

# Qualification Specification

NCFE CACHE Level 3 Diploma for Residential Childcare  
(England)

QRN: 601/4852/4

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NCFE CACHE Level 3 Diploma for Residential Childcare (England)      601/4852/4

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# **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 this 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 qualifications 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 <b>categories</b> 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.



## 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 lightbulb in both the Unit Achievement Log and at the top of the units.

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

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- Other support materials

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. **This site is for Approved Centres only.**

To access this secure site please 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.



## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Diploma for Residential Childcare (England)		
<b>Qualification number</b>	601/4852/4		
<b>Aim</b>	<p>This qualification will develop the knowledge and skills needed when working with children and young people in a residential childcare setting, including an understanding of child and young person development.</p> <p>Level 3 Diploma for Residential Childcare (England) serves as the required qualification under The Children's Homes (England) Regulations 2015.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>D. Confirm occupational competence and/or 'licence to practice'.</p> <p>D1. Confirm competence in an occupational role to the standards required.</p>		
<b>Total Qualification Time (hours)</b>	610		
<b>Guided learning hours</b>	466		
<b>Credit value</b>	61	<b>Minimum credit at / above Level</b>	61
<b>Minimum age of learner</b>	18		
<b>Age ranges covered by the qualification</b>	Birth to 25 years (extended age range takes account of entitlements for children and young people with complex disabilities or conditions).		
<b>Real work environment (RWE) requirement / recommendation</b>	<p>Learners will need to be working, volunteering or on practical placement in a residential childcare setting, as they need to show competence in both knowledge and skills.</p> <p>For those learners who have no previous experience of working in residential childcare, it is recommended that 400 hours be spent in a Real Work Environment.</p>		
<b>Rules of Combination</b>	Learners must achieve 61 credits. 53 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.		

<b>Progression</b> including Job Roles (where applicable)	<p>Level 5 Diploma in Leadership and Management for Residential Childcare or a Foundation Degree in a related discipline.</p> <p>Learners can also progress to the following job roles, though further professional development/qualification may be required once in post:</p> <ul style="list-style-type: none"> <li>• residential childcare workers</li> <li>• registered residential childcare managers, plus deputy and assistant managers, deputy and assistant managers in other adult or children and young people's social care settings</li> </ul>
<b>Recommended assessment methods</b>	All units will be internally assessed using standard methods: coursework, portfolio of evidence, practical demonstration/assignment.
<b>Additional assessment requirements</b>	All units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	The Level 3 Diploma for Residential Childcare (England) can usually be completed in one year.
<b>Entry requirements / recommendations</b>	Learners should be at least 18 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated qualification number is 601/4852/4.

### Qualification support

This qualification is supported by Skills for Care

## Qualification introduction and purpose

The Level 3 Diploma for Residential Childcare (England) will develop the knowledge and skills needed when working with children and young people in a residential childcare setting, including an understanding of child and young person development.

The qualification enables the learner to gain essential skills and knowledge to support children and young people in residential childcare settings, including: wellbeing and resilience, positive relationships and attachments, health and safety, sexual exploitation, communication, positive behaviour and positive outcomes.

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

Level 3 Diploma for Residential Childcare (England) serves as the required qualification under The Children's Homes (England) Regulations 2015.

## Rules of combination




Learners must achieve 61 credits. 53 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.



## Section 3: Units

## Unit achievement log Level 3 Diploma for Residential Childcare (England)

### Mandatory Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
	F/506/7653	RCC 3.1	Understand the development of children and young people in residential childcare	Knowledge	3	3	25	27	
	T/506/8363	RCC 3.2	Understand how to safeguard and protect children and young people in residential childcare	Knowledge	3	7	63	33	
	A/506/8364	RCC 3.3	Understand how to support children and young people who have experienced harm or abuse	Knowledge	3	3	22	45	
	A/506/8526	RCC 3.4	Promote effective communication and information handling in residential childcare settings	Knowledge / Skills	3	3	21	51	
	J/506/7587	RCC 3.5	Support risk management in residential childcare	Knowledge / Skills	3	2	18	55	
	A/506/7828	RCC 3.6	Assessment and planning with children and young people in residential childcare	Knowledge / Skills	3	3	20	61	
	L/506/7588	RCC 3.7	Support group living in residential childcare	Knowledge / Skills	3	3	22	67	







Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
A/506/7618	RCC 3.8	Understand how to support positive outcomes for children and young people in residential childcare	Knowledge	3	2	20	71	
M/506/7616	RCC 3.9	Support attachment and positive relationships for children and young people in residential childcare	Knowledge / Skills	3	4	27	77	
T/506/7617	RCC 3.10	Support the well-being and resilience of children and young people in residential childcare	Knowledge / Skills	3	3	20	83	
L/506/7798	RCC 3.11	Support children and young people in residential childcare to achieve their learning potential	Knowledge / Skills	3	4	30	89	
D/506/7594	RCC 3.12	Support children and young people in residential childcare to manage their health	Knowledge / Skills	3	2	17	95	
Y/506/8193	RCC 3.13	Support the development of socially aware behaviour with children and young people in residential childcare	Knowledge / Skills	3	5	34	99	
F/506/7782	RCC 3.14	Engage in professional development in residential childcare settings	Knowledge / Skills	3	3	20	107	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
R/506/7592	RCC 3.15	Support the rights, diversity and equality of children and young people in residential childcare	Knowledge / Skills	3	3	24	111	
F/506/7605	RCC 3.16	Participate in teams to benefit children and young people in residential childcare	Knowledge / Skills	3	3	20	117	

\* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours

## Unit achievement log

### Optional Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
	H/506/7595	RCC 3.17	Understand the care system and its impact on children and young people	Knowledge	4	3	22	123	
	J/506/7606	RCC 3.18	Understand the youth justice system as it relates to residential childcare	Knowledge	4	3	30	129	
	K/506/8540	RCC 3.19	Support young people leaving care	Knowledge / Skills	3	6	40	135	
	R/506/8502	RCC 3.20	Understand residential childcare for children and young people with complex disabilities or conditions	Knowledge	3	3	27	145	
	L/506/8501	RCC 3.21	Understand support for young people with complex disabilities or conditions making the transition into adulthood	Knowledge	3	3	24	151	
	K/506/7596	RCC 3.22	Work with the families of children and young people in residential childcare	Knowledge / Skills	3	2	17	159	
	F/601/4056	HSC 3047	Support use of medication in social care settings	Knowledge / Skills	3	5	40	165	

\* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours

## 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
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.
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.
Unit non-guided learning hours	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification, or a unit of a qualification.
Assessment task (set by us)*	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.

**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
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 judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.



Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.



## RCC 3.1: Understand the development of children and young people in residential childcare



**Unit reference** F/506/7653      **Unit level** 3  
**Credit value** 3      **Guided Learning** 25

**Unit aim** This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 expected pattern of development for children and young people from birth to 19 years.	1.1. Explain the sequence and rate of each <b>aspect of development</b> from birth to 19 years.		
	1.2. Explain the difference between sequence of development and rate of development.		
	1.3. Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours.		
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by <b>personal factors</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain how children and young people's development is influenced by <b>external factors</b> .		
	2.3. Explain how <b>theories of development</b> and <b>frameworks to support development</b> influence practice in a residential childcare setting.		
3. Understand the cycle of monitoring, assessment and intervention for children and young people's development.	3.1. Explain how to monitor children and young people's development using different <b>methods</b> .		
	3.2. Explain the importance of observation within the monitoring and assessment process.		
	3.3. Explain how <b>interventions</b> can promote positive outcomes for children and young people where development is not following the expected pattern.		
	3.4. Explain how multi agency teams work together to address a child or young person's development needs.		
	3.5. Describe ways to ensure that day to day activities support the development of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand the importance of early intervention to support development needs of children and young people.	4.1. Explain the importance of early identification of development issues.		
	4.2. Explain the particular significance of early identification of speech, language and communication delays and disorders.		
5. Understand the effects of transitions on children and young people's development.	5.1. Explain how <b>times of transition</b> can affect children and young people's development.		
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition.		

**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 3.1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDCCLD0303
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Aspects of development</b> include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• language and communication</li> <li>• intellectual / cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral.</li> </ul> <p><b>Personal factors</b> include:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties.</li> </ul> <p><b>External factors</b> include:</p> <ul style="list-style-type: none"> <li>• poverty and deprivation</li> <li>• family environment and background</li> <li>• neglect</li> <li>• trauma</li> <li>• grief and loss</li> <li>• personal choices</li> <li>• looked after / care status</li> <li>• education.</li> </ul> <p><b>Theories of development</b> include:</p> <ul style="list-style-type: none"> <li>• cognitive (e.g. Piaget)</li> <li>• psychoanalytic (e.g. Freud)</li> <li>• humanist (e.g. Maslow)</li> <li>• social learning (e.g. Bandura)</li> <li>• operant conditioning (e.g. Skinner)</li> <li>• behaviourist (e.g. Watson).</li> </ul> <p><b>Frameworks to support development</b> include:</p> <ul style="list-style-type: none"> <li>• social pedagogy.</li> </ul>

	<p><b>Methods</b> of assessing development include:</p> <ul style="list-style-type: none"> <li>• assessment framework/s</li> <li>• observation</li> <li>• standard measurements</li> <li>• information from carers and colleagues</li> <li>• listening to the child or young person's own account of their development.</li> </ul> <p><b>Interventions</b> include:</p> <ul style="list-style-type: none"> <li>• social worker</li> <li>• speech and language therapist</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• youth justice</li> <li>• physiotherapist</li> <li>• nurse specialist</li> <li>• additional learning support</li> <li>• assistive technology</li> <li>• health visitor.</li> </ul> <p><b>Times of transition</b> include:</p> <ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering / leaving care</li> <li>• 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</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual, e.g. moving from pre-school to primary to post primary.</li> </ul>
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## RCC 3.2: Understand how to safeguard and protect children and young people in residential childcare



