NCFE CACHE

CACHE

Qualification specification

NCFE CACHE Level 5 Diploma in Leadership and Management for Residential Childcare (England)
QN: 601/4845/7

Contents

Summary of changes

**This section summarises the changes to this qualification specification since the last version
(version 5 June 2018).**

Version	Publication Date	Summary of amendments
v5.1	April 2019	Safeguarding guidance added
v5.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v5.3	June 2022	Further information added to the additional assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry requirements/recommendation section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the documents section about how to access support handbooks. Reference to serious case reviews in units RCC5.15 and RCC 5.4 have been updated with child safeguarding practice reviews.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the Level 5 Diploma in Leadership and Management for Residential Childcare (England) qualification. It also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – cover *what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

> Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more) advice must be given by the External Quality Assurer.

Credit transfer

Where a learner has already achieved a unit with credit we will recognise that prior learning and will allow the credit to be transferred onto a new qualification provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure you are using the most up to date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Public Website

The NCFE website contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

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

Equal Opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our NCFE website.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 5 Diploma in Leadership and Management for Residential Childcare (England)
Qualification number	601/4845/7
Aim	This qualification provides the skills and knowledge needed to manage practice and lead others in residential childcare settings for children and young people. The Level 5 Diploma in Leadership and Management for Residential Childcare (England) serves as the required qualification under The Children's Homes (England) Regulations 2015.
Purpose Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practice'. D1. Confirm competence in an occupational role to the standards required.
Total Qualification Time (hours)	650
Guided Learning (hours)	488
Credit value	65	**Minimum credit at / above Level**	51
Minimum age of learner	19
Age ranges covered by the qualification	Birth to 25 years (extended age range takes account of entitlements for children and young people with complex disabilities or conditions).
Real work environment (RWE) requirement / recommendation	Learners will need to be working in the role of Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles, to be able to study for the Level 5 Diploma in Leadership and Management for Residential Childcare (England).
Rules of Combination	Learners must achieve 65 credits. 57 credits must be achieved from Mandatory Group A. Learners must also complete a minimum of 3 Optional Units from Optional Group B, to achieve a minimum of 8 credits.

Progression including Job Roles (where applicable)	A degree in a related discipline. Learners can also progress to the following job roles though further professional development/qualification may be required once in post: • registered residential childcare managers, plus deputy and assistant managers • managers, deputy and assistant managers in other adult or children and young people's social care settings.
Recommended assessment methods	All units will be internally assessed using standard methods: coursework, portfolio of evidence, practical demonstration/assignment.
Additional assessment requirements	All units need to be assessed in line with the Skills for Care & Development Assessment Principles. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	This qualification can usually be completed in one year.
Entry requirements / recommendations	Learners should be at least 19 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/4845/7.

Qualification introduction and purpose

The Level 5 Diploma in Leadership and Management for Residential Childcare (England) qualification provides the skills and knowledge needed to manage practice and lead others in residential childcare settings for children and young people.

The qualification enables the learner to gain essential skills and knowledge for leading in a residential childcare setting, including: leading and managing a team, leading and managing group living, leading practice to support children and young people, implementing policies and procedures.

It also offers the learner the opportunity to cover optional topics which are particularly suited to specific residential childcare and respite care settings.

The Level 5 Diploma in Leadership and Management for Residential Childcare (England) serves as the required qualification under The Children's Homes (England) Regulations 2015.

Rules of combination

Learners must achieve 65 credits. 57 credits must be achieved from Mandatory Group A. Learners must also complete a minimum of 3 Optional Units from Optional Group B to achieve a minimum of 8 credits.

Unit achievement log

Mandatory Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
☆	M/506/7650	RCC 5.1	Understand children and young people's development in residential childcare	Knowledge	5	3	25	27	
☆	A/506/7652	RCC 5.2	Understand support for children and young people who are vulnerable and disadvantaged	Knowledge	4	2	20	33	
	L/506/7607	RCC 5.3	Lead and manage a team within a residential childcare setting	Knowledge / Skills	5	5	36	37	
	M/506/8362	RCC 5.4	Lead practice to support the safeguarding and protection of children and young people in residential childcare	Knowledge / Skills	5	8	55	42	
	A/506/7585	RCC 5.5	Lead practice for communication and information management in residential childcare settings	Knowledge / Skills	5	4	30	51	
	J/506/7590	RCC 5.6	Manage risk in residential childcare	Knowledge / Skills	5	3	22	57	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
L/506/7591	RCC 5.7	Lead and manage group living in residential childcare	Knowledge / Skills	5	4	31	61	
F/506/8365	RCC 5.8	Lead a service that can support children or young people who have experienced harm or abuse	Knowledge / Skills	5	3	24	65	
F/506/7619	RCC 5.9	Lead practice to achieve positive outcomes for children and young people in residential childcare	Knowledge / Skills	5	5	35	69	
R/506/8192	RCC 5.10	Implement a Positive Relationship Policy in residential childcare	Knowledge / Skills	5	6	41	76	
T/506/7620	RCC 5.11	Lead practice to support the well-being and resilience of children and young people in residential childcare	Knowledge / Skills	5	3	21	82	
L/506/8367	RCC 5.12	Lead practice in safe use of digital, internet and mobile technology with children and young people	Knowledge / Skills	4	2	16	87	
H/506/7791	RCC 5.13	Undertake professional development in residential childcare settings	Knowledge / Skills	4	2	18	91	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
T/506/7584	RCC 5.14	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	Knowledge / Skills	5	3	25	95	
R/506/7608	RCC 5.15	Lead networks and multi-agency work to benefit children and young people in residential childcare	Knowledge / Skills	5	4	26	100	

	Unit achievement log

Optional Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
☆	H/506/7595	RCC 3.17	Understand the care system and its impact on children and young people	Knowledge	4	3	22	104	
	Y/506/7609	**RCC 5.16***	Lead a residential childcare service that can engage with the youth justice system	Knowledge / Skills	5	5	40	110	
☆	**J/506/7606**	**RCC 3.18***	Understand the youth justice system as it relates to residential childcare	Knowledge	4	3	30	115	
	Y/506/8114	RCC 5.17	Lead practice to support young people leaving care	Knowledge / Skills	5	4	25	120	
☆	J/506/8318	RCC 5.18	Understand the context of residential childcare for children and young people with complex disabilities or conditions	Knowledge	4	3	24	125	
☆	A/506/7568	RCC 5.19	Principles for leading the transition of young people with complex disabilities or conditions to adult services	Knowledge	4	3	24	129	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Page	Notes
R/506/8158	RCC 5.20	Support others to understand models of disability and their effects on working practice with children and young people	Knowledge / Skills	4	2	17	134	
J/602/3499	CCLD OP5.25	Undertake a research project within services for health and social care or children and young people	Knowledge / Skills	5	10	80	137	

Barred unit combinations

The rules of combination of the Level 5 Diploma in Leadership and Management for Residential Childcare (England) will not allow the following unit combinations to be taken together:

If taken			Cannot be taken		
Unit ref.	**Unit no.**	**Unit title**	**Unit ref.**	**Unit no.**	**Unit title**
Y/506/7609	**RCC 5.16***	Lead a residential childcare service that can engage with the youth justice system	**J/506/7606**	**RCC 3.18***	Understand the youth justice system as it relates to residential childcare

Explanation of terms used at Level 5: (not all verbs are used in this qualification)	
Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.

Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.

Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers.

Section 3: Units

Unit layout	

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

RCC 5.1 Understand children and young people's development in residential childcare

Unit reference	M/506/7650	**Unit level**	5
Credit value	3	**Guided Learning (hours)**	25

Unit aim	This unit provides the underpinning knowledge required to understand the development of children and young people in residential childcare.

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the pattern of development that would usually be expected for children and young people from birth to19 years.	1.1. Explain the sequence and rate of all **aspects of development** that would usually be expected in children and young people from birth to 19 years.		
	1.2. Analyse the difference between sequence of development and rate of development and the importance of this distinction.		
	1.3. Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours.		
2. Understand the factors that impact on children and young people's development.	2.1. Analyse how children and young people's development is influenced by **personal factors**.		
	2.2. Analyse how children and young people's development is influenced by **external factors**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Evaluate how **theories of development** and **frameworks to support development** influence current practice.		
3. Understand how to support children and young people's development during transitions.	3.1. Analyse how and why children and young people's development can follow non-linear paths at **times of transition**.		
	3.2. Analyse support to minimise disruption to development during periods of transition.		
4. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions.	4.1. Compare **methods of assessing**, recording and monitoring children and young people's development.		
	4.2. Explain in what circumstances each method would be used.		
	4.3. Explain how children and young people's own account of their development contributes to the assessment process.		
	4.4. Explain how information from assessment and monitoring is used to select appropriate interventions.		
	4.5. Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand the use of interventions to support the development of children and young people.	5.1. Explain the importance of early identification of development issues and the potential risks of late recognition.		
	5.2. Analyse how **types of interventions** can achieve positive outcomes for children and young people where development is not following the pattern expected.		
	5.3. Evaluate the role of multi-agency teams working together to address development issues in children and young people.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: Date:

Assessor sign off of completed unit: RCC 5.1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB6
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Aspects of development** including: • physical • communication • intellectual / cognitive • social, emotional and behavioural • moral • identity. **Personal factors** including: • health status • disability • sensory impairment • learning difficulties • genetic • trauma • grief and loss.

External factors including:

- poverty and deprivation
- history of abuse and neglect
- family environment and background
- behaviour of mother during pregnancy
- personal choices
- looked after / care status
- education.

Theories of development including:

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

Frameworks to support development including:

- social pedagogy.

Times of transition including:

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

Methods of assessing, e.g.:

- assessment framework/s
- observation
- standard measurements
- information from parent, carers, children and

	young people, other professionals and colleagues. **Types of interventions**, e.g. those offered through: • social worker • speech and language therapist • psychologist • psychiatrist • youth justice • physiotherapist • nurse specialist • additional learning support • assistive technology • health visitors • counsellor / therapist • foster carers • residential care workers.

RCC 5.2: Understand support for children and young people who are vulnerable and disadvantaged

Unit reference	A/506/7652	**Unit level**	4
Credit value	2	**Guided Learning (hours)**	20
Unit aim	This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand factors that impact on outcomes and life chances of children and young people.	1.1. Explain the critical impact that poverty has on outcomes and life chances.		
	1.2. Describe how **factors** impact on outcomes and life chances for children and young people.		
	1.3. Explain how children and young people can be marginalised by inequalities in society.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how poverty and disadvantage can affect children and young people's development.	2.1. Explain what is meant by disadvantage and **vulnerability** in relation to children and young people.		
	2.2. Analyse how poverty and disadvantage can affect children and young people's: • physical development • communication development • intellectual / cognitive development • social, emotional and behavioural development.		
3. Understand the strategic and policy context for improving outcomes for children and young people.	3.1. Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people.		
	3.2. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances.		
	3.3. Analyse policies and guidance which inform support services for children and young people at national and local level.		
4. Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage.	4.1. Explain how to engage **carers** in the planning of services so that children and young people are more likely to achieve positive outcomes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services.		
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1. Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people.		
	5.2. Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage.		
	5.3. Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people.		
	5.4. Analyse why practitioners should act as agents of change in the work setting.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: Date:

Assessor sign off of completed unit: RCC 5.2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0044 SCDLMCB1 SCDLMCB2
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Factors**, e.g.: - poverty - social and community pressures - health status - abuse and neglect - violent and / or offending family or personal backgrounds - race, gender, sexual orientation - asylum seeking or victims of trafficking. **Vulnerability**: where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances. **Carers** are parents, family members and others who care for a child or young person at home.

RCC 5.3: Lead and manage a team within a residential childcare setting

Unit reference	L/506/7607	**Unit level**	5
Credit value	5	**Guided Learning (hours)**	36
Unit aim	This unit provides the knowledge and skills required to lead and manage a team within a residential childcare setting.		

Learner name:	**Centre no:**	
PIN:	**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the concepts of management and leadership.	1.1. Compare and contrast leadership and management.		
	1.2. Analyse theoretical models of leadership styles.		
	1.3. Analyse theoretical models of management styles.		
	1.4. Explain how both leadership and management involve a two way dynamic between the people involved.		
2. Understand the features of effective team performance within residential childcare.	2.1. Compare models of team working.		
	2.2. Analyse the features of an effective team.		
	2.3. Analyse barriers to effective team performance.		
	2.4. Analyse how management and leadership styles influence team performance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Analyse methods for conflict resolution within a team.		
3. Be able to lead the development of a positive organisational culture.	3.1. Analyse components of a positive organisational culture.		
	3.2. Develop strategies to support a positive organisational culture in own team.		
	3.3. Implement strategies to support a positive organisational culture in own team.		
	3.4. Evaluate strategies used to develop a positive organisational structure.		
4. Be able to develop a plan with team members to meet agreed objectives.	4.1. Support team members to understand and commit to the vision and strategic direction of the organisation.		
	4.2. Work with team members to agree team objectives that implement the vision, ambition and strategic direction.		
	4.3. Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives.		
	4.4. Agree roles and responsibilities with team members.		
	4.5. Support sharing of skills and knowledge between team members.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to support individual team members to work towards agreed objectives.	5.1. Carry out professional supervision with team members in accordance with organisational requirements.		
	5.2. Set individual work objectives with team members based on agreed team objectives.		
	5.3. Use a solution focused approach to support team members in addressing challenges.		
	5.4. Support team members to manage their emotional responses to distressing situations that arise in their job role.		
	5.5. Work with team members to identify opportunities for continuing professional development.		
6. Be able to manage performance.	6.1. Involve children or young people in the monitoring and management of team performance		
	6.2. Monitor progress towards agreed objectives.		
	6.3. Provide feedback on performance to: • the individual • the team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.4. Explain processes for managing individuals when their performance does not meet agreed personal objectives.		
	6.5. Explain processes for managing teams when their performance does not meet agreed objectives.		
	6.6. Recognise individual and team achievements.		
7. Understand how to lead a team through change.	7.1. Analyse factors that drive change in residential childcare settings.		
	7.2. Compare theories of change management.		
	7.3. Evaluate tools and techniques that support team members to implement change.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCA1 SCDLMCA2 SCDLMCA5 SCDLMCE2 SCDLMCE10
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

RCC 5.4 Lead practice to support the safeguarding and protection of children and young people in residential childcare

Unit reference	M/506/8362	Unit level	5
Credit value	8	Guided Learning (hours)	55
Unit aim		This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings.	

