Level 3 Diploma for Residential Childcare (England) (4340-31/81)

Qualification Handbook

Qualification at a glance

Age group approved	18+
Entry requirements	There are no entry requirements
Assessment types	Portfolio of evidence
Approvals	Automatic approval is available for centres offering the Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England) (4227-04)
Support materials	Qualification handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Diploma for Residential Childcare	460	610	4340-31/81	601/5268/0

Version and date	Change detail	Section
2.0 January 2015	UAN for unit 302 amended	Units
3.0 February 2015	Amend apprenticeship information	Introduction
4.0 May 2015	Deletion of text typo	Appendix 1
4.1 Sept 2017	Removal of highlighted sections	Centre requirements Unit 301
4.2 Nov 2017	Added TQT and GLH details	Qualification at a Glance, Structure

Contents

1   Introduction

Area	Description
Who are the qualifications for?	The Level 3 Diploma for Residential Childcare (England) is specifically designed for learners wanting to work in residential care with children in a care role.
What do the qualifications cover?	The qualification covers a range of topics. Please see units for details.
What opportunities for progression are there?	Learners may progress onto the Level 5 Diploma in Leadership and Management for Residential Childcare (England) (4340-51). New residential care workers will need to achieve the qualification within **two** years from employment. This qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.
Who did we develop the qualification with?	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. It has been developed by the Department for Education, Skills for Care and Development and the employers in the industry.
Is it part of an apprenticeship framework or initiative?	This qualification will form part of the Children and Young People's Workforce Residential Care Pathway (England) Apprenticeship available from January 2015.

Structure

To achieve the **City & Guilds Level 3 Diploma for Residential Childcare (England),** learners must achieve a minimum of **61** credits overall. **53** credits must be achieved from (301-316). Learners must also complete **a minimum of 3 units** from (317 – 323) to achieve **a minimum of 8 credits**.

UAN	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory				
F/506/7653	301	Understand the development of children and young people in residential childcare	3	25
T/506/8363	302	Understand how to safeguard and protect children and young people in residential childcare	7	63
A/506/8364	303	Understand how to support children and young people who have experienced harm or abuse	3	22
A/506/8526	304	Promote effective communication and information handling in residential childcare settings	3	21
J/506/7587	305	Support risk management in residential childcare	2	18
A/506/7828	306	Assessment and planning with children and young people in residential childcare	3	20
L/506/7588	307	Support group living in residential childcare	3	22
A/506/7618	308	Understand how to support positive outcomes for children and young people in residential childcare	2	20
M/506/7616	309	Support attachment and positive relationships for children and young people in residential childcare	4	27
T/506/7617	310	Support the well-being and resilience of children and young people in residential childcare	3	20

L/506/7798	311	Support children and young people in residential childcare to achieve their learning potential	4	30
D/506/7594	312	Support children and young people in residential childcare to manage their health	2	17
Y/506/8193	313	Support the development of socially aware behaviour with children and young people in residential childcare	5	34
F/506/7782	314	Engage in professional development in residential childcare settings	3	20
R/506/7592	315	Support the rights, diversity and equality of children and young people in residential childcare	3	24
F/506/7605	316	Participate in teams to benefit children and young people in residential childcare	3	20
Optional				
H/506/7595	317	Understand the care system and its impact on children and young people	3	22
J/506/7606	318	Understand the youth justice system as it relates to residential childcare	3	30
K/506/8540	319	Support young people leaving care	6	40
R/506/8502	320	Understand residential childcare for children and young people with complex disabilities or conditions	3	27
L/506/8501	321	Understand support for young people with complex disabilities or conditions making the transition into adulthood	3	24
K/506/7596	322	Work with the families of children and young people in residential childcare	2	17
F/601/4056	323	Support use of medication in social care settings	5	40

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma for Residential Childcare	460	610

2   Centre requirements

Approval

Automatic approval is available for centres offering the Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England) (4227-04 and -93).

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 D32/33 or A1 or be working towards A1 **OR** be working towards the A1 replacements e.g. the City & Guilds 6317 such as:
  - the Level 3 Award in Assessing Competence in the Work Environment **or**
  - the Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's Qualification Consultant.

Assessors of competence based units may also make assessment decisions on knowledge based units and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge 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.

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 quality assurer 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

An expert witness must:

- have a working knowledge of the 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 Assessment Principles

www.skillsforcare.org.uk

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 3 Diploma for Residential Childcare is not approved for learners under 18 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 qualification, 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 a 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 qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

Recording forms are available on the City & Guilds website 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.

Amendable (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 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, eg 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 the areas listed in the range.

Assessment strategy

External verification

This qualification is internally assessed, internally quality assured 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.

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 practicing 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.

NB Confidential records must not to be included in learners' portfolios 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)

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. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experimental learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements 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. 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.

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. 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:expert 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 3 Diploma 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.

The City & Guilds policy on RPL can be found at: **http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents**

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.

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 301 Understand the development of children and young people in residential childcare

UAN:	F/506/7653
Unit level:	3
Credit value:	3
GLH:	25
Unit aim:	This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people
Relationship to NOS:	SCDCCLD0303
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand the expected pattern of development for children and young people from birth to19 years

Assessment criteria

The learner can:

1.1   Explain the sequence and rate of each **aspect of development** from birth to 19 years

1.2   Explain the difference between sequence of development and rate of development

1.3   Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours

Range

(AC1.1)   **Aspects of development includes:**
- Physical
- Language and communication
- Intellectual / cognitive
- Social, emotional and behavioural

- Moral

The learner will:

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

Assessment criteria

The learner can:

2.1   Explain how children and young people's development is influenced by **personal factors**

2.2   Explain how children and young people's development is influenced by **external factors**

2.3   Explain how **theories of development** and **frameworks to support development** influence practice in a residential childcare setting

---

Range

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

- Health status
- Disability
- Sensory impairment
- Learning difficulties

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

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

(AC2.3)
       Theories of development includes:

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

(AC2.3)   **Frameworks to support development:** Social pedagogy

---

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1　Explain how to monitor children and young people's development using different **methods**

3.2　Explain the importance of observation within the monitoring and assessment process

3.3　Explain how i**nterventions** can promote positive outcomes for children and young people where development is not following the expected pattern

3.4　Explain how multi agency teams work together to address a child or young person's development needs

3.5　Describe ways to ensure that day to day activities support the development of children and young people

Range

(AC3.1)　**Methods** of assessing development include:

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

(AC3.3)　**Interventions include:**

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1   Explain the importance of early identification of development issues

4.2   Explain the particular significance of early identification of speech, language and communication delays and disorders

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

5.1   Explain how **times of transition** can affect children and young people's development

5.2   Evaluate the effect on children and young people of having positive relationships during periods of transition

Range

(AC5.1) **Times of transition** include:

- Emotional, affected by personal experience eg bereavement, entering/leaving care
- physical, eg 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 eg puberty, long term medical conditions
- Intellectual eg moving from pre-school to primary to post primary.

Unit 301   Understand the development 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 Assessment Principles.