**Unit reference** T/506/8363      **Unit level** 3  
**Credit value** 7      **Guided Learning** 63

**Unit aim** This unit provides the knowledge and understanding required to safeguard and protect children and young people in residential childcare settings.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of safeguarding and protection of children and young people.	1.1. Define the term safeguarding in relation to children and young people.		
	1.2. Explain how child protection relates to safeguarding.		
	1.3. Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand policies and practices for the protection of children and young people and the adults who work with them.	2.1. Explain why it is important to ensure children and young people are protected from harm and abuse.		
	2.2. Explain how findings from official inquiries and serious case reviews are used to inform practice.		
	2.3. Identify <b>policies and procedures</b> that are in place to protect children and young people and the adults who work with them.		
	2.4. Analyse how <b>working practices</b> with children and young people reflect national and local guidelines, policies and procedures for safeguarding.		
	2.5. Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse.		
	2.6. Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.7. Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed.		
3. Understand the nature of abuse that can affect children and young people in residential childcare.	3.1. Describe <b>types of abuse</b> that a child or young person may experience.		
	3.2. Describe signs and indicators associated with each type of abuse.		
	3.3. Describe factors which increase the vulnerability of children and young people in residential childcare.		
	3.4. Summarise common myths about people who harm and abuse children and young people.		
	3.5. Describe known characteristics of <b>perpetrators and their behaviours</b> that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand how to address concerns about abuse.	4.1. Outline the actions to be taken in line with policies and procedures if abuse is suspected.		
	4.2. Explain the importance of early identification of abuse.		
	4.3. Explain why warning signs may be misinterpreted or ignored.		
	4.4. Explain reasons why a child or young person may not recognise that they are being abused or exploited.		
	4.5. Explain reasons why a child or young person may not disclose that they are being abused or exploited.		
5. Understand policies, procedures and practices to address bullying.	5.1. Explain the effects of different types of <b>bullying</b> on children and young people.		
	5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying.		
	5.3. Explain why policies and procedures regarding bullying are necessary.		
	5.4. Explain how to support a child or young person when bullying is suspected or alleged.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand principles for e-safety.	6.1. Explain the risks and possible consequences for children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying and selling online</li> <li>• electronic communication devices.</li> </ul>		
	6.2. Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying and selling online</li> <li>• electronic communication devices.</li> </ul>		
7. Understand how to minimise risk of harm to a child or young person who goes missing from care.	7.1. Describe the risks to a child or young person who goes missing from care.		
	7.2. Outline actions to be taken in line with policies and procedures when a child or young person goes missing.		
	7.3. Explain the importance of prompt and persistent action when a child or young person goes missing.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
8. Understand child sexual exploitation.	8.1. Define child sexual exploitation and its relationship to human trafficking.		
	8.2. Describe how child sexual exploitation differs from non-abusive sexual activity.		
	8.3. Outline different patterns of child sexual exploitation in relation to: <ul style="list-style-type: none"> <li>• gangs</li> <li>• groups</li> <li>• solo perpetrators.</li> </ul>		
	8.4. Describe typical behaviour patterns of those who sexually exploit children and young people.		
	8.5. Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation.		
	8.6. Explain the role of <b>key partners</b> in protecting children and young people from sexual exploitation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
9. Understand the concept of multi-agency working to safeguard children and young people.	9.1. Explain what is meant by multi-agency working in the context of safeguarding.		
	9.2. Identify <b>multi agency forums</b> which coordinate the safeguarding of children and young people locally.		
	9.3. Describe the roles and responsibilities of the different organisations that may be involved in situations where: <ul style="list-style-type: none"> <li>• harm or abuse is suspected or disclosed</li> <li>• a child or young person has been abused or harmed</li> <li>• a child or young person has gone missing from care.</li> </ul>		
10. Understand how to empower children and young people to develop strategies to protect their own safety and wellbeing.	10.1. Explain the importance of building children and young people's resilience, self-confidence and self-esteem.		
	10.2. Describe ways to work with children and young people to enable them to develop protective strategies.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	10.3. Describe ways of empowering children and young people to make informed choices that support their safety.		
11. Understand process and procedures when there are concerns about practice.	11.1. Explain how to report concerns about practice in the work setting.		
	11.2. Describe ways in which whistleblowers are protected in the work setting.		
	11.3. Explain why those whose practice is being questioned are also protected and how this is achieved.		
	11.4. Explain the process of escalating concerns about practice if they are not being addressed.		

**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 3.2**

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.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0034
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Policies and procedures for safe working,</b> e.g. those relating to:</p> <ul style="list-style-type: none"> <li>• working in an open and transparent way</li> <li>• listening to children and young people</li> <li>• duty of care</li> <li>• whistleblowing</li> <li>• power and positions of trust</li> <li>• propriety and behaviour</li> <li>• physical contact</li> <li>• intimate personal care</li> <li>• off site visits</li> <li>• photography and video</li> <li>• use of social media</li> <li>• sharing concerns and recording / reporting incidents</li> <li>• child sexual exploitation.</li> </ul> <p><b>Working practices,</b> e.g.:</p> <ul style="list-style-type: none"> <li>• ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• supporting children and young people and others who may be expressing concerns</li> <li>• risk assessment.</li> </ul>

