly; prior written permission; medicines should not usually be administered unless they have been prescribed for that child or young person; non-prescription medication e.g. administration of pain and fever relief or teething gel; use of aspirin in under 16s; medicine storage; medicines must include prescriber's instructions for administration

2 Know about common types of medication and their use

Common types of medication and conditions for which each type of medication may be prescribed: antibiotics (used to fight infection); analgesics (used to relieve pain); antihistamines (used to relieve allergy symptoms, e.g. hay fever); anticoagulants (used to prevent blood clotting, e.g. following heart attack)

Changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication: physical changes e.g. rashes; breathing difficulties; swellings; nausea weight gain; whether changes are the result of medication

3 Understand roles and responsibilities in the use of medication in social care settings

The roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication:

Roles – prescribers (medical and non-medical); managers; social care staff; ancillary staff; clerical staff/administrators

Responsibilities – check that the medicine received matches the medication and dosage prescribed by the prescriber and is listed on the appropriate documentation; seek guidance and support about the medicine and dosage prescribed for any particular individual e.g. prescriber (medical or non-medical); NHS Direct; manager; nurse; supportive reference material; the need for confidentiality; when and to whom information about an individual's medication may be disclosed or discussed e.g. doctor; pharmacist; other care professionals; relatives/solicitor with enduring power of attorney

Where responsibilities lie in relation to use of 'over the counter' remedies and supplements: risk assessment; duty of care; self-administration; reporting; recording; contraindications; guidance; roles and responsibilities

4 Understand techniques for administering medication

The routes and forms by which medication can be administered: inhalation; injection; ingestion; topical; infusion; instillation; PR – per rectum; PV – per vagina

Forms in which medication may be presented: transdermal; oxygen; nebuliser; creams or lotions; tablets; pessaries; insulin; syrups; suspensions; drops

Materials and equipment that can assist in administering medication: percutaneous endoscopic gastrostomy (PEG); naso-gastric (NG) tubes; oral syringes; nebuliser; inhalers; droppers

6 Know how to promote the rights of the individual when managing medication

The importance of the following principles in the use of medication

- *consent:* agreement; duty of care; safeguarding; capacity; guidance
- *self-medication or active participation:* child/young person centred; risk assessment; support; guidance
- *dignity and privacy:* security; space; time; assessment; preferences
- *confidentiality:* safeguarding; duty of care; confidence; trust

How risk assessment can be used to promote an individual's independence in managing medication: skills development; independence; self-esteem; self-efficacy; understanding of the impact/outcome of risk-taking

How ethical issues that may arise over the use of medication can be addressed: collaboration; risk assessment; practitioner input; advice; guidance

Information for tutors

Suggested resources

Books

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

DK, *BMA Concise Guide to Medicine and Drugs*, Re-issue edition (Dorling Kindersley, 2012) ISBN 9781405393935

Ginsberg K *Building Resilience in Children and Teens: Giving Kids Roots and Wings* 2nd edition (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

www.hse.gov.uk – the website of the Health and Safety Executive, which provides a wide variety of information and guidance, including on the topic of the use of medication

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nhs.uk – the NHS Choices website, provides a wide variety information, including an A-Z of medicines

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.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an 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.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to demonstrate an understanding of legislative requirements in relation to the administration of medication in social 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 ACs 1.1 and 1.2 the learner could produce a report for colleagues analysing the effect legislation has on the use of medication, exploring the legal classification of medication used in such settings.

In addition, for AC1.3, learners should show they understand the relationship between work setting policies and procedures and legislative requirements.

For learning outcome 2, learners will need to demonstrate an understanding of the common types of medicines used and the conditions they are used to treat. Learners are required to describe the indicators of adverse reactions to medication. Anonymised evidence from the workplace could be used, reflective accounts or professional discussion, 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 would address ACs 2.1, 2.2 and 2.3.

Evidence for learning outcome 3 requires the demonstration of understanding of roles and responsibilities of practitioners involved in the administration of medication in social care settings, including the allocation of responsibility for the use of 'over the counter' remedies and supplements. A reflective account, professional discussion, anonymised case study or report could be used for 3.1 and 3.2 where the learners will need to firstly identify who is involved in the prescribing, dispensing and supporting the use of medication and what their responsibilities are.

Finally, for this learning outcome, learners will have to identify responsibilities for the use of 'over the counter' remedies and supplements.

For learning outcome 4, learners will need to demonstrate an understanding of the routes and forms of medication, including materials and equipment used in the administration of medication. The main source of evidence for all ACs in this learning outcome 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 ACs 4.1 and 4.2 the learner could produce a report exploring the routes of administration for medicines and materials and equipment available to facilitate medication administration.

For learning outcome 5, evidence is required from direct observation. The learners will need to demonstrate the receipt of medication, the storage of medication and the disposal of unwanted medication.

For learning outcome 6, learners will need to demonstrate an understanding of the rights of individuals when using medication, for example in relation to consent, self-medication and active participation, dignity and privacy and confidentiality. Learners should explain the effect risk assessments have on independence and self-management, identifying how ethical issues which may arise can be addressed. Reflective account or professional discussion would be a suitable method of assessment for this learning outcome.

For learning outcome 7, evidence could come 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 learners accessing the necessary information relating to an individual's medication, supporting safe and correct use of medication and identifying sources of support or guidance about the administration of medication. This evidence can be supplemented with a reflective account, addressing the learner's role in the use of medication.

For learning outcome 8, evidence is required from direct observation. The observation should demonstrate learners adhering to agreed ways of working when recording the use of medication and reporting any issues or problems they have encountered in relation to the use of medication. Professional discussion or personal statements could be used to support evidence drawn from observation.

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
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)
- *BTEC Apprenticeships Quality Assurance Handbook* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website:
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 the resources page of our website, qualifications.pearson.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com.

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- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

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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 colleagues in your region.

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To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: www.pearsonwbl.edexcel.com/Our-support

14 Contact us

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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

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If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment Principles

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.

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