

# **Level 5 Diploma in Leadership and Management for Residential Childcare (England) (4340-51/91)**

**[March 2015]**

**Version 2.0**

**Qualification Handbook**

## Qualification at a glance

<b>Age group approved</b>	19+
<b>Entry requirements</b>	There are no entry requirements
<b>Assessment types</b>	Portfolio of evidence
<b>Approvals</b>	Automatic approval is available for centres offering the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services - Children and Young People's Residential Management (England) 3978-51(-91)/4978-51(-91)
<b>Support materials</b>	Qualification handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 5 Diploma in Leadership and Management for Residential Childcare(England)	4340-51	601/5267/9

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 March 2015	Assessment criteria 2.1 for unit 513 and 3.1 for unit 520 amended.	Units

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# 1 Introduction

Area	Description
Who is the qualification for?	This qualification is specifically designed for learners wanting to work in residential care with children in a management role.
What does the qualification cover?	The qualification covers a range of topics, see units for details.
What opportunities for progression are there?	<p>This is the required qualification for learners wanting to work in residential care with children in a management role. New managers will need to complete the qualification within <b>three</b> years of employment.</p> <p>This qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.</p>
Who did we develop the qualification with?	<p>This qualification has been developed as the result of a review of the existing residential childcare qualifications and provision driven by the Secretary of State for Children and Families in light of the recent reports highlighting the shortfalls in residential childcare.</p> <p>It has been developed by the Department for Education, Skills for Care and Development and the employers in the industry.</p>

## Structure

To achieve the **City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare (England)**, learners must achieve a minimum of **65** credits overall. **57** credits must be achieved from (501-515). Learners must also complete a minimum of **3 units** from (317, 318, 516-521) to achieve **a minimum of 8 credits**.

**NB Barred units: 318 and 516.**

UAN	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory</b>				
M/506/7650	501	Understand children and young people's development in residential childcare	3	25
A/506/7652	502	Understand support for children and young people who are vulnerable and disadvantaged	2	20
L/506/7607	503	Lead and manage a team within a residential childcare setting	5	36
M/506/8362	504	Lead practice to support the safeguarding and protection of children and young people in residential childcare	8	55
A/506/7585	505	Lead practice for communication and information management in residential childcare settings	4	30
J/506/7590	506	Manage risk in residential childcare	3	22
L/506/7591	507	Lead and manage group living in residential childcare	4	31
F/506/8365	508	Lead a service that can support children or young people who have experienced harm or abuse	3	24
F/506/7619	509	Lead practice to achieve positive outcomes for children and young people in residential childcare	5	35
R/506/8192	510	Implement a Positive Relationship Policy in residential childcare	6	41

T/506/7620	511	Lead practice to support the well-being and resilience of children and young people in residential childcare	3	21
L/506/8367	512	Lead practice in safe use of digital, internet and mobile technology with children and young people	2	16
H/506/7791	513	Undertake professional development in residential childcare settings	2	18
T/506/7584	514	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	3	25
R/506/7608	515	Lead networks and multi-agency work to benefit children and young people in residential childcare	4	26
<b>Optional</b>				
Y/506/7609	516	Lead a residential childcare service that can engage with the youth justice system	5	40
Y/506/8114	517	Lead practice to support young people leaving care	4	25
J/506/8318	518	Understand the context of residential childcare for children and young people with complex disabilities or conditions	3	24
A/506/7568	519	Principles for leading the transition of young people with complex disabilities or conditions to adult services	3	24
R/506/8158	520	Support others to understand models of disability and their effects on working practice with children and young people	2	17
J/602/3499	521	Undertake a research project within services for health and social care or children and young people	10	80

## 2 Centre requirements

### Approval

Automatic approval is available for centres offering the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services - Children and Young People's Residential Management (England) 3978-51 (-91) / 4978-51 (-91).

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Centre Staffing

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Existing City & Guilds Centres not currently offering qualifications in this area will need to obtain qualification approval

### **Human resources**

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

### **Continuing professional development**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

### **Assessor requirements**

The Assessors of competence based units must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable



- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 **or** be working towards one of the following:
  - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
  - Level 3 Award in Assessing Vocational Competence **or**
  - Level 3 Award in Assessing Vocationally Related Achievement **or**
  - Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification in the assessment of knowledge.
 This must be agreed in advance with the External Verifier.

## Teachers, Trainers and Tutors

Teachers, trainers and tutors must:

- comply with the ITT Regulations 2007(QTLS/ATLS) where they are delivering qualifications in England using public funding. For further information visit **[www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)**
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

## Internal verifiers/Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal verification qualification.

These include:

- D34 or V1
- the V1 replacements e.g. the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice  
OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

## Expert witness

In line with Skills for Care and Development Assessment Principles, 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 AND/OR a professional work role which involves evaluating the every day practice of staff.

The use of an expert witness testimony should be determined and agreed by the assessor.

### **Assessment decisions**

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

See - Skills for Care and Development QCF Assessment Principles

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

### ***Guidance for the assessment and verification for imported units***

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care and Development any specific assessment requirements will be detailed in the unit itself.

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

### **Age restrictions**

The City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare is not approved for learners under 19 years of age. City & Guilds cannot accept any registrations for learners below this age group.

### **Other legal considerations**

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training or learning needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification and may be used as part of the RPL process
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract, a personalised learning plan or a similar document.

### Documents Recording

Learners and centres may decide to use paper based or electronic method of recording evidence.

City & Guilds endorses several e-portfolio systems, including our own Learning Assistant, an easy to use and secure online tool to support and evidence learners' progress towards achieving qualification. Further details are available at [www.cityandguilds.com/eportfolio](http://www.cityandguilds.com/eportfolio).

**Recording forms** are available on the City & Guilds website. [www.cityandguilds.com](http://www.cityandguilds.com)

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assessor/ external verifier, before they are used by learners and assessors at the centre.

Amenable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. The learner must be working with a minimum of two service users in order to complete this qualification. The qualification/units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

### Competence based units

There will be a combination of assessment methods for this qualification. Direct observation of learners' performance by a qualified occupationally competent assessor, and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence for this qualification.

### Knowledge based units

Knowledge based units can be assessed in line with this qualification's assessment methods, e.g. centre devised/internally verified assignments, professional discussion and projects.

### Range

Within the competence and knowledge-based units, keywords or phrases within the assessment criteria are highlighted in bold to reflect the range. This enables tutors/assessors to teach some or all of the areas listed in the range.

### Assessment strategy

#### External verification

This qualification is internally assessed, internally verified and externally verified. Assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identifies areas of best practice and areas for development or risk for each centre.

#### Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses can provide testimony for the occupationally specific units.

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## Additional assessment method or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods **below**, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the learner's practice for each unit

Expert witnesses	Expert witnesses may observe learner practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.
Work products	Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
Professional discussion	Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
Learner/reflective accounts	Learner/reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
Questions	Questions asked by assessors and answered by learners can be used to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
Witness testimonies	Witness testimonies should come from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it and confidentiality is maintained at all times.
Projects/Assignments	Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence can also be obtained from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used (see section on Recognition of Prior Learning).
Case studies	Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of performance competence. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

N.B Confidential records must not to be included in learners' portfolio but must be referred to in the assessment records.

## Evidence requirements

### Competence evidence requirements

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of a range of occupationally competent assessors and/or 'experts' who are able to contribute to a learner's assessment, will be of considerable assistance to centres in providing learners with access to those who can testify to their competence in the workplace. It may also ensure that privacy and confidentiality are not infringed.

Evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out real work activities in the workplace. Assessor observation is not required for the knowledge units although knowledge can be inferred from performance.

The unit qualified and occupationally competent assessor or the learner's overall qualification coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in a learners' portfolios.