	<p><b>Types of abuse</b> may be:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• financial</li> <li>• bullying</li> <li>• self-harm</li> <li>• neglect</li> <li>• exploitation by gangs and groups.</li> </ul> <p><b>Perpetrators and their behaviours</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• position of power in the community or organisation</li> <li>• celebrity status</li> <li>• fellow resident / peer</li> <li>• grooming (of the child or young person and those around them)</li> <li>• threats of reprisals</li> <li>• promises of rewards</li> <li>• denial of behaviour as abusive</li> <li>• targeting boys and young men (in relation to sexual abuse).</li> </ul> <p><b>Bullying</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</li> <li>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)</li> <li>• emotional (tormenting, ridicule, humiliation, excluding)</li> <li>• cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else)</li> <li>• child on child / child on adult / adult on child</li> <li>• specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.</li> </ul>
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	<p><b>Key Partners</b> include:</p> <ul style="list-style-type: none"><li>• Sexual Health Services</li><li>• Police, Crown Prosecution Service</li><li>• Youth Offending Services</li><li>• Probation Services</li><li>• Housing Services</li><li>• Drug and Alcohol Services</li><li>• Mental Health Services, including Child and Adolescent Mental Health (CAMHS)</li><li>• Community Health Services, including GPs</li><li>• Hospital Trusts</li><li>• Education Service</li><li>• voluntary and community sector</li><li>• family and carers.</li></ul> <p><b>Multi agency forums</b>, e.g.:</p> <ul style="list-style-type: none"><li>• Local Safeguarding Children's Boards</li><li>• Multi Agency Safeguarding Hubs.</li></ul>
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## RCC 3.3: Understand how to support children and young people who have experienced harm or abuse



**Unit reference** A/506/8364      **Unit level** 3  
**Credit value** 3      **Guided Learning** 22

**Unit aim** This unit provides the knowledge and understanding required to support children and young people who have experienced harm or abuse.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse.	1.1. Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced <b>harm or abuse</b> .		
	1.2. Explain the roles and responsibilities of <b>others</b> with regard to children or young people who have experienced harm or abuse.		
	1.3. Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to support children and young people who disclose harm or abuse.	2.1. Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse.		
	2.2. Explain how to avoid <b>actions</b> or statements that could adversely affect the use of evidence in future investigations or in court.		
	2.3. Explain the importance of supporting a child or young person to understand: <ul style="list-style-type: none"> <li>• with whom the information they disclose will be shared</li> <li>• the reasons for sharing information they disclose.</li> </ul>		
	2.4. Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced.		
	2.5. Explain why it is important to respond calmly to disclosures of harm or abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed.		
	2.7. Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner.		
3. Understand how to support children or young people who have experienced harm or abuse.	3.1. Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse.		
	3.2. Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse.		
	3.3. Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced.		
	3.4. Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed.		
4. Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse.	4.1. Explain circumstances when restrictions need to be imposed on the involvement of <b>key people</b> following harm or abuse.		
	4.2. Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained.		
5. Understand how to address the practitioners support needs in relation to harm or abuse.	5.1. Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person.		
	5.2. Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.		



**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 3.3**

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

SCDHSC0325

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

**Harm or abuse** may be:

- physical
- emotional
- sexual
- financial
- bullying
- self-harm
- neglect
- exploitation by gangs, groups or solo perpetrators.

**Others** may include:

- team members
- families or carers
- advocates
- social workers
- others in the local network for safeguarding and protection.

	<p><b>Actions</b> could include avoiding leading questions or putting pressure on the child or young person to disclose information.</p> <p><b>Key people</b> 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.</p>
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## RCC 3.4: Promote effective communication and information handling in residential childcare settings

**Unit reference**    A/506/8526                      **Unit level**                      3

**Credit value**        3    **Guided Learning**    21

**Unit aim**                      This unit provides the knowledge and skills required to promote effective communication and information handling in residential childcare settings.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand effective communication in the work setting.	1.1. Explain the reasons why people communicate.		
	1.2. Describe factors to consider for effective communication.		
	1.3. Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication.		
	1.4. Explain how communication affects relationships and effective practice in own work.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to meet the communication and language needs, wishes and preferences of individual children and young people.	2.1. Establish the communication and language needs, wishes and preferences of a child or young person.		
	2.2. Use <b>communication methods and aids</b> to meet the individual needs of children or young people.		
	2.3. Explain how children and young people use communication methods in different ways.		
	2.4. Respond to children or young people's reactions while communicating with them.		
3. Be able to reduce barriers to communication in residential childcare settings.	3.1. Describe barriers to communication and their impact.		
	3.2. Reduce barriers to communication.		
	3.3. Adapt communication to resolve misunderstandings.		
	3.4. Explain how to access support or <b>services</b> to enable a child or young person to communicate effectively.		

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

**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 3.4**

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

SCDHSC0031

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 and 6 must be assessed in a real work environment.