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the impact of current legislation for the safeguarding of children and young people.	1.1. Explain the current legislative framework that underpins the safeguarding of children and young people.		
	1.2. Analyse how current national and local guidelines, policies and procedures for safeguarding affect **working practices** with children and young people.		
	1.3. Review how processes used in the work setting comply with current legislation.		
	1.4. Explain the relationship between safeguarding and child protection.		
2. Be able to participate in local networks to safeguard children and young people.	2.1 Identify the range of **agencies and organisations** involved in local networks for safeguarding of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse.		
	2.3. Work with other agencies and organisations in local networks using agreed protocols.		
3. Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members.	3.1. Implement policies and legal requirements that support safe recruitment of team members.		
	3.2. Support team members to recognise the power inherent in their role and the potential for this to be abused.		
	3.3. Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm.		
4. Be able to lead practice that minimises the risk of harm and abuse in the care setting.	4.1. Lead a culture where the needs of children or young people are paramount.		
	4.2. Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard.		
	4.3. Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Analyse the roles of advocates and **independent visitors** in relation to safeguarding children and young people in care.		
5. Be able to implement policies and procedures for safeguarding children and young people.	5.1. Identify **policies and procedures** needed for comprehensive safeguarding in a residential childcare setting.		
	5.2. Lead the implementation of policies and procedures for safeguarding children or young people.		
	5.3. Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected.		
	5.4. Provide information and mentoring to team members about safeguarding.		
	5.5. Evaluate own role in ensuring prompt response to suspicions of harm or abuse.		
	5.6. Challenge **poor practice and attitudes** in relation to safeguarding.		
	5.7. Support continuous improvement to practice and attitudes in relation to safeguarding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Understand situations that present high risk of harm for children and young people.	6.1. Identify situations and circumstances that present high risk of harm or abuse for children and young people.		
	6.2. Analyse known characteristics of **perpetrators and their behaviours** that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity.		
	6.3. Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse.		
7. Understand approaches that address child sexual exploitation.	7.1. Analyse research and official inquiries to identify **key features** of child sexual exploitation.		
	7.2. Analyse trends in child sexual exploitation in the context of human trafficking.		
	7.3. Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming.		
	7.4. Explain the roles of **key partners** involved in local networks to address sexual exploitation of children and young people.		
	7.5. Explain the purpose and key features of **problem profiling**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.6. Describe ways to contribute to **local strategies** to combat child sexual exploitation.		
8. Be able to review policies and procedures for safeguarding children and young people in residential childcare.	8.1. Develop **a plan to review** the policies and procedures for safeguarding children or young people.		
	8.2. Implement a review of policies and procedures for safeguarding children or young people.		
	8.3. Analyse findings from a review of policies and procedures.		
	8.4. Work with others to implement an action plan to improve policies and procedures.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0044 SCDMCB1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4, 5 and 8 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Working practices**, e.g.: • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • supporting children and young people and others who may be expressing concerns • working practices that protect practitioners and children / young people. **Agencies and organisations** may include: • Social services • NSPCC

	- Health visitors - GP - Probation - Police - School - Psychology service **Independent visitors** are specially trained volunteers with the designated role of befriending and advising a looked after child or young person. **Policies and procedures required for safeguarding**, e.g.: - listening to children and young people - sharing concerns and recording/ reporting incidents - dealing with allegations - duty of care - whistleblowing - propriety and behaviour - physical contact / intimate personal care - off site visits - photography and video - bullying - use of the internet and mobile phones - missing from care - visitors - timely and accurate information sharing - partnership working - safer recruitment. **Poor practice and attitudes**, e.g.: - denial of the issue - blaming the victim - not listening to and hearing children and young people - being inconsistent or untrustworthy - not placing the child or young person's needs first - becoming desensitised to issues of harm and abuse

	• being overprotective • failing to report suspicions at an early stage • failing to share information • failing to work in partnership with key agencies. **Perpetrators and their behaviours**, e.g.: • position of power in the organisation • position of power in the community (e.g. through business, political or faith groups) • celebrity status • fellow resident / peer • grooming (of the child or young person and those around them) • threats of reprisals • promises of rewards • denial of behaviour as abusive • targeting boys and young men (in relation to sexual abuse). **Key features** include: • common patterns of child sexual exploitation both within and outside the setting • myths about those who sexually exploit • profiles of those who sexually exploit • distinguishing features of abusive and non-abusive sexual activity. **Key Partners** include: • Sexual Health Services • Police, Crown Prosecution Service • Youth Offending Services • Probation Services • Housing Services • Drug and Alcohol Services • Mental Health Services, including Child and Adolescent Mental Health (CAMHS) • Community Health Services, including GPs • Hospital Trusts • Education Services • Voluntary and Community sector

	- family and carers. **Problem Profiling,** i.e. building a picture: - of gangs, groups, individuals, businesses and neighbourhoods which increase the risk of child sexual exploitation - of the potential victims who are vulnerable to sexual exploitation and grooming. **Local strategies** may involve: - local authorities - Children Safeguarding Practice Reviews (CSPRs) - Multi Agency Safeguarding Hubs (MASH). **A plan to review** should include: - the views of children and young people - current guidance arising from inquiries and child safeguarding practice reviews - liaison with different organisations.

RCC 5.5 Lead practice for communication and information management in residential childcare settings

Unit reference	A/506/7585	**Unit level**	5
Credit value	4	**Guided Learning (hours)**	30
Unit aim	This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the theoretical context of communication in residential childcare settings.	1.1. Compare theoretical models of communication relevant to residential childcare settings.		
	1.2. Analyse the links between communication, interaction and relationship.		
2. Be able to develop team members' knowledge and skills to support communication with children and young people.	2.1. Support team members to develop their knowledge and skills about communication.		
	2.2. Support team members to develop strategies for overcoming barriers.		
	2.3. Explain the importance of team members recognising behaviour as conscious or unconscious communication.		
	2.4. Support team members to understand factors that can make verbal communication difficult for a child or young person.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Support team members to reflect on the impact of their own communication with children or young people.		
3. Be able to support team members in addressing specific communication needs of children and young people.	3.1. Research **sources of support** to address specific communication needs.		
	3.2. Evaluate the effectiveness of **communication methods and aids** used by children or young people in the work setting.		
	3.3. Support team members to work as part of a multi-agency team around a child or young person to address their communication needs.		
4. Be able to develop practices that support children and young people to communicate openly in the work setting.	4.1. Develop a culture where children or young people feel able to communicate openly with team members and each other.		
	4.2. Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group.		
	4.3. Implement improvements to practices that support children or young people to communicate openly in the work setting.		
5. Understand approaches to conflict management.	5.1. Analyse key communication skills in models of conflict resolution.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Assess the benefits of working with rather than resolving conflict in certain situations.		
6. Be able to develop communication to support professional networks and teams.	6.1. Compare the effectiveness of **approaches to communication** for working with **others** in professional networks or teams.		
	6.2. Recommend improvements to communication for working in professional networks or teams.		
	6.3. Implement changes to communication to support professional networks and teams.		
7. Be able to manage systems for effective information management.	7.1. Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation.		
	7.2. Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0041
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Sources of support** may be: • professional • technological • within the organisation • beyond the organisation. **Communication methods and aids** may include: • verbal • non-verbal • sign • pictorial • written • electronic / technological • assisted. **Approaches to communication** may be: • personal • organisational • formal • informal • public (information / promotional). **Others** may include: • team members • other professionals • family members • advocates.