Legal requirements and best practice in relation to maintaining the confidentiality and the rights to dignity and privacy of the people participating and contributing to the evidence must be upheld. This is regardless of the evidence source, assessment method and means used for recording such evidence.

### Knowledge evidence requirements

If the assessor cannot positively infer the knowledge and understanding from learners' work practice they should question the learner or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers on the focus and outcomes of professional discussion. Centre-designed assignments may also be used and must comply with the City & Guilds centre assessment guidance criteria as provided (document *Assessor Guidance*, available on [www.cityandguilds.com](http://www.cityandguilds.com))

Professional discussion, where used, must be conducted with learners by a qualified occupationally knowledgeable assessor. Professional discussion is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor could use professional discussion to ask a set of prescribed knowledge questions if required.

### Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements for the Qualifications and Credit Framework define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - e.g. certificates, witness testimonies etc. - will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessment staff work through Learning Outcomes and Assessment Criteria ensuring that all are covered, using relevant methods for RPL such as: Witness Testimony, Reflective Accounts, Professional Discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the Level 5 Diploma in Leadership and Management for Residential Childcare (England)
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence-based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of learners' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into the current setting.

## 5 Units

### Availability of units

The following units can also be obtained from the City & Guilds website; they are also on the Register of Regulated qualifications: [www.register.ofqual.gov.uk](http://www.register.ofqual.gov.uk)

### Structure of units

These units each have the following:

- City & Guilds reference number
- Title
- Unit accreditation number (UAN)
- Level
- Credit value
- Guided learning hours
- Relationship to NOS, other qualifications and frameworks
- Assessment requirements
- Unit aim
- Learning outcomes
- Assessment criteria
- Range
- Supporting information



## Unit 317

## Understand the care system and its impact on children and young people

<b>UAN:</b>	H/506/7595
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people
<b>Relationship to NOS:</b>	SCDHSC 0303, SCDHSC 0325
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the process by which a child or young person comes into care

### Assessment criteria

The learner can:

- 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

### Range

(AC1.3) **Key professionals** may include:

- Social workers
- Children's guardian (CAFCASS)
- Legal professionals

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## Learning outcome

The learner will:

- 2 Understand the entitlements of children and young people in care

## Assessment criteria

The learner can:

- 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

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## Range

(AC2.1) **Entitlements** will include those relating to:

- Visits
- Allowances
- Contact with family members
- Preparation for reviews
- Advocacy
- Independent Visitors

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## Learning outcome

The learner will:

- 3 Understand the context of residential services for children and young people in care

## Assessment criteria

The learner can:

- 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**

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## Range

(AC3.1) **Theoretical approaches** may include:

- Social Pedagogy
  - All Systems
  - Outcome Based
-

- Lifespace
- Solution Focused

(AC3.3) **Types of care arrangements** may include:

- Staying with parents (compulsory supervision)
- Kinship care
- Foster care
- Children's homes
- Residential schools

(AC3.5) **A residential childcare service** should be the learner's own workplace where there is one; otherwise a service local to the learner

(AC3.6) **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

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## Learning outcome

The learner will:

4 Understand the impact of residential child care services on children and young people

## Assessment criteria

The learner can:

- 4.1 Describe how being in care presents additional **challenges** for children and young people
- 4.2 Compare the life chances and outcomes of children and young people in residential childcare with
- a children and young people in other types of care
  - b children and young people outside the care system

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## Range

(AC4.1) **Challenges** may include:

- Repeated, sudden and enforced transitions
- Living away from the family
- The need to engage with a range of professionals

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## Learning outcome

The learner will:

- 5 Understand how to support a positive experience of care services for children and young people

## Assessment criteria

The learner can:

- 5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable
- 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
- 5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting

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## Learning outcome

The learner will:

- 6 Understand planning frameworks for children and young people in residential childcare

## Assessment criteria

The learner can:

- 6.1 Describe the purpose and features of **plans** required for children and young people in residential childcare
- 6.2 Explain why children and young people should be supported to understand their own plans
- 6.3 Explain the importance of 'permanency planning' for children and young people in care

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## Range

(AC6.1) **Plans** will include the following:

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

## **Unit 317**

# **Understand the care system and its impact on children and young people**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 318

## Understand the youth justice system as it relates to residential childcare

<b>UAN:</b>	J/506/7606
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare
<b>Relationship to NOS:</b>	SCDHSC 0386
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand why children and young people in care are vulnerable to engagement in offending behaviour

### Assessment criteria

The learner can:

- 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

### Range

(AC1.2) **Theories** including:

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory

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## Learning outcome

The learner will:

- 2 Understand how to reduce the risk of criminalisation of children and young people

## Assessment criteria

The learner can:

- 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

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## Range

(AC2.4) **Methods** includes restorative approaches

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## Learning outcome

The learner will:

- 3 Understand partnership working in the youth justice system

## Assessment criteria

The learner can:

- 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

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## Range

(AC3.1) **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)
-

(AC3.3) **Assessment tools** including:

- National Standards for the Youth Justice Service
  - Asset and Onset Framework
  - Common Assessment Framework
- 

### Learning outcome

The learner will:

4 Understand the court system as it relates to youth justice

### Assessment criteria

The learner can:

- 4.1 Outline legislation relating to the court system for youth justice
  - 4.2 Describe the sentencing process
  - 4.3 Explain the function of Court Reports
  - 4.4 Summarise the main **disposal options** for children and young people
  - 4.5 Describe systems for supporting compliance with disposal requirements
  - 4.6 Explain ways to **minimise the high level of breaches** of disposal requirements by young people in residential childcare
  - 4.7 Describe processes for responding to breaches of disposal requirements
- 

### Range

(AC4.4) **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

(AC4.6) **Minimise the high level of breaches:** includes accompanying the young person to and from appointments and providing the corporate parent role in court.

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### Learning outcome

The learner will:

5 Understand the experience of the secure estate

### Assessment criteria

The learner can:

- 5.1 Describe the different types of secure settings experienced by children and young people
  - 5.2 Analyse why children and young people in secure settings are at higher risk of **poor outcomes** than others in residential childcare
-



5.3 Describe approaches that improve outcomes for children and young people in secure settings

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### Range

(AC5.2) **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
- 

### Learning outcome

The learner will:

- 6 Understand how to achieve successful transfer within and out of the secure estate for children and young people

### Assessment criteria

The learner can:

- 6.1 Describe the challenges faced by children and young people who are moving **within** and out of the secure estate
  - 6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate
  - 6.3 Analyse factors for the successful resettlement of children and young people in the community
- 

### Range

(AC6.1) **Within** the secure estate: including transfer to adult secure settings and specialist services.

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## **Unit 318**

# **Understand the youth justice system as it relates to residential childcare**

## Supporting Information

### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 501

## Understand children and young people's development in residential childcare

<b>UAN:</b>	M/506/7650
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the underpinning knowledge required to understand the development of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB6
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain the sequence and rate of all **aspects of development** that would usually be expected in children and young people from birth to 19 years
- 1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction
- 1.3 Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours

### Range

(AC1.1) **Aspects of development** including:

- Physical
- Communication
- intellectual / cognitive

- Social, emotional and behavioural
  - Moral
  - Identity
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Analyse how children and young people's development is influenced by **personal factors**
  - 2.2 Analyse how children and young people's development is influenced by **external factors**
  - 2.3 Evaluate how theories of development and **frameworks to support development** influence current practice.
- 

## Range

(AC2.1) **Personal factors** including:

- Health status
- Disability
- Sensory impairment
- Learning difficulties
- Genetic
- Trauma
- Grief and loss

(AC2.2) **External factors** including:

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

(AC2.3) **Theories of development** including:

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

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 3.1 Analyse how and why children and young people's development can follow non-linear paths at **times of transition**
  - 3.2 Analyse support to minimise disruption to development during periods of transition.
- 