Unit assessment guidance – provided by the sector

**Communication methods and aids** may include:

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

**Services** may include:

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

## RCC 3.5: Support risk management in residential childcare

**Unit reference** J/506/7587 **Unit level** 3

**Credit value** 2 **Guided Learning** 18

**Unit aim** This unit provides the knowledge and skills required to support risk management in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand requirements for health, safety and risk management in residential childcare settings for children and young people.	1.1. Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people.		
	1.2. Explain how current health and safety legislation, policies and procedures are implemented in the work setting.		
	1.3. Explain how health and safety is monitored and maintained in the work setting.		
	1.4. Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support children and young people to manage risk.	2.1. Analyse the value of risk and challenge for a child or young person's development and enjoyment of life.		
	2.2. Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion.		
	2.3. Work with children or young people and <b>others</b> to establish shared agreement on how to manage risks.		
	2.4. Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development.		
	2.5. Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being.		
3. Be able to manage risks to health, safety and security.	3.1. Describe <b>factors</b> to consider to ensure the living environment is healthy and safe.		
	3.2. Undertake health and safety risk assessments.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Use the recommendations of risk assessments to manage <b>hazards</b> : <ul style="list-style-type: none"> <li>• within the work setting</li> <li>• in off site visits.</li> </ul>		
	3.4. Explain how health and safety risk assessments are monitored and reviewed.		
4. Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits.	4.1. Explain the policies and procedures to follow in response to: <ul style="list-style-type: none"> <li>• <b>accidents</b></li> <li>• incidents</li> <li>• injuries</li> <li>• <b>illness</b></li> <li>• other <b>emergencies</b>.</li> </ul>		
	4.2. Describe the procedures for recording and reporting: <ul style="list-style-type: none"> <li>• accidents</li> <li>• incidents</li> <li>• injuries</li> <li>• illness</li> <li>• other emergencies.</li> </ul>		

**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 3.5**

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

SCDHSC 0032

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** including:

- colleagues
- visitors
- families and carers.

**Factors** e.g.:

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

	<p><b>Hazards</b> e.g.:</p> <ul style="list-style-type: none"><li>• physical</li><li>• security</li><li>• fire</li><li>• food safety</li><li>• personal safety.</li></ul> <p><b>Accidents</b> involving children, young people or adults.</p> <p><b>Illness</b> including recognition of signs such as fever, rashes or unconsciousness.</p> <p><b>Emergencies</b> such as fire, missing children or young people, evacuation of premises.</p>
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## RCC 3.6: Assessment and planning with children and young people in residential childcare

**Unit reference** A/506/7828      **Unit level** 3

**Credit value** 3      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and skills required to carry out assessment and planning with children and young people in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the purpose and principles of assessment and planning with children and young people.	1.1. Describe the purpose of assessment and planning with children and young people in residential childcare.		
	1.2. Explain why a child centred model of assessment and planning is used.		
	1.3. Explain how assessment frameworks help to ensure holistic assessment.		
	1.4. Explain the legal requirements for recording assessment and planning information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to place children and young people at the centre of assessment and planning.	2.1. Explain how to use a child centred model of assessment and planning to identify the needs of children and young people.		
	2.2. Explain the importance of working with <b>others</b> when assessing and planning for the needs of children and young people.		
	2.3. Describe how to use <b>methods of engagement</b> to ensure the child is central when assessing and planning with children and young people.		
	2.4. Describe strategies for child centred assessment and planning with children and young people who disengage from the process.		
3. Be able to participate in assessment and planning for children and young people.	3.1. Explain the boundaries of own role and responsibilities within assessment and planning.		
	3.2. Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred.		
	3.4. Work with the child or young person to agree goals and targets.		
	3.5. Explain how the goals and targets identified will support the achievement of positive outcomes.		
	3.6. Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes.		
	3.7. Confirm that the child or young person and others understand and agree to the plan.		
4. Be able to work with children and young people as a plan is implemented.	4.1. Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan.		
	4.2. Encourage the child or young person to work towards the achievement of a plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements.		
	4.4. Record progress of a child or young person in relation to a plan.		
5. Be able to work with children and young people to review and update plans.	5.1. Explain the importance of reviewing and updating plans.		
	5.2. Work with the child or young person and others to review progress towards goals and targets.		
	5.3. Identify aspects of the plan that are working well and those that need to be revised.		
	5.4. Use outcomes of review to update plan.		
	5.5. Agree the updated plan with the child or young person and others involved.		
6. Be able to contribute to assessment led by other professionals.	6.1. Explain own role and the roles of others in the external assessment process.		
	6.2. Respond to requests for information to support the assessment in line with organisational requirements.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3. Support the child or young person to understand and contribute to external assessment.		

**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 3.6**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0036
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
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.
Unit assessment guidance – provided by the sector	<p>All the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.</p> <p><b>Others, e.g.:</b></p> <ul style="list-style-type: none"> <li>• children and young people</li> <li>• families / carers</li> <li>• foster carers</li> <li>• residential workers</li> <li>• social workers</li> <li>• psychologists</li> <li>• doctors</li> <li>• support workers</li> <li>• police</li> <li>• youth justice</li> <li>• speech and language therapists</li> <li>• other agencies.</li> </ul> <p><b>Methods of engagement, e.g.:</b></p> <ul style="list-style-type: none"> <li>• appropriate venue / location</li> <li>• contributions through play</li> <li>• contributions through pictures</li> <li>• children and young people setting ground rules</li> <li>• written contributions</li> <li>• video / audio contributions.</li> </ul>