Unit 302 — Understand how to safeguard and protect children and young people in residential childcare

UAN:	T/506/8363
Unit level:	3
Credit value:	7
GLH:	63
Unit aim:	This unit provides the knowledge and understanding required to safeguard and protect children and young people in residential childcare settings
Relationship to NOS:	SCDHSC0034
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1 Define the term safeguarding in relation to children and young people

1.2 Explain how child protection relates to safeguarding

1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 Explain why it is important to ensure children and young people are protected from harm and abuse

2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice

2.3 Identify **policies and procedures** that are in place to protect children and young people and the adults who work with them

2.4 Analyse **how working practices** with children and young people reflect national and local guidelines, policies and procedures for safeguarding

2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse

2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse

2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed

---

Range

(AC2.3) **Policies and procedures for safe working,** eg those relating to:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Use of social media
- Sharing concerns and recording/ reporting incidents
- Child sexual exploitation

(AC2.4)**Working practices,** eg:
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns
- Risk assessment

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 Describe **types of abuse** that a child or young person may experience

3.2 Describe signs and indicators associated with each type of abuse

3.3 Describe factors which increase the vulnerability of children and young people in residential childcare

3.4 Summarise common myths about people who harm and abuse children and young people

3.5 Describe known characteristics of **perpetrators and their behaviours** that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity

---

Range

(AC3.1) **Types of abuse** may be:

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

(AC3.5) **Perpetrators and their behaviours** eg:
- Position of power in the community or organisation
- Celebrity status
- Fellow resident/peer
- Grooming (of the child or young person and those around them)
- Threats of reprisals
- Promises of rewards
- Denial of behaviour as abusive
- Targeting boys and young men (in relation to sexual abuse)

Learning outcome

The learner will:

4 Understand how to address concerns about abuse

Assessment criteria

The learner can:

4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected

4.2 Explain the importance of early identification of abuse

4.3 Explain why warning signs may be mis-interpreted or ignored

4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited

---

4.5   Explain reasons why a child or young person may not disclose that they are being abused or exploited

The learner will:

5   Understand policies, procedures and practices to address bullying

Assessment criteria

The learner can:

5.1   Explain the effects of different types of **bullying** on children and young people

5.2   Outline the policies and procedures that should be followed in response to concerns or evidence of bullying

5.3   Explain why policies and procedures regarding bullying are necessary

5.4   Explain how to support a child or young person when bullying is suspected or alleged

Range

(AC5.1)   **Bullying**
- Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumors, persistent teasing)
- Emotional (tormenting, ridicule, humiliation, excluding)
- Cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Child on child/child on adult/adult on child
- Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.

Learning outcome

The learner will:

6   Understand principles for e-safety

Assessment criteria

The learner can:

6.1   Explain the risks and possible consequences for children and young people from
   a   social networking
   b   internet use
   c   buying and selling online
   d   electronic communication devices

6.2   Describe ways of reducing risk to children and young people from:
   a   social networking
   b   internet use
   c   buying and selling online

d   electronic communication devices

The learner will:

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

Assessment criteria

The learner can:

7.1   Describe the risks to a child or young person who goes missing from care
7.2   Outline actions to be taken in line with policies and procedures when a child or young person goes missing
7.3   Explain the importance of prompt and persistent action when a child or young person goes missing

---

Learning outcome

The learner will:

8   Understand child sexual exploitation

Assessment criteria

The learner can:

8.1   Define child sexual exploitation and its relationship to human trafficking
8.2   Describe how child sexual exploitation differs from non-abusive sexual activity
8.3   Outline different patterns of child sexual exploitation in relation to
   a   Gangs
   b   Groups
   c   Solo perpetrators
8.4   Describe typical behaviour patterns of those who sexually exploit children and young people
8.5   Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation
8.6   Explain the role of **key partners** in protecting children and young people from sexual exploitation

---

Range

(AC8.6)   **Key partners** includes**:**
- 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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

9.1 Explain what is meant by multi-agency working in the context of safeguarding

9.2 Identify **multi agency forums** which coordinate the safeguarding of children and young people locally

9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where

    a harm or abuse is suspected or disclosed

    b a child or young person has been abused or harmed

    c a child or young person has gone missing from care

Range

(AC9.2) **Multi agency forums** eg
- Local Safeguarding Children's Boards
- Multi Agency Safeguarding Hubs

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem

10.2 Describe ways to work with children and young people to enable them to develop protective strategies

10.3 Describe ways of empowering children and young people to make informed choices that support their safety

---

The learner will:

11   Understand process and procedures when there are concerns about practice

Assessment criteria

The learner can:

11.1   Explain how to report concerns about practice in the work setting

11.2   Describe ways in which whistle blowers are protected in the work setting

11.3   Explain why those whose practice is being questioned are also protected and how this is achieved

11.4   Explain the process of escalating concerns about practice if they are not being addressed

Unit 302 **Understand how to safeguard and protect children and young people in residential childcare**

Supporting Information

Assessment requirements

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

Unit 303 Understand how to support children and young people who have experienced harm or abuse

UAN:	A/506/8364
Unit level:	3
Credit value:	3
GLH:	22
Unit aim:	This unit provides the knowledge and understanding required to support children and young people who have experienced harm or abuse
Relationship to NOS:	SCDHSC0325
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced **harm or abuse**

1.2   Explain the roles and responsibilities of **others** with regard to children or young people who have experienced harm or abuse

1.3   Explain the importance of establishing trusting relationships with 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, groups or solo perpetrators

(AC1.2)   **Others** may include
- Team members
- Families or carers
- Advocates
- Social workers
- Others in the local network for safeguarding and protection

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse

2.2   Explain how to avoid **actions** or statements that could adversely affect the use of evidence in future investigations or in court

2.3   Explain the importance of supporting a child or young person to understand:

    a   with whom the information they disclose will be shared

    b   the reasons for sharing information they disclose

2.4   Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced

2.5   Explain why it is important to respond calmly to disclosures of harm or abuse

2.6   Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed

2.7   Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner

Range

(AC2.2)   **Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse

3.2   Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse

3.3   Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced

3.4   Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse

3.5   Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1   Explain circumstances when restrictions need to be imposed on the involvement of **key people** following harm or abuse

4.2   Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained

Range

(AC4.1)   **Key people** are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

5.1   Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person

5.2   Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

Unit 303   Understand how to support children and 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 Assessment Principles.

Unit 304　　Promote effective communication and information handling in residential childcare settings

UAN:	A/506/8526
Unit level:	3
Credit value:	3
GLH:	21
Unit aim:	This unit provides the knowledge and skills required to promote effective communication and information handling in residential childcare settings
Relationship to NOS:	SCDHSC0031
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand effective communication in the work setting

Assessment criteria

The learner can:

1.1   Explain the reasons why people communicate

1.2   Describe factors to consider for effective communication

1.3   Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication

1.4   Explain how communication affects relationships and effective practice in own work

Learning outcome

The learner will:

2   Be able to meet the communication and language needs, wishes and preferences of individual children and young people

Assessment criteria

The learner can:

2.1   Establish the communication and language needs, wishes and preferences of a child or young person

2.2   Use **communication methods and aids** to meet the individual needs of children or young people

2.3   Explain how children and young people use communication methods in different ways

2.4   Respond to children or young people's reactions while communicating with them

Range

(AC2.2)   **Communication methods and aids** may include:
- Verbal
- Non-verbal
- Sign
- Pictorial
- Written
- Electronic/technological
- Assisted

Learning outcome

The learner will:

3   Be able to reduce barriers to communication in residential childcare settings

Assessment criteria

The learner can:

3.1   Describe barriers to communication and their impact

3.2   Reduce barriers to communication

3.3   Adapt communication to resolve misunderstandings

3.4   Explain how to access support or **services** to enable a child or young person to communicate effectively

Range

(AC3.4)   **Services** may include:
- translation services
- interpreting services
- speech and language services

- advocacy services

Learning outcome

The learner will:

4   Be able to use communication skills to de-escalate situations of tension or conflict

Assessment criteria

The learner can:

4.1   Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict

4.2   Use reflective practice to review the impact of own communication in situations of tension or conflict

Learning outcome

The learner will:

5   Understand principles and practices relating to confidentiality in own work

Assessment criteria

The learner can:

5.1   Explain the term 'confidentiality'

5.2   Explain the conflict between maintaining confidentiality and disclosing concerns

5.3   Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure

Learning outcome

The learner will:

6   Be able to implement organisational processes and procedures for recording, storing and sharing information

Assessment criteria

The learner can:

6.1   Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information

6.2   Apply confidentiality in day to day communication, in line with policies and procedures

6.3   Maintain data in line with policies and procedures that underpin integrated and multi- agency working

Unit 304　　　**Promote effective communication and information handling in residential childcare settings**

Supporting Information

Assessment requirements

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

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

Unit 305   Support risk management in residential childcare

UAN:	J/506/7587
Unit level:	3
Credit value:	2
GLH:	18
Unit aim:	This unit provides the knowledge and skills required to support risk management in residential childcare
Relationship to NOS:	SCDHSC 0032
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people

1.2   Explain how current health and safety legislation, policies and procedures are implemented in the work setting

1.3   Explain how health and safety is monitored and maintained in the work setting

1.4   Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely

Learning outcome

The learner will:

2   Be able to support children and young people to manage risk

Assessment criteria

The learner can:

2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life

2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion

2.3 Work with children or young people and **others** to establish shared agreement on how to manage risks

2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development

2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being

Range

(AC2.3) **Others** including
- Colleagues
- Visitors
- Families and carers

Learning outcome

The learner will:

3 Be able to manage risks to health, safety and security

Assessment criteria

The learner can:

3.1 Describe **factors** to consider to ensure the living environment is healthy and safe

3.2 Undertake health and safety risk assessments

3.3 Use the recommendations of risk assessments to manage **hazards**

a within the work setting

b in off site visits

3.4 Explain how health and safety risk assessments are monitored and reviewed

Range

(AC3.1) **Factors** eg:
- The individual needs, age and abilities of the children and young people
- Desired outcomes for the children and young people
- The function and purpose of the environment and the service offered
- Lines of responsibility and accountability
- The duty of care

(AC3.3)

Hazards eg:

- Physical
- Security
- Fire
- Food safety
- Personal safety

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1   Explain the policies and procedures to follow in response to

    a   **accidents**

    b   incidents

    c   injuries

    d   **illness**

    e   other **emergencies**

4.2   Describe the procedures for recording and reporting

    a   accidents

    b   incidents

    c   injuries

    d   illness

    e   other emergencies

Range

(AC4.1)   **Accidents** involving children, young people or adults

(AC4.1)   **Illness** including recognition of signs such as fever, rashes or unconsciousness

(AC4.1)   **Emergencies** such as fire, missing children or young people, evacuation of premises.

Unit 305 Support risk management in residential childcare

Supporting Information

Assessment requirements

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

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

Unit 306   Assessment and planning with children and young people in residential childcare

UAN	A/506/7828
Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit provides the knowledge and skills required to carry out assessment and planning with children and young people in residential childcare
Relationship to NOS:	SCDHSC0036
Endorsed by	Skills for Care and Development and Department for Education

Assessment type: Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Describe the purpose of assessment and planning with children and young people in residential childcare

1.2   Explain why a child centred model of assessment and planning is used

1.3   Explain how assessment frameworks help to ensure holistic assessment

1.4   Explain the legal requirements for recording assessment and planning information

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Explain how to use a child centred model of assessment and planning to identify the needs of children and young people

2.2   Explain the importance of working with **others** when assessing and planning for the needs of children and young people

2.3   Describe how to use **methods of engagement** to ensure the child is central when assessing and planning with children and young people

2.4   Describe strategies for child centred assessment and planning with children and young people who disengage from the process

Range

(AC2.2) **Others** eg:
- Children and young people
- Families/Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

(AC2.3) **Methods of engagement** eg:
- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

Learning outcome

The learner will:

3   Be able to participate in assessment and planning for children and young people

Assessment criteria

The learner can:

3.1   Explain the boundaries of own role and responsibilities within assessment and planning

3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process

3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred

3.4 Work with the child or young person to agree goals and targets

3.5 Explain how the goals and targets identified will support the achievement of positive outcomes

3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes

3.7 Confirm that the child or young person and others understand and agree to the plan

Learning outcome

The learner will:

4 Be able to work with children and young people as a plan is implemented

Assessment criteria

The learner can:

4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan

4.2 Encourage the child or young person to work towards the achievement of a plan

4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements

4.4 Record progress of a child or young person in relation to a plan

Learning outcome

The learner will:

5 Be able to work with children and young people to review and update plans

Assessment criteria

The learner can:

5.1 Explain the importance of reviewing and updating plans

5.2 Work with the child or young person and others to review progress towards goals and targets

5.3 Identify aspects of the plan that are working well and those that need to be revised

5.4 Use outcomes of review to update plan

5.5 Agree the updated plan with the child or young person and others involved

Learning outcome

The learner will:

6 Be able to contribute to assessment led by other professionals

Assessment criteria

The learner can:

6.1   Explain own role and the roles of others in the external assessment process

6.2   Respond to requests for information to support the assessment in line with organisational requirements

6.3   Support the child or young person to understand and contribute to external assessment

Unit 306   Assessment and planning with children and young people in residential childcare

Supporting Information

Assessment requirements

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

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

Unit 307   Support group living in residential childcare

UAN:	L/506/7588
Unit level:	3
Credit value:	3
GLH:	22
Unit aim:	This unit provides the knowledge and skills required to support group living in residential childcare
Relationship to NOS:	SCDHSC0323
Endorsed by	Skills for Care and Development and Department for Education

Assessment type: Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Summarise theories about groups as they relate to group living with children and young people

1.2   Summarise theories about how the physical environment can support well-being in a group setting

Learning outcome

The learner will:

2   Be able to support children and young people to live together as a group

Assessment criteria

The learner can:

2.1   Apply theories of group dynamics to support children or young people in their day to day experience of group living

2.2   Facilitate agreements with and between children or young people on arrangements for living together as a group

2.3   Support children or young people to resolve conflict and disagreements

2.4   Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them

2.5   Work with children or young people to maintain the physical environment in ways that support well-being

---

Learning outcome

The learner will:

3   Be able to plan with children and young people activities for sharing a living space

Assessment criteria

The learner can:

3.1   Plan with children or young people daily living activities that meet their needs, preferences and aspirations

3.2   Explain how planning daily living activities as a group links to individual **plans** for children and young people

3.3   Ensure that children or young people are central to decisions about daily activities involved in sharing a living space

---

Range

(AC3.2) **Plans** may include
- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

Learning outcome

The learner will:

4   Be able to support children and young people to develop relationships through daily living activities

Assessment criteria

The learner can:

4.1   Develop positive relationships with children and young people through jointly undertaking day to day activities

4.2   Encourage socially aware behaviour through modelling and reinforcement during shared activities

4.3   Support children and young people to maintain positive relationships with **others** through shared activities

---

Range

(AC4.3)   **Others** may include:
- Children and young people in the group
- Children and young people in the wider community
- Family members of children and young people
- Team members
- Other professionals
- Others in the wider community

Learning outcome

The learner will:

5   Be able to support continuous improvement in group living arrangements

Assessment criteria

The learner can:

5.1   Reflect on the impact of own practice and behaviour on children and young people's experience of group living

5.2   Work with children and young people to evaluate activities and agreements for group living

5.3   Propose improvements to group living arrangements and practices using reflections and evaluations

Unit 307   Support group living in residential childcare

Supporting Information

Assessment requirements

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

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

Unit 308 Understand how to support positive outcomes for children and young people in residential childcare

UAN:	A/506/7618
Unit level:	3
Credit value:	2
GLH:	20
Unit aim:	This unit provides the knowledge and understanding required to support positive outcomes for children and young people in residential childcare
Relationship to NOS:	SCDHSC0303
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Explain the impact of poverty on outcomes and life chances for children and young people

1.2   Identify the impacts of **social and cultural factors** on the lives of children and young people

1.3   Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances

Range

(AC1.2)   **Social and cultural factors** eg:
- Being in the care system
- Housing and community

- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A&E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Identify **positive outcomes for children and young people** that residential childcare services aim to achieve