### Range

(AC3.1) **Times of transitions** eg:

- 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 outcome

The learner will:

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

### Assessment criteria

The learner can:

- 4.1 Compare **methods of assessing**, recording and monitoring children and young people's development
  - 4.2 Explain in what circumstances each method would be used
  - 4.3 Explain how children and young people's own account of their development contributes to the assessment process
  - 4.4 Explain how information from assessment and monitoring is used to select appropriate interventions
  - 4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people.
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### Range

(AC4.1) **Methods of assessing** development needs eg:

- Assessment Framework/s
  - Observation
  - Standard measurements
-

- Information from parent, carers, children and young people, other professionals and colleagues
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 5.1 Explain the importance of early identification of development issues and the potential risks of late recognition
  - 5.2 Analyse how **types of interventions** can achieve positive outcomes for children and young people where development is not following the pattern expected
  - 5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people.
- 

### Range

(AC5.2) **Types of interventions** eg 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
-

## Unit 501

# Understand children and young people's development in residential childcare

## Supporting Information

### ***Assessment requirement***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 502

# Understand support for children and young people who are vulnerable and disadvantaged

<b>UAN:</b>	A/506/7652
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged
<b>Relationship to NOS:</b>	SCDHSC0044, SCDLMCB1, SCDLMCB2
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain the critical impact that poverty has on outcomes and life chances
- 1.2 Describe how **factors** impact on outcomes and life chances for children and young people
- 1.3 Explain how children and young people can be marginalised by inequalities in society

### Range

(AC1.2) **Factors** eg:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds



- Race, gender, sexual orientation
  - Asylum seeking or victims of trafficking
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 2.1 Explain what is meant by disadvantage and **vulnerability** in relation to children and young people
  - 2.2 Analyse how poverty and disadvantage can affect children and young people:
    - a Physical development
    - b Communication development
    - c Intellectual/cognitive development
    - d Social, emotional and behavioural development
- 

### Range

(AC2.1) **Vulnerability** is where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances.

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### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people
  - 3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances
  - 3.3 Analyse policies and guidance which inform support services for children and young people at national and local level
- 

### Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Explain how to engage **carers** in the planning of services so that children and young people are more likely to achieve positive outcomes
  - 4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services
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## Range

(AC4.1) **Carers** are parents, family members and others who care for a child or young person at home.

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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people
  - 5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage
  - 5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
  - 5.4 Analyse why practitioners should act as agents of change in the work setting
-

## **Unit 502**

# **Understand support for children and young people who are vulnerable and disadvantaged**

### Supporting Information

#### ***Assessment requirements***

Units need to be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 503

## Lead and manage a team within a residential childcare setting

<b>UAN:</b>	L/506/7607
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead and manage a team within a residential childcare setting
<b>Relationship to NOS:</b>	SCDLMCA1, SCDLMCA2, SCDLMCA5 SCDLMCE2, SCDLMCE10
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

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### Learning outcome

The learner will:

- 1 Understand the concepts of management and leadership

### Assessment criteria

The learner can:

- 1.1 Compare and contrast leadership and management
  - 1.2 Analyse theoretical models of leadership styles
  - 1.3 Analyse theoretical models of management styles
  - 1.4 Explain how both leadership and management involve a two way dynamic between the people involved.
- 

### Learning outcome

The learner will:

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

### **Assessment criteria**

The learner can:

- 2.1 Compare models of team working
  - 2.2 Analyse the features of an effective team
  - 2.3 Analyse barriers to effective team performance
  - 2.4 Analyse how management and leadership styles influence team performance
  - 2.5 Analyse methods for conflict resolution within a team.
- 

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 3.1 Analyse components of a positive organisational culture
  - 3.2 Develop strategies to support a positive organisational culture in own team
  - 3.3 Implement strategies to support a positive organisational culture in own team
  - 3.4 Evaluate strategies used to develop a positive organisational structure.
- 

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 4.1 Support team members to understand and commit to the vision and strategic direction of the organisation
  - 4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction
  - 4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives
  - 4.4 Agree roles and responsibilities with team members
  - 4.5 Support sharing of skills and knowledge between team members.
- 

### **Learning outcome**

The learner will:

- 5 Be able to support individual team members to work towards agreed objectives
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### **Assessment criteria**

The learner can:

- 5.1 Carry out professional supervision with team members in accordance with organisational requirements
  - 5.2 Set individual work objectives with team members based on agreed team objectives
  - 5.3 Use a solution focused approach to support team members in addressing challenges
  - 5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role
  - 5.5 Work with team members to identify opportunities for continuing professional development.
- 

### **Learning outcome**

The learner will:

- 6 Be able to manage performance

### **Assessment criteria**

The learner can:

- 6.1 Involve children or young people in the monitoring and management of team performance
  - 6.2 Monitor progress towards agreed objectives
  - 6.3 Provide feedback on performance to:
    - a the individual
    - b the team
  - 6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives
  - 6.5 Explain processes for managing teams when their performance does not meet agreed objectives
  - 6.6 Recognise individual and team achievements
- 

### **Learning outcome**

The learner will:

- 7 Understand how to lead a team through change

### **Assessment criteria**

The learner can:

- 7.1 Analyse factors that drive change in residential childcare settings
  - 7.2 Compare theories of change management
  - 7.3 Evaluate tools and techniques that support team members to implement change
-

## Unit 503

## Lead and manage a team within a residential childcare setting

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

## Unit 504

# Lead practice to support the safeguarding and protection of children and young people in residential childcare

<b>UAN:</b>	M/506/8362
<b>Unit level:</b>	5
<b>Credit value:</b>	8
<b>GLH:</b>	55
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0044, SCDMCB1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain the current legislative framework that underpins the safeguarding of children and young people
- 1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect **working practices** with children and young people
- 1.3 Review how processes used in the work setting comply with current legislation
- 1.4 Explain the relationship between safeguarding and child protection.

### Range

(AC1.2) **Working practices** eg:

- 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
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 2.1 Identify the range of **agencies and organisations** involved in local networks for safeguarding of children and young people
  - 2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse
  - 2.3 Work with other agencies and organisations in local networks using agreed protocols.
- 

### Range

(AC2.1) **Agencies and organisations** may include:

- Social services
  - NSPCC
  - Health visitors
  - GP
  - Probation
  - Police
  - School
  - Psychology service
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 3.1 Implement policies and legal requirements that support safe recruitment of team members
  - 3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused
  - 3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm
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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Lead a culture where the needs of children or young people are paramount
- 4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard
- 4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed
- 4.4 Analyse the roles of advocates and **independent visitors** in relation to safeguarding children and young people in care.

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## Range

(AC4.4) **Independent visitors** are specially trained volunteers with the designated role of befriending and advising a looked after child or young person.

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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 5.1 Identify **policies and procedures** needed for comprehensive safeguarding in a residential childcare setting
- 5.2 Lead the implementation of policies and procedures for safeguarding children or young people
- 5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected
- 5.4 Provide information and mentoring to team members about safeguarding
- 5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse
- 5.6 Challenge **poor practice and attitudes** in relation to safeguarding
- 5.7 Support continuous improvement to practice and attitudes in relation to safeguarding.

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## Range

(AC5.1) **Policies and procedures required for safeguarding** eg:

- Listening to children and young people
- Sharing concerns and recording/ reporting incidents
- Dealing with allegations
- Duty of care

- Whistleblowing
- Propriety and behaviour
- Physical contact/ Intimate personal care
- Off site visits
- Photography and video
- Bullying
- Use of the internet and mobile phones
- Missing from care
- Visitors
- Timely and accurate information sharing
- Partnership working
- Safer recruitment

(AC5.6) **Poor practice and attitudes** eg:

- Denial of the issue
- Blaming the victim
- Not listening to and hearing children and young people
- Being inconsistent or untrustworthy
- Not placing the child or young person's needs first
- Becoming desensitised to issues of harm and abuse
- Being overprotective
- Failing to report suspicions at an early stage
- Failing to share information
- Failing to work in partnership with key agencies

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people
- 6.2 Analyse known characteristics **of perpetrators and their behaviours** that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity
- 6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse.