## RCC 3.7: Support group living in residential childcare

**Unit reference** L/506/7588      **Unit level** 3

**Credit value** 3      **Guided Learning** 22

**Unit aim** This unit provides the knowledge and skills required to support group living in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand theories that underpin work with children and young people in group living.	1.1. Summarise theories about groups as they relate to group living with children and young people.		
	1.2. Summarise theories about how the physical environment can support well-being in a group setting.		
2. Be able to support children and young people to live together as a group.	2.1. Apply theories of group dynamics to support children or young people in their day to day experience of group living.		
	2.2. Facilitate agreements with and between children or young people on arrangements for living together as a group.		
	2.3. Support children or young people to resolve conflict and disagreements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them.		
	2.5. Work with children or young people to maintain the physical environment in ways that support well-being.		
3. Be able to plan with children and young people activities for sharing a living space.	3.1. Plan with children or young people daily living activities that meet their needs, preferences and aspirations.		
	3.2. Explain how planning daily living activities as a group links to individual <b>plans</b> for children and young people.		
	3.3. Ensure that children or young people are central to decisions about daily activities involved in sharing a living space.		
4. Be able to support children and young people to develop relationships through daily living activities.	4.1. Develop positive relationships with children and young people through jointly undertaking day to day activities.		
	4.2. Encourage socially aware behaviour through modelling and reinforcement during shared activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Support children and young people to maintain positive relationships with <b>others</b> through shared activities.		
5. Be able to support continuous improvement in group living arrangements.	5.1. Reflect on the impact of own practice and behaviour on children and young people's experience of group living.		
	5.2. Work with children and young people to evaluate activities and agreements for group living.		
	5.3. Propose improvements to group living arrangements and practices using reflections and evaluations.		

**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 3.7**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0323
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
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	<p><b>Plans</b> may include:</p> <ul style="list-style-type: none"> <li>• Placement Plan</li> <li>• Statutory Care Plan</li> <li>• Health and Education Plan</li> <li>• Training Plan</li> <li>• Remand Plan</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• children and young people in the group</li> <li>• children and young people in the wider community</li> <li>• family members of children and young people</li> <li>• team members</li> <li>• other professionals</li> <li>• others in the wider community.</li> </ul>

## RCC 3.8: Understand how to support positive outcomes for children and young people in residential childcare



**Unit reference** A/506/7618      **Unit level** 3  
**Credit value** 2      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and understanding required to support positive outcomes for children and young people in residential childcare.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.	1.1. Explain the impact of poverty on outcomes and life chances for children and young people.		
	1.2. Identify the impacts of <b>social and cultural factors</b> on the lives of children and young people.		
	1.3. Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances.		
2. Understand how those working with children and young people can support positive outcomes.	2.1. Identify <b>positive outcomes for children and young people</b> that residential childcare services aim to achieve.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain the importance of active participation of children and young people in decisions affecting their lives.		
	2.3. Explain the importance of designing services around the needs of children and young people.		
	2.4. Explain how to support children and young people to make personal choices according to their needs and abilities.		
	2.5. Explain how social pedagogy aims to support positive outcomes for children and young people.		
	2.6. Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people.		
3. Understand how disability can impact on positive outcomes and life chances for children and young people.	3.1. Explain the impact <b>disability</b> can have on positive outcomes and life chances of children and young people.		
	3.2. Explain the importance of positive attitudes towards disability.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain how the social model of disability shapes attitudes and approaches to <b>support</b> positive outcomes.		
	3.4. Describe support available for children and young people with disabilities.		

**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 3.8**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0303
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Social and cultural factors</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• being in the care system</li> <li>• housing and community</li> <li>• educational environment</li> <li>• offending or anti-social behaviour</li> <li>• health status of self or family member</li> <li>• disability</li> <li>• health support (GP, health clinic, access to A&amp;E, etc.)</li> <li>• addictions in family or self</li> <li>• bereavement and loss</li> <li>• family expectations and encouragement</li> <li>• religious beliefs and customs</li> <li>• ethnic / cultural beliefs and customs</li> <li>• marginalisation and exclusion.</li> </ul> <p><b>Positive outcomes for children and young people</b> will include those relating to:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• education</li> <li>• leisure</li> <li>• good self-esteem</li> <li>• positive identity</li> <li>• participation in the community.</li> </ul> <p><b>Disability</b> in this context can include a wide range of conditions, difficulties and impairments, e.g.:</p> <ul style="list-style-type: none"> <li>• learning disabilities</li> <li>• physical disabilities</li> <li>• sensory impairment</li> <li>• long term medical conditions</li> </ul>

	<ul style="list-style-type: none"><li>• complex needs</li><li>• special educational needs</li><li>• Dyslexia.</li></ul> <p><b>Support, e.g.:</b></p> <ul style="list-style-type: none"><li>• speech and language therapy</li><li>• support from health professionals</li><li>• additional learning support</li><li>• assistive technology including electronic and digital systems</li><li>• specialised services.</li></ul>
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## RCC 3.9: Support attachment and positive relationships for children and young people in residential childcare