2.2   Explain the importance of active participation of children and young people in decisions affecting their lives

2.3   Explain the importance of designing services around the needs of children and young people

2.4   Explain how to support children and young people to make personal choices according to their needs and abilities

2.5   Explain how social pedagogy aims to support positive outcomes for children and young people

2.6   Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people

---

Range

(AC2.1)   **Positive outcomes for children and young people** will include those relating to:
- Health
- Education
- Leisure
- Good self esteem
- Positive identity
- Participation in the community

Learning outcome

The learner will:

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

---

Assessment criteria

The learner can:

3.1 Explain the impact **disability** can have on positive outcomes and life chances of children and young people

3.2 Explain the importance of positive attitudes towards disability

3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes

3.4 Describe **support** available for children and young people with disabilities

Range

(AC3.1) **Disability** in this context can include a wide range of conditions, difficulties and impairments eg:
- Learning disabilities
- Physical disabilities
- Sensory impairment
- Long term medical conditions
- Complex needs
- Special educational needs
- Dyslexia

(AC3.4) **Support** eg:
- Speech and language therapy
- Support from health professionals
- Additional learning support
- Assistive technology including electronic and digital systems
- Specialised services

Unit 308   **Understand how to support 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 Assessment Principles.

Unit 309   Support attachment and positive relationships for children and young people in residential childcare

UAN:	M/506/7616
Unit level:	3
Credit value:	4
GLH:	27
Unit aim:	This unit provides the knowledge and skills required to support children and young people in residential childcare to develop attachment and form positive relationships
Relationship to NOS:	SCDHSC0311
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand the importance of positive attachments for the well-being of children and young people

Assessment criteria

The learner can:

1.1   Summarise theories of attachment

1.2   Explain why **positive attachments** are important for children and young people

1.3   Analyse the short and long term **impacts** on the well-being of children and young people if they are not able to form positive attachments

Range

(AC1.2)   **Positive attachments** include primary and secondary attachments

(AC1.3)   **Impacts** may include:

- Physiological
- Psychological
- Emotional
- Relational
- Behavioural

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Analyse **factors** in the life of a child or young person which can present barriers to forming positive attachments

2.2   Explain the role of parents and care-givers in supporting children and young people to form positive attachments

2.3   Explain the connection between positive attachments and positive relationships

2.4   Explain how attachment impacts on own role

2.5   Describe strategies for supporting children and young people to form positive attachments

Range

(AC2.1)   **Factors** eg:
- Previous experience of hostile or dysfunctional relationships
- Frequent imposed transitions
- Trauma
- Grief and loss
- Disability

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   Describe features of positive relationships for children and young people

3.2   Analyse factors in the life of a child or young person which can present challenges when building positive relationships

3.3   Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties

3.4   Describe ways to support children and young people to develop positive relationships with their peers

___

Learning outcome

The learner will:

4   Be able to develop positive relationships with children and young people

Assessment criteria

The learner can:

4.1   Engage with children or young people to develop positive relationships

4.2   Build a connection with children or young people, using a range of **skills, methods and approaches** to develop positive relationships with them

4.3   Maintain professional boundaries in relationships with children and young people in residential childcare

___

Range

(AC4.2)   **Skills, methods and approaches** eg:
- Communicating effectively
- Using active listening skills
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships

___

Learning outcome

The learner will:

5   Be able to address concerns about attachments and relationships of children and young people

Assessment criteria

The learner can:

5.1   Seek advice and support from **others** when concerned about the relationships and attachment behaviour of a child or young person

5.2   Implement **agreed strategies** with a child or young person to promote positive attachments and relationships

___

Range

(AC5.1)   **Others may include:**

___

- Carers and family members
- Colleagues
- Professionals from other agencies eg teachers, specialist therapists, social workers

(AC5.2) **Agreed strategies** are strategies agreed with other professionals (social workers, psychologists, etc)

Learning outcome

The learner will:

6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people

Assessment criteria

The learner can:

6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships

6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people

6.3 Use reflection to inform improvements in own practice

Unit 309   **Support attachment and positive relationships 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 Assessment Principles.

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

Unit 310 Support the well-being and resilience of children and young people in residential childcare

UAN:	T/506/7617
Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit provides the knowledge and skills required to support the well-being and resilience of children and young people in residential childcare
Relationship to NOS:	SCDHSC0312
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Explain **factors that impact on the well-being** of children and young people

1.2   Explain why it is important for children and young people to develop resilience

1.3   Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting

1.4   Describe ways of working with **key people** to enable them to support well-being and resilience in children and young people

Range

(AC1.1)   **Factors that impact on well-being:**
- Attachment

- Relationships
- Emotional security
- Opportunities for fun and enjoyment
- Early experiences
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed

(AC1.4) **Key people may include:**
- Carers
- Family
- Friends
- Others who are important to the individual

Learning outcome

The learner will:

2   Be able to support the development of children and young people's social and emotional identity and self esteem

Assessment criteria

The learner can:

2.1   Explain why **social and emotional identity** are important to the well-being and resilience of children and young people

2.2   Use a range of **methods** to encourage children or young people to be confident in their social and emotional identity

2.3   Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests

2.4   Support children or young people to recognise and value their own abilities, talents and achievements

2.5   Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem

---

Range

(AC2.1) **Social and emotional identity:**
- Culture
- Ethnicity
- Sexual orientation
- Faith
- Talents and abilities
- Self image (including body size, shape and other physical attributes)

- Community
- Life story work

(AC2.2)
Methods eg**:**
- Positive role models
- Networks relating to a specific culture or ethnicity

Learning outcome

The learner will:

3   Be able to support children and young people to develop a positive outlook on their lives

Assessment criteria

The learner can:

3.1   Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives

3.2   Support children or young people to respond positively to challenges and disappointments

3.3   Support children or young people to express their feelings, views and hopes

3.4   Use own actions and interactions to reflect a positive outlook for children or young people

---

Learning outcome

The learner will:

4   Be able to recognise and respond to signs of distress in children and young people

Assessment criteria

The learner can:

4.1   Explain why children and young people may communicate distress through behaviour rather than verbally

4.2   Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person

4.3   Describe **types of behaviour** that may indicate distress or are likely to compromise a child or young person's wellbeing

4.4   Take action to report, address and record concerns following agreed procedures

4.5   Support children or young people to consider choices for positive change in their lives

---

Range

(AC4.3) **Types of behaviour** eg:
- Emotional distress
- Self harm
- Eating disorders
- Inappropriate sexual activity
- Use of alcohol or drugs including 'legal highs'

- Poor lifestyle choices
- Harm or abuse
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Changes in the nature, frequency or intensity of behaviours.

Unit 310   Support the well-being and resilience of children and young people in residential childcare

Additional Guidance

Assessment requirements

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

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

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

Unit 311 Support children and young people in residential childcare to achieve their learning potential

UAN:	L/506/7798
Unit level:	3
Credit value:	4
GLH:	30
Unit aim:	This unit provides the knowledge and skills required to support children and young people in residential childcare to achieve their learning potential
Relationship to NOS:	SCDHSC0039
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Summarise theories about how children and young people learn

1.2   Explain the differences between learning, learning potential and education

1.3   Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning

1.4   Explain how understanding the circumstances of the child or young person can influence strategies to support their learning

1.5   Describe aspects of the physical environment known to be conducive to children and young people's learning

Learning outcome

The learner will:

2   Be able to engage children and young people in learning

Assessment criteria

The learner can:

2.1   Engage with children and young people to identify their interests, skills, talents and aspirations

2.2   Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations

2.3   Support children and young people to recognise how they can build on their interests, skills and talents

2.4   Support children and young people to access activities and experiences to engage their interest in learning and the world around them

2.5   Manage the physical environment in ways that encourage learning

Learning outcome

The learner will:

3   Understand the education system

Assessment criteria

The learner can:

3.1   Describe the legislation underpinning children and young people's access to education

3.2   Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare

3.3   Describe how the roles of **key professionals** in the education system support children and young people to achieve their learning potential

3.4   Describe alternatives to formal education and when these might be beneficial to a child or young person

Range

(AC3.3)   **Key professionals** eg:
- Teachers and tutors
- SENCOs
- Educational psychologists

Learning outcome

The learner will:

4   Be able to support children and young people to sustain engagement in learning and education

Assessment criteria

The learner can:

4.1   Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education

4.2   Work with children and young people to set goals and targets for their learning

4.3   Work with children and young people to monitor progress towards their learning goals and targets

4.4   Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning

4.5   Support children and young people to sustain their **engagement in learning and education**

Range

(AC4.5)   **Engagement in learning and education** may include attendance at school or college but is not confined to this.