## Range

(AC6.2) **Perpetrators and their behaviours** eg:

- Position of power in the organisation
- Position of power in the community (eg through business, political or faith groups)
- Celebrity status
- Fellow resident/peer

- Grooming (of the child or young person and those around them)
  - Threats of reprisals
  - Promises of rewards
  - Denial of behaviour as abusive
  - Targeting boys and young men (in relation to sexual abuse).
- 

## Learning outcome

The learner will:

- 7 Understand approaches that address child sexual exploitation

## Assessment criteria

The learner can:

- 7.1 Analyse research and official inquiries to identify **key features** of child sexual exploitation
  - 7.2 Analyse trends in child sexual exploitation in the context of human trafficking
  - 7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming
  - 7.4 Explain the roles of **key partners** involved in local networks to address sexual exploitation of children and young people
  - 7.5 Explain the purpose and key features of **problem profiling**
  - 7.6 Describe ways to contribute to **local strategies** to combat child sexual exploitation.
- 

## Range

(AC7.1) **Key features** include:

- Common patterns of child sexual exploitation both within and outside the setting
- Myths about those who sexually exploit
- Profiles of those who sexually exploit
- Distinguishing features of abusive and non-abusive sexual activity

(AC7.4) **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
-

(AC7.5) **Problem profiling ie building a picture:**

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

(AC7.6) **Local strategies** may involve:

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

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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 8.1 Develop **a plan to review** the policies and procedures for safeguarding children or young people
- 8.2 Implement a review of policies and procedures for safeguarding children or young people
- 8.3 Analyse findings from a review of policies and procedures
- 8.4 Work with others to implement an action plan to improve policies and procedures.

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## Range

(AC8.1) **A plan to review** should include:

- The views of children and young people
- Current guidance arising from inquiries and serious case reviews
- Liaison with different organisations

## Unit 504

# Lead practice to support the safeguarding and protection of children and young people in residential childcare

## Supporting Information

### ***Assessment requirements***

Units need to be assessed in line with the Skills for Care & Development QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 8 must be assessed in a real work environment.

## Unit 505

# Lead practice for communication and information management in residential childcare settings

<b>UAN:</b>	A/506/7585
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0041
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Compare theoretical models of communication relevant to residential childcare settings
- 1.2 Analyse the links between communication, interaction and relationship.

### Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Support team members to develop their knowledge and skills about communication
  - 2.2 Support team members to develop strategies for overcoming barriers
  - 2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication
  - 2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person
  - 2.5 Support team members to reflect on the impact of their own communication with children or young people.
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 3.1 Research sources of support to address specific communication needs
  - 3.2 Evaluate the effectiveness of communication methods and aids used by children or young people in the work setting
  - 3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs.
- 

## Range

(AC3.1) **Sources of support** may be:

- Professional
- Technological
- Within the organisation
- Beyond the organisation

(AC3.2) **Communication methods and aids** may include:

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



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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other
- 4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group
- 4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting

---

## Learning outcome

The learner will:

- 5 Understand approaches to conflict management

## Assessment criteria

The learner can:

- 5.1 Analyse key communication skills in models of conflict resolution
- 5.2 Assess the benefits of working with rather than resolving conflict in certain situations.

---

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 6.1 Compare the effectiveness of **approaches to communication** for working with **others** in professional networks or teams
- 6.2 Recommend improvements to communication for working in professional networks or teams
- 6.3 Implement changes to communication to support professional networks and teams

---

## Range

(AC6.1) **Approaches to communication** may be:

- Personal
- Organisational

- Formal
- Informal
- Public (information/promotional)

(AC6.1) **Others** may include:

- Team members
  - Other professionals
  - Family members
  - Advocates
- 

## **Learning outcome**

The learner will:

- 7 Be able to manage systems for effective information management

## **Assessment criteria**

The learner can:

- 7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation
- 7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication

## Unit 505

# Lead practice for communication and information management in residential childcare settings

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment

## Unit 506

## Manage risk in residential childcare

<b>UAN:</b>	J/506/7590
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and skills required to manage risk in residential childcare settings
<b>Relationship to NOS:</b>	SCDLMCC1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings
- 1.2 Analyse the theoretical models of risk management in services supporting children and young people
- 1.3 Analyse the legal responsibilities of own role in relation to risk management
- 1.4 Analyse ethical principles associated with the management of risk

### Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Analyse how risk-taking relates to the well-being and development of children and young people
  - 2.2 Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people
  - 2.3 Manage **others** to establish shared agreement on approaches to risk and risk management
  - 2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management
- 

## Range

(AC2.3) **Others** may include:

- Children and young people
  - Workers / Practitioners
  - Other professionals
  - Carers
  - Visitors to the work setting
  - Inspectors / Regulators
- 

## Learning outcome

The learner will:

- 3 Be able to lead implementation of risk management procedures

## Assessment criteria

The learner can:

- 3.1 Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements
  - 3.2 Work with others to manage risks and issues
  - 3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements
  - 3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with.
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and others
-

- 4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting
- 4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting
- 4.4 Plan improvements to address the findings of the evaluations.

## **Unit 506**

## **Manage risk in residential childcare**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Unit 507

## Lead and manage group living in residential childcare

<b>UAN:</b>	L/506/7591
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead and manage group living in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB7
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Summarise theoretical approaches to group living for children and young people in residential childcare
- 1.2 Summarise theories about how the physical environment can support well-being in a group setting

---

### Learning outcome

The learner will:

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



## Assessment criteria

The learner can:

- 2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people
  - 2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 3.1 Analyse how group living can support positive outcomes for children and young people
  - 3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people
  - 3.3 Support team members to understand group dynamics within the group living environment
  - 3.4 Use different approaches to resolve conflicts and tensions in group living
  - 3.5 Work with **others** to support children or young people to maintain and develop relationships within and beyond the group living environment
  - 3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes
- 

## Range

(AC3.5) **Others** may include:

- Family members
  - Team members
  - Advocates
  - Other professionals
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people
  - 4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities
-

- 4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships
  - 4.4 Work with children or young people and others to review group living activities
- 

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 5.1 Evaluate the effects of work schedules and patterns on a group living environment
- 5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment
- 5.3 Recommend changes to work schedules and patterns as a result of evaluation

## Unit 507

## Lead and manage group living in residential childcare

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

## Unit 508

## Lead a service that can support children or young people who have experienced harm or abuse

<b>UAN:</b>	F/506/8365
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse
<b>Relationship to NOS:</b>	SCDHSC0044, SCDSLMB1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced **harm or abuse**
- 1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse

### Range

(AC1.1) **Harm or abuse** may be:

- Physical
- Emotional
- Sexual

- Financial
  - Bullying
  - Self harm
  - Neglect
  - Exploitation by gangs or groups
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse
  - 2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse
  - 3.2 Explain types of restriction that might be imposed on the involvement of **key people** with a child or young person following harm or abuse
  - 3.3 Analyse **areas of support** that may be needed when working with a child or young person following harm or abuse
  - 3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse
- 

### Range

(AC3.2) **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

(AC3.3) **Areas of support** may include supporting the child or young person to:

- Deal with distress, fear and anxieties caused by the harm or abuse
  - Understand the implications of harm and abuse they have experienced
  - Develop positive coping strategies following harm or abuse
-

- Understand why boundaries may need to be set for contact between themselves and key people
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues
  - 4.2 Challenge **unhelpful attitudes** in relation to harm and abuse
  - 4.3 Recommend sources of additional emotional support for team members
- 

### Range

(AC4.2) **Unhelpful attitudes** eg:

- Denial that harm and abuse may occur
  - Blaming the victims of harm and abuse
  - Becoming desensitised to issues of harm and abuse
  - Not listening to and hearing children and young people
  - Being inconsistent or untrustworthy
  - Not placing the child or young person's needs first
  - Failing to report suspicions at an early stage
  - Failing to share information
  - Failing to work in partnership with key agencies
  - Being overprotective
-

## **Unit 508**

# **Lead a service that can support children or young people who have experienced harm or abuse**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2 and 4 must be assessed in a real work environment.