**Unit reference** M/506/7616 **Unit level** 3  
**Credit value** 4 **Guided Learning** 27

**Unit aim** This unit provides the knowledge and skills required to support children and young people in residential childcare to develop attachment and form positive relationships.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 importance of positive attachments for the well-being of children and young people.	1.1. Summarise theories of attachment.		
	1.2. Explain why <b>positive attachments</b> are important for children and young people.		
	1.3. Analyse the short and long term <b>impacts</b> on the well-being of children and young people if they are not able to form positive attachments.		
2. Understand how to support positive attachments for children or young people in residential childcare.	2.1. Analyse <b>factors</b> in the life of a child or young person which can present barriers to forming positive attachments.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain the role of parents and care-givers in supporting children and young people to form positive attachments.		
	2.3. Explain the connection between positive attachments and positive relationships.		
	2.4. Explain how attachment impacts on own role.		
	2.5. Describe strategies for supporting children and young people to form positive attachments.		
3. Understand how to support positive relationships for children and young people in residential childcare.	3.1. Describe features of positive relationships for children and young people.		
	3.2. Analyse factors in the life of a child or young person which can present challenges when building positive relationships.		
	3.3. Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties.		
	3.4. Describe ways to support children and young people to develop positive relationships with their peers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to develop positive relationships with children and young people.	4.1. Engage with children or young people to develop positive relationships.		
	4.2. Build a connection with children or young people, using a range of <b>skills, methods and approaches</b> to develop positive relationships with them.		
	4.3. Maintain professional boundaries in relationships with children and young people in residential childcare.		
5. Be able to address concerns about attachments and relationships of children and young people.	5.1. Seek advice and support from <b>others</b> when concerned about the relationships and attachment behaviour of a child or young person.		
	5.2. Implement <b>agreed strategies</b> with a child or young person to promote positive attachments and relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Be able to reflect on own practice in supporting positive attachments and relationships for children or young people.	6.1. Describe how children or young people have been supported by own practice to develop positive attachments and relationships.		
	6.2. Evaluate own approaches for supporting positive attachments and relationships for children or young people.		
	6.3. Use reflection to inform improvements in own practice.		

**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 3.9**

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	SCDHSC0311
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 4, 5 and 6 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Positive attachments</b> include primary and secondary attachments.</p> <p><b>Impacts</b> may include:</p> <ul style="list-style-type: none"> <li>• physiological</li> <li>• psychological</li> <li>• emotional</li> <li>• relational</li> <li>• behavioural.</li> </ul> <p><b>Factors</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• previous experience of hostile or dysfunctional relationships</li> <li>• frequent imposed transitions</li> <li>• trauma</li> <li>• grief and loss</li> <li>• disability.</li> </ul> <p><b>Skills, methods and approaches</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• communicating effectively</li> <li>• using active listening skills</li> <li>• identifying and sorting out conflicts and disagreements</li> <li>• being consistent and fair</li> <li>• showing respect and courtesy</li> <li>• valuing and respecting individuality</li> <li>• keeping promises and honouring commitments</li> <li>• monitoring impact of own behaviour on others</li> </ul>

	<ul style="list-style-type: none"><li>• keeping confidentiality as appropriate</li><li>• recognising and responding appropriately to the power base underpinning relationships.</li></ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"><li>• carers and family members</li><li>• colleagues</li><li>• professionals from other agencies, e.g. teachers, specialist therapists, social workers.</li></ul> <p><b>Agreed strategies</b> are strategies agreed with other professionals (social workers, psychologists, etc.).</p>
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## RCC 3.10: Support the well-being and resilience of children and young people in residential childcare

**Unit reference** T/506/7617      **Unit level** 3

**Credit value** 3      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and skills required to support the well-being and resilience of children and young people in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the well-being and resilience of children and young people.	1.1. Explain <b>factors that impact on the well-being</b> of children and young people.		
	1.2. Explain why it is important for children and young people to develop resilience.		
	1.3. Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting.		
	1.4. Describe ways of working with <b>key people</b> to enable them to support well-being and resilience in children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support the development of children and young people's social and emotional identity and self-esteem.	2.1. Explain why <b>social and emotional identity</b> are important to the well-being and resilience of children and young people.		
	2.2. Use a range of <b>methods</b> to encourage children or young people to be confident in their social and emotional identity.		
	2.3. Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests.		
	2.4. Support children or young people to recognise and value their own abilities, talents and achievements.		
	2.5. Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self-esteem.		
3. Be able to support children and young people to develop a positive outlook on their lives.	3.1. Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Support children or young people to respond positively to challenges and disappointments.		
	3.3. Support children or young people to express their feelings, views and hopes.		
	3.4. Use own actions and interactions to reflect a positive outlook for children or young people.		
4. Be able to recognise and respond to signs of distress in children and young people.	4.1. Explain why children and young people may communicate distress through behaviour rather than verbally.		
	4.2. Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person.		
	4.3. Describe <b>types of behaviour</b> that may indicate distress or are likely to compromise a child or young person's wellbeing.		
	4.4. Take action to report, address and record concerns following agreed procedures.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Support children or young people to consider choices for positive change in their lives.		