Learning outcome

The learner will:

5   Be able to work with children and young people to maximise learning

Assessment criteria

The learner can:

5.1   Support learning activities with children and young people

5.2   Provide children and young people with positive feedback to celebrate achievement

5.3   Encourage children and young people to recognise how their learning can be applied in other areas of life.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

6.1   Explain the importance of engaging family members in children and young people's learning wherever possible

6.2   Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education

6.3   Describe roles and responsibilities for addressing difficulties that arise with an education placement

6.4   Describe strategies for working with the local community to create opportunities and experiences for learning.

Unit 311   **Support children and young people in residential childcare to achieve their learning potential**

Supporting Information

Assessment requirements

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

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

Unit 312　　Support children and young people in residential childcare to manage their health

UAN:	D/506/7594
Unit level:	3
Credit value:	2
GLH:	17
Unit aim:	This unit provides the knowledge and skills required to support children and young people in residential childcare to manage their health
Relationship to NOS:	SCDHSC0313
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1　Describe the range and function of health agencies and services available locally

1.2　Explain the impact on a child or young person if they are not able to register with **primary health services**

1.3　Describe factors that may jeopardise access to health services for children and young people

1.4　Describe ways to help children and young people overcome barriers to accessing health service provision

Range

(AC1.2)　**Primary health services**: GP, dentist, optometrist.

The learner will:

2   Be able to address concerns about the health of children and young people

Assessment criteria

The learner can:

2.1   Assess **concerns** about the health of children or young people to decide what action is necessary

2.2   Take action to address concerns following agreed procedures

2.3   Record and report concerns following agreed procedures

2.4   Seek support where concerns are beyond own experience, competence or job role

Range

(AC2.1)   **Concerns** may include:
- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour
- Escalation of previously un-concerning day to day behaviour

Learning outcome

The learner will:

3   Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding

Assessment criteria

The learner can:

3.1   Support children or young people to recognise their own **health needs**

3.2   Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments

3.3   Support children or young people to access health services and complete recommended treatments

3.4   Support children or young people who manage their own medication or treatment to do this safely

(AC3.1) **Heath needs** eg:
- Physical
- Mental
- Emotional
- Sexual

Learning outcome

The learner will:

4   Be able to support children and young people to make healthy lifestyle choices

Assessment criteria

The learner can:

4.1   Describe factors associated with a healthy lifestyle

4.2   Evaluate how own actions model a healthy lifestyle

4.3   Support children or young people to understand the choices they can make about their lifestyle

4.4   Support children or young people to sustain healthy lifestyle choices

Unit 312   Support children and young people in residential childcare to manage their health

Supporting Information

Assessment requirements

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

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

Unit 313 Support the development of socially aware behaviour with children and young people in residential childcare

UAN	Y/506/8193
Unit level:	3
Credit value:	5
GLH:	34
Unit aim:	This unit provides the knowledge and skills required to support the development of socially aware behaviour with children and young people in residential childcare settings
Relationship to NOS:	SCDHSC0326
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand principles for supporting the development of socially aware behaviour in children and young people

Assessment criteria

The learner can:

1.1   Summarise theories of behaviour development in children and young people

1.2   Explain the links between positive relationships and socially aware behaviour

1.3   Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour

1.4   Summarise own organisation's policies and procedures to support socially aware behaviour

1.5   Explain the importance of using own actions to model socially aware behaviour

Learning outcome

The learner will:

2   Be able to support children and young people to understand their actions relating to socially aware behaviour

Assessment criteria

The learner can:

2.1   Adapt communication with a child or young person according to their level of ability and understanding

2.2   Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them

2.3   Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable

2.4   Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour

2.5   Support a child or young person to understand the consequences of their behaviour

2.6   Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations

Learning outcome

The learner will:

3   Be able to agree expectations about socially aware behaviour

Assessment criteria

The learner can:

3.1   Work with a child or young person, **key people** and **others** to agree expectations about socially aware behaviour

3.2   Agree actions that will provide **consistent support** to a child or young person in working towards targets and expectations

3.3   Support a child or young person to agree indicators that show they are meeting expectations

3.4   Record agreed expectations, actions and indicators in relevant plans

Range

(AC3.1)   **Key people** are those who are important to a 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 child or young person has an important relationship

(AC3.1)   **Others** may include:
- Team members
- Other professionals

(AC 3.2) **Consistent support** requires agreed responses to be made by all those involved in the care of a child or young person.

The learner will:

4   Be able to support children and young people to achieve targets and adhere to agreed expectations

Assessment criteria

The learner can:

4.1   Provide consistent support to a child or young person to help them meet agreed expectations
4.2   Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations
4.3   Use **activities** to support a child or young person to meet agreed expectations
4.4   Feedback to the child or young person about their behaviour
4.5   Share observations about behaviour with key people and others to monitor progress
4.6   Encourage progress towards agreed expectations through positive feedback and praise
4.7   Explain why recognising and praising all observed progress towards agreed expectations is important

---

Range

(AC4.3)   **Activities** should be selected to ensure they are stimulating to and achievable by the child or young person

---

Learning outcome

The learner will:

5   Be able to respond to instances of socially unacceptable behaviour

Assessment criteria

The learner can:

5.1   Access help and support where there are concerns about the behaviour of a child or young person
5.2   Use **agreed interventions** when a child or young person is behaving in a socially unacceptable way
5.3   Work with a child or young person to develop their understanding of how they could respond differently to specific situations
5.4   Record progress towards the achievement of expectations in line with work setting requirements
5.5   Record instances of socially unacceptable behaviour in line with work setting requirements

---

(AC5.2) **Agreed interventions** should be designed to minimise the impact of the behaviour on the child or young person and those around them

Learning outcome

The learner will:

6   Understand the use of physical intervention and restraint

Assessment criteria

The learner can:

6.1   Summarise the legal context and key principles relating to **physical intervention** and **restraint**

6.2   Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting

6.3   Explain the ethical reasons why restraint must always be regarded as an action of last resort

6.4   Describe the post incident support needed for a child or young person after an instance of restraint

6.5   Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint.