## Unit 509

# Lead practice to achieve positive outcomes for children and young people in residential childcare

<b>UAN:</b>	F/506/7619
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB4
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve.

### Learning outcome

The learner will:

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



## Assessment criteria

The learner can:

- 2.1 Establish a culture that focuses on the wellbeing of the child or young person
  - 2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities
  - 2.3 **Plan** provision that meets the **identified needs** of children or young people
  - 2.4 Implement provision that meets the identified needs of children or young people.
- 

## Range

(AC2.3) **Plan:** to plan provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation

(AC2.3) **Identified needs** may relate to:

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

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families
  - 3.2 Cultivate attitudes amongst team members that promote productive engagement with families
  - 3.3 Implement practices that support pro-active liaison and engagement with families
  - 3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person.
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Review the issues affecting access to health care services for children or young people in residential childcare
-

- 4.2 Review the impact of limited access to health care services on the health of children and young people
  - 4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare
  - 4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare
  - 4.5 Support team members to enable children or young people to recognise and address their own **health needs**, as appropriate to their age and level of understanding
  - 4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting
  - 4.7 Establish a culture where choices for healthy living are promoted and modelled.
- 

### Range

(AC4.5) **Health needs** eg:

- Physical
  - Mental
  - Emotional
  - Sexual
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 5.1 Summarise theories about how children and young people learn
  - 5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education
  - 5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's
    - a circumstances
    - b experiences
    - c interests
    - d skills and talents
    - e aspirations
  - 5.4 Manage the physical environment in ways that encourage learning.
- 

### Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 6.1 Evaluate the **benefits** of leisure activities for children and young people
  - 6.2 Evaluate the importance of unstructured leisure time for children and young people
  - 6.3 Work with **others** to enable children or young people to choose how they use their leisure time
  - 6.4 Work with others to support children or young people to access leisure activities
- 

## Range

(AC6.1) **Benefits** eg:

- Fun and enjoyment
- Friendships
- Achievement
- Self esteem
- Personal identity
- Mental health and wellbeing
- Learning opportunities
- Community links
- Future employment or entrepreneurial possibilities

(AC6.3) **Others** eg:

- Team members
  - Other professionals
  - Family members
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 7.1 Review the benefits for children and young people of forging links with the local community
  - 7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there
  - 7.3 Work with others within the work setting and in the community to overcome barriers to community participation
  - 7.4 Support team members to enable children or young people to participate in the community.
- 

## Learning outcome

The learner will:

- 8 Be able to lead continuous improvement to practice
-

## Assessment criteria

The learner can:

- 8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families
- 8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved
- 8.3 Support team members to learn from challenges encountered in day to day work
- 8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection.

## **Unit 509**

# **Lead practice to achieve positive outcomes for children and young people in residential childcare**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

## Unit 510

## Implement a Positive Relationship Policy in residential childcare

<b>UAN</b>	R/506/8192
<b>Unit level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Unit aim:</b>	This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB8
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the interconnection between relationships and behaviour

### Assessment criteria

The learner can:

- 1.1 Critically analyse how socially aware behaviour and positive relationships interlink
- 1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare
- 1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships
- 1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour

### Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Research elements required in a **Positive Relationship Policy** and the rationale for each
  - 2.2 Work with children or young people and **others** to evaluate existing policies relating to positive relationships and behaviour management
  - 2.3 **Develop** a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation.
- 

## Range

(AC2.1) **Positive Relationship Policy** may previously have been called a Behaviour Management Strategy

(AC2.2) **Others may include:**

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

(AC2.3) **Develop:** to develop a policy may be to develop directly or to propose developments to others (eg in a larger organisation) for consideration

---

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy
  - 3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of physical intervention or restraint
  - 3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems.
- 

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Evaluate the knowledge and skills team members have for
    - a building trusting and enduring relationships with **vulnerable** children or young people
    - b supporting children or young people to develop socially aware behaviour
  - 4.2 Address gaps identified in knowledge and skills
  - 4.3 Arrange training in restraint that meets statutory requirements for team members
  - 4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour
- 

## Range

(AC4.1) **Vulnerable:** Children and young people may be vulnerable due to factors such as:

- Social, economic, physical, emotional or family circumstances
  - Previous experience of traumatic or dysfunctional relationships
  - Disability or specific conditions
- 

## Learning outcome

The learner will:

- 5 Be able to review a Positive Relationship Policy

## Assessment criteria

The learner can:

- 5.1 **Review** the impact of the Positive Relationship Policy on relationships and behaviour in the setting
  - 5.2 Propose improvements to the Positive Relationship Policy and systems.
- 

## Range

(AC5.1) **Review** may involve children or young people, families and carers, team members and other professionals

---

## Learning outcome

The learner will:

- 6 Understand the context for use of physical intervention and restraint

## Assessment criteria

The learner can:

- 6.1 Explain principles for the use of **physical intervention** and **restraint** with children and young people in residential childcare
  - 6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint.
-



- 6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint
  - 6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements
- 

### Range

- (AC6.1) **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger
  
- (AC6.1) **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

## Unit 510

## Implement a Positive Relationship Policy in residential childcare

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

## Unit 511

# Lead practice to support the well-being and resilience of children and young people in residential childcare

<b>UAN:</b>	T/506/7620
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC044
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Explain the concepts and elements of
  - a **well-being**
  - b **resilience**
- 1.2 Evaluate approaches to measuring a child or young person's well-being
- 1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare

### Range

(AC1.1) **Well-being** - elements of well-being eg:

- The opportunity to flourish
- Positive relationships and social networks

- Positive personal identity and self esteem
- Aspiration and optimism
- Happiness
- Mental, physical and sexual health
- Financial and emotional security

(AC1.1) **Resilience** - elements relating to resilience eg:

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

### Learning outcome

The learner will:

- 2 Understand support for well-being and resilience

### Assessment criteria

The learner can:

- 2.1 Analyse approaches that support the well-being of children and young people
- 2.2 Explain the importance of homeliness, friendship and fun in the childcare setting
- 2.3 Analyse methods and approaches that help to build resilience in children and young people
- 2.4 Explain the importance of engaging with family members who are supporting a child or young person

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 3.1 Lead practice that supports **others** to engage positively with children or young people
- 3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable
- 3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem
- 3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes
- 3.5 Challenge practices that act as barriers to children or young people's well-being and resilience.

---

## Range

(AC3.1) **Others** may include:

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

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience
- 4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience
- 4.3 Evaluate own practice in promoting children or young people's well-being and resilience
- 4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience.

## Unit 511

# Lead practice to support the well-being and resilience of children and young people in residential childcare

## Supporting Information

### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Unit 512

# Lead practice in safe use of digital, internet and mobile technology with children and young people

<b>UAN:</b>	L/506/8367
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead safe use of digital, internet and mobile technology with children and young people
<b>Relationship to NOS:</b>	SCDLMCB1, SCDLMCB2
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the uses of technology by children and young people in society

### Assessment criteria

The learner can:

- 1.1 Identify digital, internet and mobile technology used in society
- 1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people.