RCC 5.6 Manage risk in residential childcare

Unit reference	J/506/7590	**Unit level**	5
Credit value	3	**Guided Learning (hours)**	22
Unit aim	This unit provides the knowledge and skills required to manage risk in residential childcare settings.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings.	1.1. Explain key points of the legislative framework for health, safety and risk management in residential childcare settings.		
	1.2. Analyse the theoretical models of risk management in services supporting children and young people.		
	1.3. Analyse the legal responsibilities of own role in relation to risk management.		
	1.4. Analyse ethical principles associated with the management of risk.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people.	2.1. Analyse how risk-taking relates to the wellbeing and development of children and young people.		
	2.2. Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people.		
	2.3. Manage **others** to establish shared agreement on approaches to risk and risk management.		
	2.4. Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management.		
3. Be able to lead implementation of risk management procedures.	3.1. Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements.		
	3.2. Work with others to manage risks and issues.		
	3.3. Ensure others complete records and reports to comply with health, safety and risk management requirements.		
	3.4. Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to review health, safety and risk management policies, procedures and practices.	4.1. Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and others.		
	4.2. Evaluate the health, safety and risk management policies, procedures and practices within own work setting.		
	4.3. Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting.		
	4.4. Plan improvements to address the findings of the evaluations.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.6
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCC1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Others** may include: • children and young people • workers / practitioners • other professionals • carers • visitors to the work setting • inspectors / regulators.

RCC 5.7: Lead and manage group living in residential childcare

Unit reference	L/506/7591	Unit level	5
Credit value	4	Guided Learning (hours)	31
Unit aim		This unit provides the knowledge and skills required to lead and manage group living in residential childcare.	

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand current theoretical frameworks for group living for children and young people.	1.1. Summarise theoretical approaches to group living for children and young people in residential childcare.		
	1.2. Summarise theories about how the physical environment can support well-being in a group setting.		
2. Understand the current legal, policy and rights frameworks for children and young people in group living.	2.1. Explain the legislative, policy and rights frameworks that underpin group living for children and young people.		
	2.2. Analyse the impact of legislation, policy and regulation on group living for children and young people.		
3. Be able to support positive outcomes in a group living environment.	3.1. Analyse how group living can support positive outcomes for children and young people.		
	3.2. Explain how ethos and culture in a group living environment influence the well-being of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Support team members to understand group dynamics within the group living environment.		
	3.4. Use different approaches to resolve conflicts and tensions in group living.		
	3.5. Work with **others** to support children or young people to maintain and develop relationships within and beyond the group living environment.		
	3.6. Work with children or young people and others to ensure the physical environment supports positive outcomes.		
4. Be able to lead the planning, implementation and review of group living activities for children and young people.	4.1. Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people.		
	4.2. Implement systems to ensure children or young people are central to decisions about their daily group living activities.		
	4.3. Support team members to understand how daily living activities can be used to develop attachment and positive relationships.		
	4.4. Work with children or young people and others to review group living activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to manage work schedules and patterns to maintain a positive environment for group living.	5.1 Evaluate the effects of work schedules and patterns on a group living environment.		
	5.2. Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment.		
	5.3. Recommend changes to work schedules and patterns as a result of evaluation.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.7
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB7
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Others** may include: • family members • team members • advocates • other professionals.

RCC 5.8 Lead a service that can support children or young people who have experienced harm or abuse

Unit reference	F/506/8365	**Unit level**	5
Credit value	3	**Guided Learning (hours)**	24
Unit aim	This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse.	1.1. Explain roles and responsibilities within the organisation in relation to children or young people who have experienced **harm or abuse**.		
	1.2. Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse.		
2. Be able to prepare team members to respond to disclosure or detection of harm and abuse.	2.1. Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse.		
	2.2. Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse.	3.1. Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse.		
	3.2. Explain types of restriction that might be imposed on the involvement of **key people** with a child or young person following harm or abuse.		
	3.3. Analyse **areas of support** that may be needed when working with a child or young person following harm or abuse.		
	3.4. Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse.		
4. Be able to support team members to work with challenges relating to harm or abuse.	4.1. Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues.		
	4.2. Challenge **unhelpful attitudes** in relation to harm and abuse.		
	4.3. Recommend sources of additional emotional support for team members.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: Date:

Assessor sign off of completed unit: RCC 5.8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0044 SCDSLMCB1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Harm or abuse** may be: - physical - emotional - sexual - financial - bullying - self-harm - neglect - exploitation by gangs or groups. **Key people** are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.

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

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

Unhelpful attitudes, e.g.:

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

RCC 5.9 Lead practice to achieve positive outcomes for children and young people in residential childcare

Unit reference	F/506/7619	**Unit level**	5
Credit value	5	**Guided Learning (hours)**	35
Unit aim	This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand positive outcomes for children and young people in residential childcare.	1.1. Explain positive outcomes for children and young people that residential childcare services aim to achieve.		
2. Be able to lead practice that puts children or young people at the centre.	2.1. Establish a culture that focuses on the wellbeing of the child or young person.		
	2.2. Lead child or young person centred assessments to identify support required focusing on strengths and abilities.		
	2.3. **Plan provision** that meets the **identified needs** of children or young people.		
	2.4. Implement provision that meets the identified needs of children or young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to lead engagement with families to benefit children or young people.	3.1. Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families.		
	3.2. Cultivate attitudes amongst team members that promote productive engagement with families.		
	3.3. Implement practices that support pro-active liaison and engagement with families.		
	3.4. Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person.		
4. Be able to lead practice that addresses the health needs of children or young people.	4.1. Review the issues affecting access to health care services for children or young people in residential childcare.		
	4.2. Review the impact of limited access to health care services on the health of children and young people.		
	4.3. Research the prevalence and nature of mental health needs among children and young people in residential childcare.		
	4.4. Explain the importance of early identification of mental health needs among children and young people in residential childcare.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Support team members to enable children or young people to recognise and address their own **health needs**, as appropriate to their age and level of understanding.		
	4.6. Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting.		
	4.7. Establish a culture where choices for healthy living are promoted and modelled.		
5. Be able to lead practice that supports children or young people to learn.	5.1. Summarise theories about how children and young people learn.		
	5.2. Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education.		
	5.3. Support team members to engage children or young people in learning in ways that take account of the child or young person's: • circumstances • experiences • interests • skills and talents • aspirations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Manage the physical environment in ways that encourage learning.		
6. Be able to lead practice that supports children or young people to enjoy their leisure time.	6.1. Evaluate the **benefits of leisure activities** for children and young people.		
	6.2. Evaluate the importance of unstructured leisure time for children and young people.		
	6.3. Work with **others** to enable children or young people to choose how they use their leisure time.		
	6.4. Work with others to support children or young people to access leisure activities.		
7. Be able to lead practice that promotes participation in the community.	7.1. Review the benefits for children and young people of forging links with the local community.		
	7.2. Analyse barriers to links between the local community, the care setting and the children or young people who live there.		
	7.3. Work with others within the work setting and in the community to overcome barriers to community participation.		
	7.4. Support team members to enable children or young people to participate in the community.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Be able to lead continuous improvement to practice.	8.1. Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families.		
	8.2. Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved.		
	8.3. Support team members to learn from challenges encountered in day to day work.		
	8.4. Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB4
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	To **plan provision** may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation. **Identified needs** may relate to: • health and well-being • relationships • learning • leisure • play. **Health needs**, e.g.: • physical • mental • emotional • sexual. **Benefits of leisure activities**, e.g.: • fun and enjoyment • friendships • achievement • self esteem • personal identity • mental health and wellbeing • learning opportunities • community links • future employment or entrepreneurial possibilities.