Range

(AC6.1) **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, eg 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 313

Support the development of socially aware behaviour with children and young people in residential childcare

Supporting Information

Assessment requirements

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

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

Unit 314   Engage in professional development in residential childcare settings

UAN	F/506/7782
Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit provides the knowledge and skills required to engage in professional development in residential childcare settings
Relationship to NOS:	SCDHSC0033
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Explain the duties, responsibilities and boundaries of own job role

1.2   Explain expectations about own job role as expressed in relevant **standards**

1.3   Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting

1.4   Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work

Range

(AC1.2)   **Standards** may include:
- Codes of practice
- Regulations
- Minimum standards

- National occupational standards
- Professional standards

Learning outcome

The learner will:

2   Be able to reflect on own practice

Assessment criteria

The learner can:

2.1   Explain the cyclical process of reflection

2.2   Explain the importance of reflective practice in continuously improving own practice and the service provided

2.3   Reflect on own practice

2.4   Reflect on how work demands have impacted on self

Learning outcome

The learner will:

3   Be able to evaluate own performance

Assessment criteria

The learner can:

3.1   Evaluate own knowledge and understanding against relevant standards

3.2   Obtain formal and informal feedback from **others** on the impact of own actions and interactions in the workplace

3.3   Evaluate own performance using feedback

Range

(AC3.2)   **Others** may include:
- Children and young people in the work setting
- Family members
- Advocates
- Supervisor, line manager or employer
- Other professionals

Learning outcome

The learner will:

4   Be able to engage with professional supervision to plan and review own development

Assessment criteria

The learner can:

4.1 Participate in supervision in accordance with requirements in the workplace

4.2 Use supervision to review and prioritise own

    a learning needs

    b professional interests

    c development opportunities

4.3 Use supervision to agree own **professional development plan**

Range

(AC4.3) A **professional development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc

---

Learning outcome

The learner will:

5 Be able to use reflective practice to contribute to professional development

Assessment criteria

The learner can:

5.1 Use reflective practice to evaluate how learning activities have affected practice

5.2 Demonstrate how reflective practice has contributed to improved ways of working

5.3 Record progress in relation to professional development

Unit 314   Engage in professional development in residential childcare settings

Supporting Information

Assessment requirements

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

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

Unit 315 Support the rights, diversity and equality of children and young people in residential childcare

UAN:	R/506/7592
Unit level:	3
Credit value:	3
GLH:	24
Unit aim:	This unit provides the knowledge and skills required to support the rights, diversity and equality of children and young people in residential childcare
Relationship to NOS:	SCDHSC3111
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand the rights of children and young people

Assessment criteria

The learner can:

1.1   Outline the rights of children and young people and how these are safeguarded in law at national and international level

1.2   Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people

1.3   Explain why the voice of the child or young person has a central place in relation to rights and the role of **advocates** in supporting this

1.4   Explain how policies and procedures in own work setting reflect the rights of children and young people

(AC1.3) **Advocates** are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Explain how current equalities legislation affects work with children and young people in residential childcare

2.2   Explain the effects of **discrimination,** stereotyping and labelling on children and young people

2.3   Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination

Range

(AC2.2) **Discrimination** may be direct or indirect and may be based on one or more attribute including:
- individual
- institutional
- societal

It may be direct or indirect and may be based on one or more attribute including:
- gender/transgender
- sexual orientation
- race/ethnicity
- religion
- age
- ability/disability
- health status
- physical attributes
- social circumstances

Learning outcome

The learner will:

3   Be able to address discriminatory practice

Assessment criteria

The learner can:

3.1   Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment

3.2   Review own values and behaviours in relation to equality and diversity to plan for improved practice

3.3   Describe how to challenge discriminatory or oppressive behaviour in ways that support change

---

Learning outcome

The learner will:

4   Be able to work in a culturally sensitive way

Assessment criteria

The learner can:

4.1   Describe differing **cultural** practices and beliefs

4.2   Support children or young people to understand and value their cultural practices and beliefs

4.3   Work with children or young people in ways that respect their choices about cultural practices and beliefs

4.4   Describe **cultural practices** that are themselves discriminatory, harmful or illegal

4.5   Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal

---

Range

(AC4.1)   **Cultural** the ideas, customs and social behaviours of a particular society or community

(AC4.4)   **Cultural practices** may include:
- female genital mutilation (FGM)
- use of corporal punishment
- practices arising from attitudes to disability
- practices arising from attitudes to gender differences
- practices arising from attitudes to family life
- practices arising from attitudes to children and childhood

Learning outcome

The learner will:

5   Be able to support the right of children and young people to raise concerns and make complaints

Assessment criteria

The learner can:

5.1   State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints

5.2   Build confidence of children or young people that concerns and complaints they raise will be addressed

5.3   Support children or young people in raising concerns and making complaints

5.4   Explain how to recognise when a child or young person is expressing concern indirectly

Unit 315   Support 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 Assessment Principles.

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

Unit 316   Participate in teams to benefit children and young people in residential childcare

UAN:	F/506/7605
Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare
Relationship to NOS:	SCDHSC3100, SCDHSC0399, SCDHSC3121
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand how to work as part of a team

Assessment criteria

The learner can:

1.1   Explain the practices that support effective team working

1.2   Define the roles and responsibilities of different team members in own work setting

1.3   Describe ways to ensure that own responsibilities as a team member are met

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare

2.2   Explain how and why referrals are made between agencies

Learning outcome

The learner will:

3   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:

3.1   Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

3.2   Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews

3.3   Describe circumstances when it would be desirable to use networks to build a multi-agency **team around a child or young person**

Range

(AC3.3)   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:

4   Be able to build working relationships with others involved in the care of children and young people

Assessment criteria

The learner can:

4.1   Build and maintain working relationships with others within and beyond the work setting

4.2   Overcome barriers to partnership working

4.3   Reflect on own practice in building and maintaining working relationships

4.4   Identify where improvements can be made in own practice to support working relationships

Learning outcome

The learner will:

5   Be able to participate in a multi-agency team around a child or young person

Assessment criteria

The learner can:

5.1 Participate in negotiating agreement on the **parameters** of a team built around a child or young person

5.2 Adapt own role and working practice to take account of responsibilities as a team member

5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team

5.4 Support the child or young person to understand the work of the team according to their level of understanding

Range

(AC5.1) **Parameters** eg:
- Objectives
- Actions plans
- Roles and responsibilities
- Arrangements for communication, decision making and measuring progress

Learning outcome

The learner will:

6 Be able to communicate with others to facilitate multi-agency working

Assessment criteria

The learner can:

6.1 Use **appropriate communication** for different circumstances in multi-agency working

6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies

6.3 Prepare reports that meet legal requirements and are accurate, legible and concise

6.4 Use information in reports prepared by other agencies to support multi-agency working

6.5 Explain the value of using information prepared by other agencies

Range

(AC6.1) **Appropriate communication** eg: use of electronic communication aids, use of pictorial and design communication aids such as Makaton, use of an interpreter when appropriate including British/Irish Sign Language interpreters, effective use of the telephone, preparing and delivering presentations, written communication (notes of meetings, personal records, presentations, letters, formal reports, email)

Unit 316 Participate in teams 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 Assessment Principles.

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

Unit 317   Understand the care system and its impact on children and young people

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

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

Range

(AC2.1)   **Entitlements** will include those relating to:
- Visits
- Allowances
- Contact with family members
- Preparation for reviews
- Advocacy
- Independent visitors

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**

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**: this 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

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

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

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

---

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

---

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 Assessment Principles.

Unit 318   Understand the youth justice system as it relates to residential childcare

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

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

Range

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

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

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)

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.

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

---

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

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 Assessment Principles.