### Learning outcome

The learner will:

- 2 Understand benefits and risks for children and young people when using digital, internet and mobile technology

## Assessment criteria

The learner can:

- 2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology
  - 2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology
  - 2.3 Describe signs and indicators of each risk
  - 2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers.
- 

## Learning outcome

The learner will:

- 3 Be able to support safe use of digital, internet and mobile technology by children and young people

## Assessment criteria

The learner can:

- 3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology
  - 3.2 Support **others** to understand features of safe use of digital, internet and mobile services and technology
  - 3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology
  - 3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered.
- 

## Range

(AC3.2) **Others** could include:

- Children and young people
  - Team members
  - Other professionals
  - Carers/family members
  - Advocates
- 

## Learning outcome

The learner will:

- 4 Be able to address risks to team members associated with use of digital, internet and mobile technology
-



## Assessment criteria

The learner can:

- 4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people
- 4.2 Develop policies and procedures for safe use of technology by team members
- 4.3 Support team members to understand policies and procedures for safe use of technology
- 4.4 Support team members to implement policies and procedures

## Unit 512

# Lead practice in safe use of digital, internet and mobile technology with children and young people

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Unit 513

## Undertake professional development in residential childcare settings

<b>UAN:</b>	H/506/7791
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit provides the knowledge and skills required to undertake professional development in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0043, SCDLMCA1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand principles of professional development

### Assessment criteria

The learner can:

- 1.1 Explain the importance of continually improving own knowledge and practice
- 1.2 Analyse potential barriers to professional development
- 1.3 Compare the use of different **sources and systems of support** for professional development
- 1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date.

### Range

(AC1.3) **Sources and systems of support** may include:

- Supervision
- Appraisal
- Formal support
- Informal support

- Mentoring
  - Within the organisation
  - Beyond the organisation
- 

### Learning outcome

The learner will:

- 2 Understand how personal attributes and experiences can be used in professional development

### Assessment criteria

The learner can:

- 2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice
  - 2.2 Review own emotional responses to situations encountered at work
  - 2.3 Analyse how personal factors can be strengthened or addressed through professional development
- 

### Learning outcome

The learner will:

- 3 Be able to prioritise goals and targets for own professional development

### Assessment criteria

The learner can:

- 3.1 Evaluate own knowledge and performance against:
    - a **standards and benchmarks**
    - b feedback
  - 3.2 Prioritise development goals and targets.
- 

### Range

(AC3.1) **Standards and benchmarks** may include:

- Codes of practice
  - Regulations
  - Minimum / essential standards
  - National occupational standards
- 

### Learning outcome

The learner will:

- 4 Be able to prepare a professional development plan
-

### **Assessment criteria**

The learner can:

- 4.1 Select learning opportunities to meet development objectives and reflect personal learning style
  - 4.2 Produce a plan for own professional development
  - 4.3 Establish a process to evaluate the effectiveness of own professional development plan.
- 

### **Learning outcome**

The learner will:

- 5 Be able to improve performance through reflective practice

### **Assessment criteria**

The learner can:

- 5.1 Compare models of reflective practice
- 5.2 Explain the purpose of reflective practice in continuous improvement of performance
- 5.3 Use reflective practice and feedback from others to improve performance
- 5.4 Evaluate how practice has been improved through:
  - a reflection on best practice
  - b reflection on failures and mistakes
  - c reflection on personal factors

## Unit 513

## Undertake professional development in residential childcare settings

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

## Unit 514

# Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

<b>UAN:</b>	T/506/7584
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that promotes the rights, diversity and equality of children and young people in residential childcare settings
<b>Relationship to NOS:</b>	SCDLMCE9
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the legislative frameworks for children and young people's rights

### Assessment criteria

The learner can:

- 1.1 Summarise national and international legislation that underpins the rights of children and young people
- 1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people.

### Learning outcome

The learner will:

- 2 Be able to develop policies and procedures that promote the rights of children and young people

## Assessment criteria

The learner can:

- 2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures
  - 2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people
  - 2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people.
- 

## Learning outcome

The learner will:

- 3 Understand anti-discriminatory practice with children and young people

## Assessment criteria

The learner can:

- 3.1 Analyse the impact of current equalities legislation on work with children and young people
  - 3.2 Evaluate models of anti-discriminatory practice in residential childcare settings for children or young people.
- 

## Range

(AC3.2) **Anti-discriminatory practice:** seeks not to discriminate on the basis of one or more of the following:

- Gender/transgender
- Sexual orientation
- Race/ethnicity
- Religion
- Age
- Ability/disability
- Health status
- Physical attributes
- Social circumstances

(AC3.2) **Discrimination** may occur at one or more of the following levels:

- Individual
  - Institutional
  - Societal.
- 

## Learning outcome

The learner will:

- 4 Be able to lead anti-discriminatory practice
-



## Assessment criteria

The learner can:

- 4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion
  - 4.2 Support team members to work in a culturally sensitive way
  - 4.3 Support team members to address tensions between anti-discriminatory practice and gender-specific issues
- 

## Range

(AC4.2) **Culturally sensitive** include:

- Recognising cultural similarities and differences
- Avoiding value judgements (eg better or worse, right or wrong)
- Respecting beliefs and practices while being alert to any heightened risks

(AC4.3) **Gender-specific issues** are those with specific relevance to male, female or trans-gender children and young people.

---

## Learning outcome

The learner will:

- 5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints

## Assessment criteria

The learner can:

- 5.1 Explain the relationship between **raising concerns or making complaints** and the rights of children and young people
  - 5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting
  - 5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and **others**
  - 5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints
  - 5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed
- 

## Range

(AC5.1) **Raising concerns or making complaints:** Raising concerns or making complaints may be done formally or informally

(AC5.3) **Others** may include colleagues, other agencies, children and young people or their families and friends

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## Learning outcome

The learner will:

- 6 Be able to lead continuous improvement to practice to promote the rights of children and young people

## Assessment criteria

The learner can:

- 6.1 **Monitor** how effectively rights are upheld in the work setting
- 6.2 Support team members to evaluate their own practice in promoting the rights of children or young people
- 6.3 Review own practice in promoting the rights of children or young people
- 6.4 Challenge self and others to continuously improve practice to promote the rights of children or young people
- 6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people

---

## Range

(AC6.1) **Monitor** to monitor will involve children or young people and others.

## Unit 514

# Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

## Supporting Information

### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.

## Unit 515

# Lead networks and multi-agency work to benefit children and young people in residential childcare

<b>UAN:</b>	R/506/7608
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCD1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people
- 1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews
- 1.3 Evaluate the use of networks to build **a team around a child or young person**

### Range

(AC1.3) **A team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time.

---

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services
- 2.2 Explain structures, key roles and methods for communication and decision making within these agencies
- 2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person.