	Others, e.g.:
	• team members • other professionals • family members.

RCC 5.10: Implement a Positive Relationship Policy in residential childcare

Unit reference	R/506/8192	**Unit level**	5
Credit value	6	**Guided Learning (hours)**	41
Unit aim	This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the interconnection between relationships and behaviour.	1.1. Critically analyse how socially aware behaviour and positive relationships interlink.		
	1.2. Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare.		
	1.3. Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships.		
	1.4. Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people.	2.1. Research elements required in a **Positive Relationship Policy** and the rationale for each.		
	2.2. Work with children or young people and **others** to evaluate existing policies relating to positive relationships and behaviour management.		
	2.3. **Develop** a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation.		
3. Be able to establish systems to implement the positive relationship policy.	3.1. Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy.		
	3.2. Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of **physical intervention** or **restraint**.		
	3.3. Establish timeframes for regular review of the Positive Relationship Policy and associated systems.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to equip team members to implement the positive relationship policy.	4.1. Evaluate the knowledge and skills team members have for: • building trusting and enduring relationships with **vulnerable** children or young people • supporting children or young people to develop socially aware behaviour.		
	4.2. Address gaps identified in knowledge and skills.		
	4.3. Arrange training in restraint that meets statutory requirements for team members.		
	4.4. Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour.		
5. Be able to review a Positive Relationship Policy.	5.1. **Review** the impact of the Positive Relationship Policy on relationships and behaviour in the setting.		
	5.2. Propose improvements to the Positive Relationship Policy and systems.		
6. Understand the context for use of physical intervention and restraint.	6.1. Explain principles for the use of physical intervention and restraint with children and young people in residential childcare.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.2. Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint.		
	6.3. Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint.		
	6.4. Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.10
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB8
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Positive Relationship Policy** may previously have been called a Behaviour Management Strategy. **Others** may include: • team members • other professionals • family members • advocates • independent visitors. To **develop** a policy may be to develop directly or to propose developments to others (e.g. in a larger organisation) for consideration. **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger. **Restraint** is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. A definition of restraint can be found in the children's homes regulations. Children and young people may be **vulnerable** due to factors such as: • social, economic, physical, emotional or family circumstances

	- previous experience of traumatic or dysfunctional relationships - disability or specific conditions. **Review** may involve children or young people, families and carers, team members and other professionals.

RCC 5.11 Lead practice to support the well-being and resilience of children and young people in residential childcare

Unit reference	T/506/7620	**Unit level**	5
Credit value	3	**Guided Learning (hours)**	21
Unit aim	This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand well-being and resilience in children and young people in residential childcare.	1.1. Explain the concepts and **elements of**: • **well-being** • **resilience**.		
	1.2. Evaluate approaches to measuring a child or young person's well-being.		
	1.3. Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare.		
2. Understand support for well-being and resilience.	2.1. Analyse approaches that support the well-being of children and young people.		
	2.2. Explain the importance of homeliness, friendship and fun in the childcare setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Analyse methods and approaches that help to build resilience in children and young people.		
	2.4. Explain the importance of engaging with family members who are supporting a child or young person.		
3. Be able to lead practice that supports children and young people's well-being and resilience.	3.1. Lead practice that supports **others** to engage positively with children or young people.		
	3.2. Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable.		
	3.3. Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self-esteem.		
	3.4. Model approaches that encourage and support children or young people to express their feelings, views and hopes.		
	3.5. Challenge practices that act as barriers to children or young people's well-being and resilience.		
4. Be able to improve practice in promoting the well-being and resilience of children and young people.	4.1. Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience.		
	4.3. Evaluate own practice in promoting children or young people's well-being and resilience.		
	4.4. Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.11
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC044
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Elements of well-being**, e.g.: • the opportunity to flourish • positive relationships and social networks • positive personal identity and self esteem • aspiration and optimism • happiness • mental, physical and sexual health • financial and emotional security. **Elements of resilience**, e.g.: • secure base • self-esteem • self-efficacy • friendships • education • positive values • social competencies • talents and interests. **Others** may include: • team members • other professionals • children and young people • families and carers.

RCC 5.12 Lead practice in safe use of digital, internet and mobile technology with children and young people

Unit reference	L/506/8367	**Unit level**	4
Credit value	2	**Guided Learning (hours)**	16
Unit aim	This unit provides the knowledge and skills required to lead safe use of digital, internet and mobile technology with children and young people.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the uses of technology by children and young people in society.	1.1. Identify digital, internet and mobile technology used in society.		
	1.2. Explain the role that digital, internet and mobile technology has in the lives of children and young people.		
2. Understand benefits and risks for children and young people when using digital, internet and mobile technology.	2.1. Analyse the benefits to children and young people in care of using digital, internet and mobile technology.		
	2.2. Explain potential risks to children and young people arising from their use of digital, internet and mobile technology.		
	2.3. Describe signs and indicators of each risk.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers.		
3. Be able to support safe use of digital, internet and mobile technology by children and young people.	3.1. Research mechanisms and guidance for safe use of digital, internet and mobile services and technology.		
	3.2. Support **others** to understand features of safe use of digital, internet and mobile services and technology.		
	3.3. Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology.		
	3.4. Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered.		
4. Be able to address risks to team members associated with use of digital, internet and mobile technology.	4.1. Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people.		
	4.2. Develop policies and procedures for safe use of technology by team members.		
	4.3. Support team members to understand policies and procedures for safe use of technology.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Support team members to implement policies and procedures.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.12
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB1 SCDLMCB2
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Others** could include: • children and young people • team members • other professionals • carers/family members • advocates.

RCC 5.13: Undertake professional development in residential childcare settings

Unit reference	H/506/7791	**Unit level**	4
Credit value	2	**Guided Learning (hours)**	18
Unit aim	This unit provides the knowledge and skills required to undertake professional development in residential childcare settings.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand principles of professional development.	1.1. Explain the importance of continually improving own knowledge and practice.		
	1.2. Analyse potential barriers to professional development.		
	1.3. Compare the use of different **sources and systems of support** for professional development.		
	1.4. Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date.		
2. Understand how personal attributes and experiences can be used in professional development.	2.1. Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice.		
	2.2. Review own emotional responses to situations encountered at work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Analyse how personal factors can be strengthened and addressed through professional development.		
3. Be able to prioritise goals and targets for own professional development.	3.1. Evaluate own knowledge and performance against: • **standards and benchmarks** • feedback.		
	3.2. Prioritise development goals and targets.		
4. Be able to prepare a professional development plan.	4.1. Select learning opportunities to meet development objectives and reflect personal learning style.		
	4.2. Produce a plan for own professional development.		
	4.3. Establish a process to evaluate the effectiveness of own professional development plan.		
5. Be able to improve performance through reflective practice.	5.1. Compare models of reflective practice.		
	5.2. Explain the purpose of reflective practice in continuous improvement of performance.		
	5.3. Use reflective practice and feedback from others to improve performance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Evaluate how practice has been improved through: • reflection on best practice • reflection on failures and mistakes • reflection on personal factors.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0043 SCDLMCA1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Sources and systems of support** may include: • supervision • appraisal • formal support • informal support • mentoring • within the organisation • beyond the organisation. **Standards and benchmarks** may include: • codes of practice • regulations • minimum / essential standards • national occupational standards.