Unit 319   Support young people leaving care

UAN:	K/506/8540
Unit level:	3
Credit value:	6
GLH:	40
Unit aim:	This unit provides the knowledge and skills required to support young people leaving care
Relationship to NOS:	SCDHSC0310, SCDHSC 0325
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand the statutory and legal frameworks in relation to young people who are leaving care

Assessment criteria

The learner can:

1.1   Describe the statutory and legal frameworks that apply to young people when they leave care

1.2   Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently

1.3   Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care

Learning outcome

The learner will:

2   Understand emotional responses to change

Assessment criteria

The learner can:

2.1   Describe common emotional responses to change and uncertainty about the future

---

Learning outcome

The learner will:

3   Understand young people's emotional responses about leaving care

Assessment criteria

The learner can:

3.1   Explain why young people in residential care may have **additional reasons** for anxiety when they are expected to leave care to live independently

3.2   Explain the emotional importance of having somewhere that is 'home'

3.3   Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care

3.4   Describe **strategies to reduce anxiety** for young people preparing to leave care.

Range

(AC3.1)   **Additional reasons** eg:
- Incomplete attachment
- History of abuse or exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats
- Externally imposed time scales
- Limited aspirations and low self esteem
- Fear of particular individuals or networks they may encounter

(AC3.4)   **Strategies to reduce anxiety** eg:
- Talking through as often as needed
- Repeated reassurance
- Active involvement in planning
- Introductions to key people
- Signposting to information sources
- Realistic pace for planning
- 'Taster' visits to new places

Learning outcome

The learner will:

4   Be able to support young people to plan their move from care

Assessment criteria

The learner can:

4.1   Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition
4.2   Support young people to explore their own views, perceptions and choices about leaving care
4.3   Support young people to understand the potential outcomes of their choices
4.4   Support young people to recognise society norms as they explore their plans for independent living and make choices
4.5   Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances
4.6   Source information and support designed for young people leaving care

Learning outcome

The learner will:

5   Be able to prepare young people for practical aspects of daily living as they leave care

Assessment criteria

The learner can:

5.1   Explain why practical support and advice for leaving care is a long term task
5.2   Support young people to access sources of information and advice on
        a   housing
        b   financial support
        c   further or higher education
        d   **employment**
5.3   Support young people to plan for a future income
5.4   Provide young people with information about how to **manage personal finances**
5.5   Provide young people with information to prepare them to **manage and maintain accommodation**
5.6   Prepare plans with young people that will assist them in **maintaining their own health and well being**
5.7   Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet

Range

(AC5.2)   **Employment** including information and advice about:

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

(AC5.4)   **Manage personal finances** eg:
- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers rights
- Financial rights
- Where to get financial advice

(AC5.5)   **Manage and maintain accommodation** eg:
- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance- changing lightbulbs etc
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

(AC5.6)   **Maintaining health and well being** eg:
- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check ups
- Healthy balanced diet
- Safe use of alcohol
- Regular exercise
- Rest and sleep

Learning outcome

The learner will:

6   Be able to support young people with the emotional challenges of leaving care

Assessment criteria

The learner can:

6.1   Use active listening skills to engage with young people when they express views or concerns about leaving care

6.2   Communicate reassurance and confidence to the young person about their capacity to succeed

6.3   Support young people to plan and prepare for their future social life and relationships

6.4   Encourage young people to maintain positive relationships wherever possible with family and others who are important to them

6.5   Support young people to understand how resilience can help them face challenges and disappointments

6.6   Provide information about where young people can find support if they feel isolated or lonely after leaving care

---

Learning outcome

The learner will:

7   Be able to prepare young people to manage personal risks when they have moved on from care

Assessment criteria

The learner can:

7.1   Support young people to develop skills in how to assess **risks** to their personal safety and well being

7.2   Support young people to understand ways to minimise risks

7.3   Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help

---

Range

(AC7.1)   **Risks** eg:
- Use of social media
- Meeting people through the internet
- Obtaining cash
- Shopping online
- Opening door to strangers
- Purchasing on the doorstep
- Substance use and misuse
- Bullying and harassment

Learning outcome

The learner will:

8   Understand how to provide a continued welcome in the care setting after young people have left

Assessment criteria

The learner can:

8.1   Identify **reasons** why a young person may visit the care setting after they have left

8.2   Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left

8.3   Describe ways to reassure young people that they continue to be valued in the setting after they have left

8.4   Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting.

(AC8.1)   **Reasons** may include:
- Broad reasons why a young person may wish to visit the setting as home
- The specific reason a young person chooses to visit on a given occasion (eg crisis or celebration)
- Underlying reasons that may indicate difficulties with current living arrangements.

Unit 319   Support young people leaving care

Supporting Information

Assessment requirements

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

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

Unit 320   Understand residential childcare for children and young people with complex disabilities or conditions

UAN	R/506/8502
Unit level:	3
Credit value:	3
GLH:	27
Unit aim:	This unit provides the knowledge and understanding required to understand residential childcare for children and young people with complex disabilities or conditions
Relationship to NOS:	SCDHSC0315
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1   Describe the causes and effects of **complex disabilities and conditions**

1.2   Describe the typical impacts of complex disabilities and conditions on children and young people

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.

The learner will:

2   Understand the impact on families of having a child with a complex disability or condition

Assessment criteria

The learner can:

2.1   Describe ways in which having a child with a complex disability or condition can impact on **different aspects** of families' lives

2.2   Describe how and why the impact of a child's disability or condition may change over time

2.3   Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions

2.4   Explain how early intervention helps the families of children and young people with complex disabilities or conditions

Range

(AC2.1)   **Different aspects** may include:
- Practical
- Emotional
- Financial
- Social
- Accommodation
- Health
- Family relationships
- Employment

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   Describe **types of residential childcare** for children and young people with complex disabilities or conditions

3.2   Describe how different types of residential childcare seek to work in partnership with families

3.3   Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families

3.4   Explain the aims and objectives of **a residential childcare service** and what it seeks to achieve for children or young people

Types of residential childcare eg:

- Short break
- Shared care
- 52 week

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

Learning outcome

The learner will:

4   Understand principles for working with children and young people with complex disabilities or conditions

Assessment criteria

The learner can:

4.1   Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions

4.2   Explain the importance of the child-led model of provision

4.3   Analyse how the social model and medical model of disability affect provision

4.4   Describe how different cultural views of disability can impact on practice

Learning outcome

The learner will:

5   Understand how to support the participation of children and young people with complex disabilities or conditions

Assessment criteria

The learner can:

5.1   Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living

5.2   Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting

5.3   Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services

5.4   Describe **types of support** used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations

5.5   Describe ways to engage with children and young people with complex disabilities or conditions focusing on:

a   individual strengths and needs

b   building resilience

(AC5.4) **Types of support** eg:
- Communication systems
- Technological aids
- Advocacy
- Facilitated advocacy

Unit 320 **Understand 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 Assessment Principles.

Unit 321　　Understand support for young people with complex disabilities or conditions making the transition into adulthood

UAN	L/506/8501
Unit level:	3
Credit value:	3
GLH:	24
Unit aim:	This unit provides the knowledge required to understand support for young people with complex disabilities or conditions making the transition into adulthood
Relationship to NOS:	SCDHSC0310, SCDHSC0325
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1　　Understand the changes involved in moving from childhood into adulthood

Assessment criteria

The learner can:

1.1　　Summarise the physical, social and emotional changes which occur for young people as they move into adulthood

1.2　　Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood

1.3　　Explain how **culture** can impact on the process of moving from childhood into adulthood

1.4　　Analyse how theories about change apply for a young person moving into adulthood

Range

(AC1.3)　**Culture** the ideas, customs and social behaviours of a particular society or community

Learning outcome

The learner will:

2   Understand how having a complex disability or condition can affect the transition into adulthood

Assessment criteria

The learner can:

2.1   Describe examples of how the transition into adulthood can affect young people with **complex disabilities or conditions** and their **families**

2.2   Analyse challenges that young people with complex disabilities or conditions can have in coping with change

Range

(AC2.1)   **Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

(AC2.1)   **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc

Learning outcome

The learner will:

3   Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood

Assessment criteria

The learner can:

3.1   Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life

3.2   Explain how **legislation and local and national practice guidelines** affect transition planning for young people with complex disabilities or conditions

3.3   Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life

Range

(AC3.2)   **Legislation and local and national practice guidelines**: current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood

The learner will:

4   Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood

Assessment criteria

The learner can:

4.1   Explain factors to consider when planning support for the transition into adulthood

4.2   Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood

4.3   Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change

4.4   Explain how personal budgets can be used with young people in transition to adulthood and adult services

4.5   Explain the role of **key agencies and professionals** likely to be involved in the transition process

4.6   Outline areas of tension and conflict that may arise during the transition to adulthood or adult services

4.7   Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services

Range

(AC4.5)   **Key agencies and professionals** may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc

Learning outcome

The learner will:

5   Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk

Assessment criteria

The learner can:

5.1   Describe attitudes and approaches that support young people to explore **options for their future**

5.2   Analyse how **person centred thinking** supports young people

    a   to identify their needs and aspirations

    b   to develop a plan of support for the transition process

5.3   Explain how and why the role of families in supporting the transition process can vary

5.4   Identify ways to access **resources** to meet needs

5.5 Explain how risk management processes support young people making the transition into adulthood

5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them

Learning outcome

The learner will:

6 Understand how to use reflection to learn from the transition process

Assessment criteria

The learner can:

6.1 Explain why it is important for practitioners to reflect on
   a support provided during the transition process
   b young people's experience of the transition process

6.2 Describe how **person centred approaches** are used with young people to review their transition plans at agreed points

6.3 Explain how young people's records of their experiences during transition can be used to plan for their future support

Unit 321   **Understand support for young people with complex disabilities or conditions making the transition into adulthood**

Supporting Information

Assessment requirements

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

Unit 322   Work with the families of children and young people in residential childcare

UAN:	K/506/7596
Unit level:	3
Credit value:	2
GLH:	17
Unit aim:	This unit provides the knowledge and skills required to work with the families of children and young people in residential childcare
Relationship to NOS:	SCDHSC0387, SCDHSC0389
Endorsed by	Skills for Care and Development and Department for Education

Assessment type: Portfolio of evidence

Learning outcome

The learner will:

1   Understand the impact on families when a child or young person is in residential childcare

Assessment criteria

The learner can:

1.1   Describe how having a child in residential childcare can impact on a family's life

1.2   Explain how and why impacts can change over time

1.3   Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare

Learning outcome

The learner will:

2   Understand principles of working with families

Assessment criteria

The learner can:

2.1   Explain the principles of partnership working with families in own work setting

2.2   Explain how principles of partnership working with families meet the organisation's aims and objectives

2.3   Describe attitudes and approaches that support positive relationships with families

2.4   Explain the importance of regarding families as partners with expertise in the care of their child

2.5   Describe situations with families where it may be necessary to advocate for the rights of the child

2.6   Explain the importance of having agreed roles and responsibilities for liaising with families

Learning outcome

The learner will:

3   Be able to support families to maintain their relationship with their child

Assessment criteria

The learner can:

3.1   Build relationships with families of children or young people

3.2   Support family members to understand the benefits of maintaining involvement with their child while in residential childcare

3.3   Encourage family members to maintain contact and sustain their relationship with their child

3.4   Support family members to engage with their child in ways that support their child's well-being and resilience

3.5   Monitor the involvement of family members in supporting their child's well-being and resilience

Learning outcome

The learner will:

4   Be able to work in partnership with families

Assessment criteria

The learner can:

4.1   Work with families on **specific activities** in line with agreed role

4.2   Inform families in line with agreed role about changes, challenges and successes encountered in working with their child

4.3   Encourage families to share their own information about changes, challenges and successes encountered with their child

4.4   Adapt working practice with the child or young person in light of shared information using agreed processes

4.5   Supply families with **additional support and information** they require

---

Range

(AC4.1)   **Specific activities** may include:

- Assessment
- Planning
- Review
- Day to day living
- Agreed contact time

(AC4.5)   **Additional support and information** eg:
- Social and emotional
- Financial
- Practical (eg learning to use sign language with the child)
- Support for trauma or inter-generational family issues
- Information about services and availability
- Information about children's and families rights.

Unit 322   Work with the families 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 Assessment Principles.

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

Unit 323 Support use of medication in social care settings

UAN:	F/601/4056
Unit level:	3
Credit value:	5
GLH:	40
Unit aim:	This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting
Relationship to NOS:	HSC375, HSC221, and HSC236
Endorsed by	Skills for Care and Development and Department for Education

Assessment type:	Portfolio of evidence

Learning outcome

The learner will:

1   Understand the legislative framework for the use of medication in social care settings

Assessment criteria

The learner can:

1.1 Identify legislation that governs the use of medication in social care settings
1.2 Outline the legal classification system for medication
1.3 Explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements

Range

(AC1.3) **Agreed ways of working** include policies and procedures, where these exist.

Learning outcome

The learner will:

2   Know about common types of medication and their use

Assessment criteria

The learner can:

2.1 Identify common types of medication
2.2 List conditions for which each type of medication may be prescribed
2.3 Describe changes to **an individual's** physical or mental well-being that may indicate an adverse
      reaction to a medication

Range

(AC2.3)   **An individual** is someone requiring care or support

Learning outcome

The learner will:

3   Understand roles and responsibilities in the use of medication in social care settings

Assessment criteria

The learner can:

3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting
      use of medication
3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and
      supplements

Learning outcome

The learner will:

4   Understand techniques for administering medication

Assessment criteria

The learner can:

4.1 Describe the routes by which medication can be administered
4.2 Describe different forms in which medication may be presented
4.3 Describe materials and equipment that can assist in administering medication

Learning outcome

The learner will:

5   Be able to receive, store and dispose of medication supplies safely

Assessment criteria

The learner can:

5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working
5.2 Demonstrate how to store medication safely
5.3 Demonstrate how to dispose of un-used or unwanted medication safely.

Learning outcome

The learner will:

6   Know how to promote the rights of the individual when managing medication

Assessment criteria

The learner can:

6.1 Explain the importance of the following principles in the use of medication:
    a. consent
    b. self-medication or **active participation**
    c. dignity and privacy
    d. confidentiality
6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication
6.3 Describe how ethical issues that may arise over the use of medication can be addressed.

Range

(AC6.1) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

7   Be able to support use of medication

Assessment criteria

The learner can:

7.1 Demonstrate how to access information about an individual's medication
7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
7.3 Demonstrate strategies to ensure that **medication is used or administered correctly**
7.4 Demonstrate how to address any **practical difficulties** that may arise when medication is used
7.5 Demonstrate how and when to access further information or support about the use of medication.

Range

(AC7.3)   **Medication used or administered correctly** must ensure that the individual receives the correct medication:

- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

(AC7.5)   **Practical difficulties** may include:
- Lost medication
- Missed medication
- Spilt medication
- An individual's decision not to take medication
- Difficulty in taking medication in its prescribed form
- Wrong medication used
- Vomiting after taking medication
- Adverse reaction
- Discrepancies in records or directions for use.

Learning outcome

The learner will:

8   Be able to record and report on use of medication

Assessment criteria

The learner can:

8.1 Demonstrate how to record use of medication and any changes in an individual associated with it
8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Unit 323　　　　　Support use of medication in social care settings

Supporting Information

Assessment requirements

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

Learning outcomes 5, 7 and 8 must be assessed in a real

Learning Outcomes 5, 7 and 8 must be assessed in the workplace. Simulation is not allowed.

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

These qualifications can develop skills that can be used in the following qualifications:
Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
Essential Skills Wales – see **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**.

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:

- 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**
International learners General qualification information	Please contact your local office: **www.cityandguilds.com/about-us/inter**national
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**
International centres Results, Entries, Enrolments, Invoices, Missing or late exam materials	Please contact your local office: **www.cityandguilds.com/about-us/international**
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**
General e-assessment support enquiries	T: 0844 543 0000 **E: evolvesupport@cityandguilds.com**
SmartScreen General SmartScreen queries	T: +44 (0)844 543 0000 **E: subscribe@Smartscreen.co.uk**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: centresupport@cityandguilds.com**

Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	If you are an employer, please contact City & Guilds Kineo**: www.kineo.com/contact-us** **E: business@cityandguilds.com**
Feedback and complaints	**E:feedbackandcomplaints@cityandguilds.com**
TechBac mentoring enquiries	**E: mentoring@cityandguilds.com**

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

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).

Copyright

- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The *Standard Copying Conditions* (see the City & Guilds website) also apply.