---

## Learning outcome

The learner will:

- 3 Be able to build a multi-agency team around a child or young person

## Assessment criteria

The learner can:

- 3.1 Recognise circumstances where a multi-agency team should be built around a child or young person
- 3.2 Analyse factors that influence the involvement of family members in a team built around a child or young person
- 3.3 Agree with **others** the task, role and boundaries of the team
- 3.4 Negotiate the **parameters** of the team's work
- 3.5 Influence the team to secure **effective arrangements** for practice

---

## Range

(AC3.3) **Others** may include:

- Family members
- Workers from other agencies or organisations
- Advocates
- Independent visitors

(AC3.4) **Parameters eg:**

- Objectives
- Actions plans
- Roles and responsibilities
- Arrangements for communication, decision making and measuring progress

(AC3.5) **Effective arrangements** must be:

- Focused on the needs of the child or young person
  - Appropriate to the nature and purpose of the task
  - Likely to be effective in establishing and maintaining relationships
  - Respectful of confidentiality while balancing risks of sharing or not sharing information.
- 

### **Learning outcome**

The learner will:

- 4 Be able to participate in the work of a multi-agency team built around a child or young person

### **Assessment criteria**

The learner can:

- 4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person
  - 4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team
  - 4.3 Participate in agreed monitoring processes
- 

### **Learning outcome**

The learner will:

- 5 Be able to continuously improve multi-agency work

### **Assessment criteria**

The learner can:

- 5.1 Analyse factors that support effective collaboration and partnership with other agencies
  - 5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work
  - 5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work
  - 5.4 Implement improvements identified through monitoring and review of multi-agency work
-

## **Unit 515**

# **Lead networks and multi-agency work to benefit children and young people in residential childcare**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

## Unit 516

## Lead a residential childcare service that can engage with the youth justice system

<b>UAN:</b>	Y/506/7609
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system
<b>Relationship to NOS:</b>	SCDLMCB2, SCDLMCB3, SCDLMCD1
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the context of the youth justice system

### Assessment criteria

The learner can:

- 1.1 Analyse the political and legal context of the youth justice system
- 1.2 Evaluate **theories** relating to youth justice and offending behaviour.

### Range

(AC1.2) **Theories** including:

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory
- Restorative approaches



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## Learning outcome

The learner will:

- 2 Be able to support team members to work with the court system relating to youth justice

## Assessment criteria

The learner can:

- 2.1 Provide information to team members on the court system, the sentencing process and **disposal options**
- 2.2 Work with team members to
  - a **support compliance** with disposal requirements
  - b respond to breaches of disposal requirements
- 2.3 Review team's practice in working with the court system

---

## Range

(AC2.1) **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

(AC2.2) **Support compliance** eg:

- Accompanying young people to and from appointments
- Providing a corporate parent role in court.

---

## Learning outcome

The learner will:

- 3 Be able to work in partnership with agencies involved in the youth justice system

## Assessment criteria

The learner can:

- 3.1 Explain the importance of working in partnership with **agencies** involved in the youth justice system
- 3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system
- 3.3 Develop team members' understanding of the rights and responsibilities of an Appropriate Adult
- 3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement.

---

## Range

(AC3.1) **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)
- 

## Learning outcome

The learner will:

- 4 Be able to provide a service that reduces the risk of criminalisation of children and young people

## Assessment criteria

The learner can:

- 4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system
  - 4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours
  - 4.3 Develop systems that prevent the premature escalation of responses to offending behaviour
  - 4.4 Explain **tensions and risks** that can be created by close work with youth justice agencies.
- 

## Range

(AC4.4) **Tensions and risks** eg:

- Premature escalation of behaviour
  - Bias towards use of the justice system
  - Differing values and priorities
- 

## Learning outcome

The learner will:

- 5 Understand the experience of the secure estate

## Assessment criteria

The learner can:

- 5.1 Analyse why children and young people in secure settings are at high risk of experiencing **poor outcomes**
  - 5.2 Evaluate approaches that improve outcomes for children and young people in secure settings.
-

---

## Range

(AC5.1) **Poor outcomes** include those in relation to:

- Physical health and wellbeing
  - Mental health
  - Learning and educational achievement
  - Establishing and maintaining positive relationships with family and friends
- 

## Learning outcome

The learner will:

- 6 Be able to achieve successful transfer within and out of the secure estate

## Assessment criteria

The learner can:

- 6.1 Analyse factors for the successful **transfer** of children and young people between settings within the secure estate
  - 6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate
  - 6.3 Develop systems to support the successful resettlement of children and young people.
- 

## Range

(AC6.1) **Transfer** including transfer to adult secure estates and to specialist services.

## **Unit 516**

# **Lead a residential childcare service that can engage with the youth justice system**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

## Unit 517

## Lead practice to support young people leaving care

<b>UAN</b>	Y/506/8114
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice to support young people leaving care
<b>Relationship to NOS:</b>	SCDLMCB3
<b>Endorsed by</b>	Skills for Care and Development and Department for Education

**Assessment type:** Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently

### Assessment criteria

The learner can:

- 1.1 Explain the statutory and legal frameworks that apply to young people as they leave care
- 1.2 Evaluate how theories of change management can be applied to supporting young people leaving care
- 1.3 Evaluate the importance of a planned and phased approach to leaving care.

### Learning outcome

The learner will:

- 2 Be able to recognise factors that impact on the experience of leaving care

## Assessment criteria

The learner can:

- 2.1 Analyse aspirations and concerns that young people leaving care can experience
  - 2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care
  - 2.3 Research the features of practice that affect young people's experience of leaving care
  - 2.4 Review the importance of interactions and relationships between young people and **others** as they prepare to leave care.
- 

## Range

(AC2.4) **Others** may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person

---

## Learning outcome

The learner will:

- 3 Be able to lead support for young people as they prepare for independent living

## Assessment criteria

The learner can:

- 3.1 Allocate resources to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living
  - 3.2 Support team members to work with young people to develop the practical abilities, social skills and emotional resilience needed in more independent living
  - 3.3 Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation
  - 3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process.
- 

## Range

(AC3.1) **Resources:** team members' time, financial resources, physical resources in the setting

(AC3.2) **Practical abilities** eg to:

- Manage and maintain accommodation
  - Manage personal finances
  - Maintain health and well being
  - Manage daily living tasks
  - Access training or education
  - Seek employment (including entrepreneurial options)
  - Manage risks
  - Engage as a citizen and make a contribution to society
-

---

## Learning outcome

The learner will:

- 4 Be able to work with others to support young people leaving care

## Assessment criteria

The learner can:

- 4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care
- 4.2 Build positive working relationships with others within and beyond the organisation
- 4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role
- 4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount

---

## Learning outcome

The learner will:

- 5 Be able to review support in relation to young people leaving care

## Assessment criteria

The learner can:

- 5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting
- 5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements
- 5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition
- 5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care.

## Unit 517

## Lead practice to support young people leaving care

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.



## Unit 518

# Understand the context of residential childcare for children and young people with complex disabilities or conditions

<b>UAN</b>	J/506/8318
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions
<b>Relationship to NOS:</b>	SCDLMCB4, SCDLMCE3
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand the impact of complex disabilities and conditions on children and young people and their families

### Assessment criteria

The learner can:

- 1.1 Compare the prevalence, causes and impacts of **complex disabilities and conditions** in children and young people
- 1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families
- 1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families

### Range

(AC1.1) **Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

---

## Learning outcome

The learner will:

- 2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

- 2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions
- 2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions
- 2.3 Analyse features of provision that reflect **good practice** in terms of current theories, legislation, regulations and policies

---

## Range

(AC2.3) **Good practice** will reflect aspects including:

- Child centred provision
- Children's rights
- Equality and inclusion
- Social model of disability
- Cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- Working in partnership with carers
- Networking with other agencies to build a team around a child
- Advocacy

---

## Learning outcome

The learner will:

- 3 Understand residential childcare for children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

- 3.1 Compare the range of **residential childcare services** for children and young people with complex disabilities or conditions
- 3.2 Analyse how different types of residential childcare require a different focus in partnership working with **carers**
- 3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers
- 3.4 Evaluate the importance of ensuring **a residential childcare service's** provision meets stated aims and objectives.

---

## Range

(AC3.1) **Residential childcare services** eg:

- Short break
- Shared care
- 52 week

(AC3.2) **Carers** are parents, family members and others who care for a child or young person at home

(AC3.4) **A residential childcare service** should be the learner's own workplace where there is one; otherwise a service local to the learner.

## **Unit 518**

# **Understand the context of residential childcare for children and young people with complex disabilities or conditions**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 519

# Principles for leading the transition of young people with complex disabilities or conditions to adult services

<b>UAN:</b>	A/506/7568
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services
<b>Relationship to NOS:</b>	SCDLMCB3
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services

### Assessment criteria

The learner can:

- 1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services
- 1.2 Summarise legislation that affects the rights of young people with **complex disabilities or conditions** to make decisions about their lives
- 1.3 Evaluate how theories of change management can be applied to support the transition to adult services.