RCC 5.14 Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

Unit reference	T/506/7584	**Unit level**	5
Credit value	3	**Guided Learning (hours)**	25
Unit aim	This unit provides the knowledge and skills required to lead practice that promotes the rights, diversity and equality of children and young people in residential childcare settings.		

Learner name:	**Centre no:**	
PIN:	**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the legislative frameworks for children and young people's rights.	1.1. Summarise national and international legislation that underpins the rights of children and young people.		
	1.2. Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people.		
2. Be able to develop policies and procedures that promote the rights of children and young people.	2.1. Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures.		
	2.2. Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people.		
	2.3. Propose improvements to policies and procedures to strengthen the rights of children or young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand anti-discriminatory practice with children and young people.	3.1. Analyse the impact of current equalities legislation on work with children and young people.		
	3.2. Evaluate models of **anti-discriminatory practice** in residential childcare settings for children or young people.		
4. Be able to lead anti-discriminatory practice.	4.1. Ensure team members implement policies and procedures that support equality, diversity and inclusion.		
	4.2. Support team members to work in a **culturally sensitive** way.		
	4.3. Support team members to address tensions between anti-discriminatory practice and **gender-specific issues**.		
5. Be able to lead practice that supports the right of children and young people to raise concerns and make complaints.	5.1. Explain the relationship between **raising concerns or making complaints** and the rights of children and young people.		
	5.2. Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting.		
	5.3. Provide information on how to raise concerns and make complaints in accessible formats to children or young people and **others**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Ensure children or young people are provided with the support they need to raise concerns and make complaints.		
	5.5. Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed.		
6. Be able to lead continuous improvement to practice to promote the rights of children and young people.	6.1. **Monitor** how effectively rights are upheld in the work setting.		
	6.2. Support team members to evaluate their own practice in promoting the rights of children or young people.		
	6.3. Review own practice in promoting the rights of children or young people.		
	6.4. Challenge self and others to continuously improve practice to promote the rights of children or young people.		
	6.5. Use recommendations from concern and complaint investigations to improve the quality of service for children or young people.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCE9
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Anti-discriminatory practice** seeks not to discriminate on the basis of one or more of the following: • gender / transgender • sexual orientation • race / ethnicity • religion • age • ability / disability • health status • physical attributes • social circumstances. **Culturally sensitive** includes: • recognising cultural similarities and differences • avoiding value judgements (e.g. better or worse, right or wrong) • respecting beliefs and practices while being alert to any heightened risks. **Gender-specific issues** are those with specific relevance to male, female or trans-gender children and young people. **Raising concerns or making complaints** may be done formally or informally. **Others** may include colleagues, other agencies, children and young people or their families and friends. To **monitor** will involve children or young people and others.

RCC 5.15: Lead networks and multi-agency work to benefit children and young people in residential childcare

Unit reference	R/506/7608	Unit level	5
Credit value	4	Guided Learning (hours)	26

Unit aim This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.	1.1. Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people.		
	1.2. Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and child safeguarding practice reviews.		
	1.3. Evaluate the use of networks to build a **team around a child or young person**.		
2. Understand the local network for children and young people's services.	2.1. Analyse the nature, role and function of agencies that constitute the local network for children and young people's services.		
	2.2. Explain structures, key roles and methods for communication and decision making within these agencies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person.		
3. Be able to build a multi-agency team around a child or young person.	3.1. Recognise circumstances where a multi-agency team should be built around a child or young person.		
	3.2. Analyse **factors** that influence the involvement of family members in a team built around a child or young person.		
	3.3. Agree with **others** the task, role and boundaries of the team.		
	3.4. Negotiate the **parameters** of the team's work.		
	3.5. Influence the team to secure **effective arrangements** for practice.		
4. Be able to participate in the work of a multi-agency team built around a child or young person.	4.1. Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person.		
	4.2. Ensure the child or young person is supported to understand the purpose, processes and progress of the team.		
	4.3. Participate in agreed monitoring processes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to continuously improve multi-agency work.	5.1. Analyse factors that support effective collaboration and partnership with other agencies.		
	5.2. Evaluate methods used to recognise and resolve conflict within multi-agency work.		
	5.3. Challenge practice that excludes the child or young person as the focus of multi-agency work.		
	5.4. Implement improvements identified through monitoring and review of multi-agency work.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCD1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**A team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time. **Factors** may include capacity and commitment of family members, legal constraints, travel considerations, risk management issues, etc. **Others** may include: • family members • workers from other agencies or organisations • advocates • independent visitors. **Parameters**, e.g.: • objectives • actions plans • roles and responsibilities • arrangements for communication, decision making and measuring progress. **Effective arrangements** must be: • focused on the needs of the child or young person • appropriate to the nature and purpose of the task • likely to be effective in establishing and maintaining relationships • respectful of confidentiality while balancing risks of sharing or not sharing information.

RCC 3.17: Understand the care system and its impact on children and young people

Unit reference	H/506/7595	Unit level	4
Credit value	3	Guided Learning (hours)	22
Unit aim		This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people.	

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the process by which a child or young person comes into care.	1.1. Analyse factors in a child's circumstances that can lead to them entering the care system.		
	1.2. Summarise the legal process by which children and young people become 'looked after'.		
	1.3. Explain the role of **key professionals** in the care system.		
	1.4. Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare.		
2. Understand the entitlements of children and young people in care.	2.1. Explain the legal and statutory **entitlements** of children and young people in care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Analyse risks if children and young people do not understand their entitlements or are not supported to access them.		
3. Understand the context of residential services for children and young people in care.	3.1. Summarise current **theoretical approaches** relating to residential childcare services.		
	3.2. Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people.		
	3.3. Compare **types of care arrangements** for 'looked after' children and young people.		
	3.4. Analyse characteristics of therapeutic services that distinguish these from other residential childcare services.		
	3.5. Explain the aims and objectives of a **residential childcare service**.		
	3.6. Describe characteristics of provision that reflect **good practice**.		
4. Understand the impact of residential childcare services on children and young	4.1. Describe how being in care presents additional **challenges** for children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
people.	4.2. Compare the life chances and outcomes of children and young people in residential childcare with: • children and young people in other types of care • children and young people outside the care system.		
5. Understand how to support a positive experience of care services for children and young people.	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.		
6. Understand planning frameworks for children and young people in residential childcare.	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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 3.17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC 0303 SCDHSC 0325
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Key professionals** may include: • social workers • children's guardian (CAFCASS) • legal professionals. **Entitlements** will include those relating to: • visits • allowances • contact with family members • preparation for reviews • advocacy • independent visitors. **Theoretical approaches** may include: • Social Pedagogy • All Systems • Outcome Based • Lifespace • Solution Focused. **Types of care arrangements** may include: • staying with parents (compulsory supervision) • kinship care • foster care • children's homes • residential schools. A **residential childcare service**: this should be the learner's own workplace where there is one; otherwise a service local to the learner.

Good practice will incorporate current theories, policies, regulations and legislation and include:

- child centred provision
- children's rights
- equality and inclusion
- cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- networking with other agencies to build a team around a child
- advocacy.

Challenges may include:

- repeated, sudden and enforced transitions
- living away from the family
- the need to engage with a range of professionals.

Plans will include the following:

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

RCC 5.16 Lead a residential childcare service that can engage with the youth justice system

Unit reference	Y/506/7609	Unit level	5
Credit value	5	Guided Learning (hours)	40
Unit aim	This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the context of the youth justice system.	1.1. Analyse the political and legal context of the youth justice system.		
	1.2. Evaluate **theories** relating to youth justice and offending behaviour.		
2. Be able to support team members to work with the court system relating to youth justice.	2.1. Provide information to team members on the court system, the sentencing process and **disposal options**.		
	2.2. Work with team members to: • **support compliance** with disposal requirements • respond to breaches of disposal requirements.		
	2.3. Review team's practice in working with the court system.		
3. Be able to work in partnership with agencies involved in the youth justice system.	3.1. Explain the importance of working in partnership with **agencies** involved in the youth justice system.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system.		
	3.3. Develop team members' understanding of the rights and responsibilities of an Appropriate Adult.		
	3.4. Describe processes for informing social workers, and those with parental responsibility, of police involvement.		
4. Be able to provide a service that reduces the risk of criminalisation of children and young people.	4.1. Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system.		
	4.2. Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours.		
	4.3. Develop systems that prevent the premature escalation of responses to offending behaviour.		
	4.4. Explain **tensions and risks** that can be created by close work with youth justice agencies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand the experience of the secure estate.	5.1. Analyse why children and young people in secure settings are at high risk of experiencing **poor outcomes**.		
	5.2. Evaluate approaches that improve outcomes for children and young people in secure settings.		
6. Be able to achieve successful transfer within and out of the secure estate.	6.1. Analyse factors for the successful **transfer** of children and young people between settings within the secure estate.		
	6.2. Analyse factors for the successful resettlement of children and young people leaving the secure estate.		
	6.3. Develop systems to support the successful resettlement of children and young people.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.
Learner signature: Date:

Assessor sign off of completed unit: RCC 5.16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB2 SCDLMCB3 SCDLMCD1
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Theories** including: • Pathways Theory • Good Lives Model • Theory of Social Capital • Labelling Theory • Restorative Approaches. **Disposal options** including: • pre-court measures (youth caution, youth conditional caution, final warnings and reprimands) • anti-social behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order)

	• other measures (local child curfew, gang injunctions, youth restorative disposal) • community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order) • custodial sentences. **Support compliance**, e.g.: • accompanying young people to and from appointments • providing a corporate parent role in court. **Tensions and risks**, e.g.: • premature escalation of behaviour • bias towards use of the justice system • differing values and priorities. 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). **Poor outcomes** include those in relation to: • physical health and wellbeing • mental health • learning and educational achievement • establishing and maintaining positive relationships with family and friends. **Transfer**: including transfer to adult secure estates and to specialist services.

RCC 3.18 Understand the youth justice system as it relates to residential childcare

Unit reference	J/506/7606	**Unit level**	4
Credit value	3	**Guided Learning (hours)**	30
Unit aim	This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why children and young people in care are vulnerable to engagement in offending behaviour.	1.1. Define the term 'offending behaviour'.		
	1.2. Summarise **theories** relating to youth offending.		
	1.3. Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour.		
2. Understand how to reduce the risk of criminalisation of children and young people.	2.1. Define the term 'criminalisation'.		
	2.2. Explain how poor behaviour management strategies can escalate the criminalisation of children and young people.		
	2.3. Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe **methods** to reduce the risk of criminalising children and young people.		
	2.5. Describe principles of the organisation's Police Involvement Policy.		
3. Understand partnership working in the youth justice system.	3.1. Outline the role of **agencies** involved in the youth justice system.		
	3.2. Describe the practitioner's role in relation to the youth justice system.		
	3.3. Analyse **assessment tools** used in the youth justice system.		
	3.4. Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system.		
	3.5. Describe processes for informing social workers, and those with parental responsibility, of police involvement.		
4. Understand the court system as it relates to youth justice.	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
5. Understand the experience of the secure estate.	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.		
6. Understand how to achieve successful transfer within and out of the secure estate for children and young people.	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.		

<table>
<tr><td>Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:</td></tr>
</table>

<table>
<tr><td>Assessor sign off of completed unit: RCC 3.18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:</td></tr>
</table>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC 0386
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Theories** including: - Pathways Theory - Good Lives Model - Theory of Social Capital - Labelling Theory. **Methods** including restorative approaches. Key **agencies** including: - Youth Offending Teams (YOT) - Probation Service - Crown Prosecution Service (CPS) - Drug and Alcohol Services, Education Services - Child and Adolescent Mental Health Services (CAMHS).

Assessment tools including:

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

Disposal options including:

- pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)
- anti-social behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order)
- other measures (local child curfew, gang injunctions, youth restorative disposal)
- community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- custodial sentences.

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

Poor outcomes includes outcomes in relation to:

- physical health and well-being
- mental health
- learning and educational achievement
- the establishment and maintenance of positive relationships with family and friends.

Within the secure estate: including transfer to adult secure settings and specialist services.

RCC 5.17 Lead practice to support young people leaving care

Unit reference	Y/506/8114	Unit level	5
Credit value	4	Guided Learning (hours)	25
Unit aim		This unit provides the knowledge and skills required to lead practice to support young people leaving care.	

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently.	1.1. Explain the statutory and legal frameworks that apply to young people as they leave care.		
	1.2. Evaluate how theories of change management can be applied to supporting young people leaving care.		
	1.3. Evaluate the importance of a planned and phased approach to leaving care.		
2. Be able to recognise factors that impact on the experience of leaving care.	2.1. Analyse aspirations and concerns that young people leaving care can experience.		
	2.2. Analyse personal factors that can compound concerns and risks for young people because they have been in care.		
	2.3. Research the features of practice that affect young people's experience of leaving care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Review the importance of interactions and relationships between young people and **others** as they prepare to leave care.		
3. Be able to lead support for young people as they prepare for independent living.	3.1. Allocate **resources** to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living.		
	3.2. Support team members to work with young people to develop the **practical abilities**, social skills and emotional resilience needed in more independent living.		
	3.3. Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation.		
	3.4. Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process.		
4. Be able to work with others to support young people leaving care.	4.1. Research local agencies and professionals who can contribute information, advice or services to young people leaving care.		
	4.2. Build positive working relationships with others within and beyond the organisation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role.		
	4.4. Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount.		
5. Be able to review support in relation to young people leaving care.	5.1. Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting.		
	5.2. Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements.		
	5.3. Review the effectiveness of the support provided to young people, their families and carers during the transition.		
	5.4. Review the effectiveness of information, guidance and support services available to support the process of leaving care.		