### Range

(AC1.2) **Complex disabilities or conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.

---

## Learning outcome

The learner will:

- 2 Understand the impact of complex disabilities or conditions on the transition into adulthood

## Assessment criteria

The learner can:

- 2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families
- 2.2 Analyse factors that affect a young person's capacity to manage transitions and changes
- 2.3 Explain how cultural considerations can impact on the process of moving from childhood into adulthood.

---

## Range

(AC2.2) **Factors** may include:

- Positive/negative identity and self esteem
- Stable/unstable relationships and networks
- Secure/insecure attachments
- Experience of discrimination/social exclusion
- Experience of abuse or harm
- Cognitive capacity

(AC2.3) **Cultural:** the ideas, customs and social behaviours of a particular society or community.

---

## Learning outcome

The learner will:

- 3 Understand adult care provision

## Assessment criteria

The learner can:

- 3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services
- 3.2 Identify funding sources, eligibility criteria and application processes for each
- 3.3 Evaluate how personal budgets support the transition to adult services.

---

## Learning outcome

The learner will:

- 4 Understand how to work with others to support young people making the transition to adult services

## Assessment criteria

The learner can:

- 4.1 Describe knowledge, skills and attitudes required by team members to support the transition process
  - 4.2 Analyse the role and contribution of family members in the transition process
  - 4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services
  - 4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition.
- 

## Learning outcome

The learner will:

- 5 Understand person centered support for transition to adult services

## Assessment criteria

The learner can:

- 5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services
  - 5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount
  - 5.3 Describe processes needed to secure **additional support** to meet the individual requirements of young people
  - 5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement
- 

## Range

(AC5.3) **Additional support** may include:

- Training in practical skills
  - Emotional support
  - Support to manage tensions and dilemmas
- 

## Learning outcome

The learner will:

- 6 Understand how to review support in relation to young people making the transition to adult services
-

## Assessment criteria

The learner can:

- 6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition
- 6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition
- 6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services.



## **Unit 519**

# **Principles for leading the transition of young people with complex disabilities or conditions to adult services**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Unit 520

# Support others to understand models of disability and their effects on working practice with children and young people

<b>UAN</b>	R/506/8158
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support others to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus
<b>Relationship to NOS:</b>	SCDHSC0043
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Understand models of disability

### Assessment criteria

The learner can:

- 1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability
- 1.2 Compare theoretical models of disability
- 1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people
- 1.4 Explain how different models of disability shape organisational structures and outcomes.

---

## Learning outcome

The learner will:

- 2 Be able to review how models of disability underpin organisational practice with children and young people

## Assessment criteria

The learner can:

- 2.1 Explain how policies, procedures and working practices are underpinned by a model of disability
- 2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation
- 2.3 Use the review to propose improvements to policies, procedures and working practices

---

## Learning outcome

The learner will:

- 3 Be able to develop others' awareness of models of disability

## Assessment criteria

The learner can:

- 3.1 Plan activities that increase **others'** understanding of:
  - a models of disability
  - b how they are experienced by children and young people
  - c how models of disability shape organisational structure and ways of working
- 3.2 Implement planned activities
- 3.3 Review the outcomes of planned activities.

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## Range

(AC3.1) **Others** could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

## **Unit 520**

# **Support others to understand models of disability and their effects on working practice with children and young people**

## Supporting Information

### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

## Unit 521

# Undertake a research project within services for health and social care or children and young people

<b>UAN</b>	J/602/3499
<b>Unit level:</b>	5
<b>Credit value:</b>	10
<b>GLH:</b>	80
<b>Unit aim:</b>	The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.
<b>Relationship to NOS:</b>	CCLD 420
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 Be able to justify a topic for research within services for health and social care or children and young people

### Assessment criteria

The learner can:

- 1.1 Identify the area for the research project
- 1.2 Develop the **aims and objectives** of the research project
- 1.3 Explain **ethical considerations** that apply to the area of the research project
- 1.4 Complete a literature review of chosen area of research

### Range

- (AC1.2) **Aims and objectives:** the reasons, understanding and methods for conducting the research project
- (AC1.3) **Ethical considerations:** confidentiality, sensitivity of data, seeking agreements with participants

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## Learning outcome

The learner will:

- 2 Understand how the components of research are used

## Assessment criteria

The learner can:

- 2.1 Critically compare different types of research
  - 2.2 Evaluate a range of methods that can be used to collect data
  - 2.3 Identify a range of tools that can be used to analyse data
  - 2.4 Explain the importance of validity and reliability of data used within research.
- 

## Learning outcome

The learner will:

- 3 Be able to conduct a research project within services for health and social care or children and young people

## Assessment criteria

The learner can:

- 3.1 Identify sources of support whilst conducting a research project
  - 3.2 Formulate a detailed plan for a research project
  - 3.3 Select research methods for the project
  - 3.4 Develop research questions to be used within project
  - 3.5 Conduct the research using identified research methods
  - 3.6 Record and collate data.
- 

## Learning outcome

The learner will:

- 4 Be able to analyse research findings

## Assessment criteria

The learner can:

- 4.1 Use data analysis methods to analyse the data
  - 4.2 Draw conclusions from findings
  - 4.3 Reflect how own research findings substantiate initial literature review
  - 4.4 Make recommendations related to area of research
  - 4.5 Identify potential uses for the research findings within practice.
-

## **Unit 521**

# **Undertake a research project within services for health and social care or children and young people**

### Supporting Information

#### ***Assessment requirements***

This unit must be assessed in line with the Skills for Care & Development QCF Assessment Principles.

## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)

Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)

Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw).



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### Centre Manual - Supporting Customer Excellence

information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
  - Assessment, internal quality assurance and examination roles at the centre
  - Registration and certification of candidates
  - Non-compliance
  - Complaints and appeals
  - Equal opportunities
  - Data protection
  - Management systems
  - Maintaining records
  - Assessment
  - Internal quality assurance
- External quality assurance.

### Our Quality Assurance Requirements

Encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

### Access to Assessment & Qualifications

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

## Appendix 3 Useful contacts

### **UK learners**

General qualification information

T: +44 (0)844 543 0033

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### **International learners**

General qualification information

Please contact your local office: **[www.cityandguilds.com/about-us/international](http://www.cityandguilds.com/about-us/international)**

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### **UK Centres**

Registrations, Exam entries (Dated/On-Demand/ e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### **International centres**

Results, Entries, Enrolments, Invoices, Missing or late exam materials

Please contact your local office: **[www.cityandguilds.com/about-us/international](http://www.cityandguilds.com/about-us/international)**

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### **Walled Garden**

New account enquiries or amendment of existing account details, password resets and on-line technical problems.

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [online@cityandguilds.com](mailto:online@cityandguilds.com)**

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### **General e-assessment support enquiries**

T: 0844 543 0000

**E: [evolvesupport@cityandguilds.com](mailto:evolvesupport@cityandguilds.com)**

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### **SmartScreen**

General SmartScreen queries

T: +44 (0)844 543 0000

**E: [subscribe@Smartscreen.co.uk](mailto:subscribe@Smartscreen.co.uk)**

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### **Publications**

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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**Employer**  
Employer solutions,  
Mapping,  
Accreditation,  
Development Skills,  
Consultancy

If you are an employer, please contact City & Guilds  
Kineo: [www.kineo.com/contact-us](http://www.kineo.com/contact-us)  
E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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**Feedback and complaints**

E: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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**TechBac mentoring enquiries**

E: [mentoring@cityandguilds.com](mailto:mentoring@cityandguilds.com)

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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