Learner declaration of authenticity:
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Learner signature: Date:

Assessor sign off of completed unit: RCC 5.17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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Additional information about the unit:	
Relationship to occupational standards	SCDLMCB3
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Others** may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person. **Resources**, e.g. team members' time, financial resources, physical resources in the setting. **Practical abilities**, e.g.: - to manage and maintain accommodation - to manage personal finances - to maintain health and well being - to manage daily living tasks - to access training or education - to seek employment (including entrepreneurial options) - to manage risks - to engage as a citizen and make a contribution to society.

RCC 5.18: Understand the context of residential childcare for children and young people with complex disabilities or conditions ☆

Unit reference	J/506/8318	**Unit level**	4
Credit value	3	**Guided Learning (hours)**	24
Unit aim	This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the impact of complex disabilities and conditions on children and young people and their families.	1.1. Compare the prevalence, causes and impacts of **complex disabilities and conditions** in children and young people.		
	1.2. Analyse how complex disabilities and conditions experienced by children and young people can impact on their families.		
	1.3. Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions.	2.1. Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions.		
	2.2. Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions.		
	2.3. Analyse features of provision that reflect **good practice** in terms of current theories, legislation, regulations and policies.		
3. Understand residential childcare for children and young people with complex disabilities or conditions.	3.1. Compare the range of **residential childcare services** for children and young people with complex disabilities or conditions.		
	3.2. Analyse how different types of residential childcare require a different focus in partnership working with **carers**.		
	3.3. Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers.		
	3.4. Evaluate the importance of ensuring a **residential childcare service's** provision meets stated aims and objectives.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge
and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB4 SCDLMCE3
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment. **Good practice** will reflect aspects including: • child centred provision • children's rights • equality and inclusion • social model of disability • cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices) • working in partnership with carers • networking with other agencies to build a team around a child • advocacy. **Carers** are parents, family members and others who care for a child or young person at home. **Residential childcare services**, e.g.: • short break • shared care • 52 week. **A residential childcare service**: this should be the learner's own workplace where there is one; otherwise a service local to the learner.

RCC 5.19 Principles for leading the transition of young people with complex disabilities or conditions to adult services

Unit reference	A/506/7568	**Unit level**	4
Credit value	3	**Guided Learning (hours)**	24
Unit aim	This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services.		

Learner name:	**Centre no:**	
PIN:	**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services.	1.1. Explain the statutory and legal frameworks that apply to young people making the transition to adult services.		
	1.2. Summarise legislation that affects the rights of young people with **complex disabilities or conditions** to make decisions about their lives.		
	1.3. Evaluate how theories of change management can be applied to support the transition to adult services.		
2. Understand the impact of complex disabilities or conditions on the transition into adulthood.	2.1. Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Analyse **factors** that affect a young person's capacity to manage transitions and changes.		
	2.3. Explain how **cultural** considerations can impact on the process of moving from childhood into adulthood.		
3. Understand adult care provision.	3.1. Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services.		
	3.2. Identify funding sources, eligibility criteria and application processes for each.		
	3.3. Evaluate how personal budgets support the transition to adult services.		
4. Understand how to work with others to support young people making the transition to adult services.	4.1. Describe knowledge, skills and attitudes required by team members to support the transition process.		
	4.2. Analyse the role and contribution of family members in the transition process.		
	4.3. Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition.		
5. Understand person centred support for transition to adult services.	5.1. Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services.		
	5.2. Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount.		
	5.3. Describe processes needed to secure **additional support** to meet the individual requirements of young people.		
	5.4. Describe how to challenge poor practice in transition support in ways that stimulate improvement.		
6. Understand how to review support in relation to young people making the transition to adult services.	6.1. Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition.		
	6.2. Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.19
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDLMCB3
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Complex disabilities or conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment. **Factors** may include: - positive / negative identity and self esteem - stable / unstable relationships and networks - secure / insecure attachments - experience of discrimination / social exclusion - experience of abuse or harm - cognitive capacity. **Cultural**: the ideas, customs and social behaviours of a particular society or community. **Additional support** may include: - training in practical skills - emotional support - support to manage tensions and dilemmas.

RCC 5.20: Support others to understand models of disability and their effects on working practice with children and young people

Unit reference	R/506/8158	**Unit level**	4
Credit value	2	**Guided Learning (hours)**	17
Unit aim	This unit provides the knowledge and skills required to support others to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus.		

Learner name:	**Centre no:**	
PIN:	**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand models of disability.	1.1. Identify conditions, impairments and difficulties commonly subsumed under the term disability.		
	1.2. Compare theoretical models of disability.		
	1.3. Explain how the application of different models of disability can be experienced in the lives of children and young people.		
	1.4. Explain how different models of disability shape organisational structures and outcomes.		
2. Be able to review how models of disability underpin organisational practice with children and young people.	2.1. Explain how policies, procedures and working practices are underpinned by a model of disability.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation.		
	2.3. Use the review to propose improvements to policies, procedures and working practices.		
3 Develop others' awareness of models of disability.	3.1. Plan activities that increase others' understanding of: • models of disability • how they are experienced by individuals • how they shape organisational structure and ways of working.		
	3.2. Implement planned activities.		
	3.3. Review the outcomes of planned activities.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: RCC 5.20
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0043
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Others** could include: • children and young people • team members • other professionals • carers / family members • advocates.

CCLD OP 5.25: Undertake a research project within services for health and social care or children and young people

Unit reference	J/602/3499	**Level**	5
Credit value	10	**Guided Learning (hours)**	80
Unit aim	The purpose of this unit is to assess the learners' knowledge and understanding in skills required to undertake a research project within services for health and social care or children or young people.		

Learner name:	**Centre no:**
PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Be able to justify a topic for research within services for health and social care or children and young people.	1.1. Identify the area for the research project.		
	1.2. Develop the **aims and objectives** of the research project.		
	1.3. Explain **ethical considerations** that apply to the area of the research project.		
	1.4. Complete a literature review of chosen area of research.		
2. Understand how the components of research are used.	2.1. Critically compare different types of research.		
	2.2. Evaluate a range of methods that can be used to collect data.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify a range of tools that can be used to analyse data.		
	2.4. Explain the importance of validity and reliability of data used within research.		
3. Be able to conduct a research project within services for health and social care or children and young people.	3.1. Identify sources of support whilst conducting a research project.		
	3.2. Formulate a detailed plan for a research project.		
	3.3. Select research methods for the project.		
	3.4. Develop research questions to be used within project.		
	3.5. Conduct the research using identified research methods.		
	3.6. Record and collate data.		
4. Be able to analyse research findings.	4.1. Use data analysis methods to analyse the data.		
	4.2. Draw conclusions from findings.		
	4.3. Reflect how own research findings substantiate initial literature review.		
	4.4. Make recommendations related to area of research.		
	4.5. Identify potential uses for the research findings within practice.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CCLD OP 5.25
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 420 Undertake a research project
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 1, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Aims and objectives**: the reasons, understanding and methods for conducting the research project. **Ethical considerations**: confidentiality, sensitivity of data, seeking agreements with participants.

Section 4: Assessment and quality assurance information

	Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor • by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below*.*

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements
Centres delivering any of NCFE's qualifications must: • have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register • have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners • ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development • implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment • provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Resources

The resources and materials used in the delivery of this qualification must be age appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Safeguarding guidance

To support early years settings the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

Resource requirements

There are no specific resource requirements for these qualifications but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

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* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.