**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 3.10**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0312
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
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	<p>All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned</p> <p><b>Factors that impact on well-being</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• attachment</li> <li>• relationships</li> <li>• emotional security</li> <li>• opportunities for fun and enjoyment</li> <li>• early experiences</li> <li>• health</li> <li>• self-esteem</li> <li>• diet</li> <li>• exercise</li> <li>• rest and sleep</li> <li>• prompt medical/dental attention when needed.</li> </ul> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• carers</li> <li>• family</li> <li>• friends</li> <li>• others who are important to the individual.</li> </ul> <p><b>Social and emotional identity</b> may include elements relating to:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• ethnicity</li> </ul>

	<ul style="list-style-type: none"><li>• sexual orientation</li><li>• faith</li><li>• talents and abilities</li><li>• self-image (including body size, shape and other physical attributes)</li><li>• community</li><li>• life story work.</li></ul> <p><b>Types of behaviour, e.g.:</b></p> <ul style="list-style-type: none"><li>• emotional distress</li><li>• self-harm</li><li>• eating disorders</li><li>• inappropriate sexual activity</li><li>• use of alcohol or drugs including 'legal highs'</li><li>• poor lifestyle choices</li><li>• harm or abuse</li><li>• bullying (either as victim or perpetrator)</li><li>• exploitative behaviour (either as victim or perpetrator)</li><li>• changes in the nature, frequency or intensity of behaviours.</li></ul> <p><b>Methods, e.g.:</b></p> <ul style="list-style-type: none"><li>• positive role models</li><li>• networks relating to a specific culture or ethnicity.</li></ul>
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## RCC 3.11: Support children and young people in residential childcare to achieve their learning potential

**Unit reference** L/506/7798 **Unit level** 3

**Credit value** 4 **Guided Learning** 30

**Unit aim** This unit provides the knowledge and skills required to support children and young people in residential childcare to achieve their learning potential.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of learning for children and young people in residential childcare.	1.1. Summarise theories about how children and young people learn.		
	1.2. Explain the differences between learning, learning potential and education.		
	1.3. Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning.		
	1.4. Explain how understanding the circumstances of the child or young person can influence strategies to support their learning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Describe aspects of the physical environment known to be conducive to children and young people's learning.		
2. Be able to engage children and young people in learning.	2.1. Engage with children and young people to identify their interests, skills, talents and aspirations.		
	2.2. Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations.		
	2.3. Support children and young people to recognise how they can build on their interests, skills and talents.		
	2.4. Support children and young people to access activities and experiences to engage their interest in learning and the world around them.		
	2.5. Manage the physical environment in ways that encourage learning.		
3. Understand the education system.	3.1. Describe the legislation underpinning children and young people's access to education.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare.		
	3.3. Describe how the roles of <b>key professionals</b> in the education system support children and young people to achieve their learning potential.		
	3.4. Describe alternatives to formal education and when these might be beneficial to a child or young person.		
4. Be able to support children and young people to sustain engagement in learning and education.	4.1. Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education.		
	4.2. Work with children and young people to set goals and targets for their learning.		
	4.3. Work with children and young people to monitor progress towards their learning goals and targets.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning.		
	4.5. Support children and young people to sustain their <b>engagement in learning and education</b> .		
5. Be able to work with children and young people to maximise learning.	5.1. Support learning activities with children and young people.		
	5.2. Provide children and young people with positive feedback to celebrate achievement.		
	5.3. Encourage children and young people to recognise how their learning can be applied in other areas of life.		
6. Understand how to work with others to support children and young people to maximise outcomes from learning.	6.1. Explain the importance of engaging family members in children and young people's learning wherever possible.		
	6.2. Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3. Describe roles and responsibilities for addressing difficulties that arise with an education placement.		
	6.4. Describe strategies for working with the local community to create opportunities and experiences for learning.		

**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 3.11**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0039
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 2, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Key professionals, e.g.:</b></p> <ul style="list-style-type: none"> <li>• teachers and tutors</li> <li>• Special Educational Needs Co-ordinators (SENCOs)</li> <li>• educational psychologists.</li> </ul> <p><b>Engagement in learning and education</b> may include attendance at school or college but is not confined to this.</p>

## RCC 3.12: Support children and young people in residential childcare to manage their health

**Unit reference** D/506/7594      **Unit level** 3

**Credit value** 2      **Guided Learning** 17

**Unit aim** This unit provides the knowledge and skills required to support children and young people in residential childcare to manage their health.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand health service provision in relation to children and young people in residential childcare.	1.1. Describe the range and function of health agencies and services available locally.		
	1.2. Explain the impact on a child or young person if they are not able to register with <b>primary health services</b> .		
	1.3. Describe factors that may jeopardise access to health services for children and young people.		
	1.4. Describe ways to help children and young people overcome barriers to accessing health service provision.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to address concerns about the health of children and young people.	2.1. Assess <b>concerns</b> about the health of children or young people to decide what action is necessary.		
	2.2. Take action to address concerns following agreed procedures.		
	2.3. Record and report concerns following agreed procedures.		
	2.4. Seek support where concerns are beyond own experience, competence or job role.		
3. Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding.	3.1. Support children or young people to recognise their own <b>health needs</b> .		
	3.2. Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments.		
	3.3. Support children or young people to access health services and complete recommended treatments.		
	3.4. Support children or young people who manage their own medication or treatment to do this safely.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to support children and young people to make healthy lifestyle choices.	4.1. Describe factors associated with a healthy lifestyle.		
	4.2. Evaluate how own actions model a healthy lifestyle.		
	4.3. Support children or young people to understand the choices they can make about their lifestyle.		
	4.4. Support children or young people to sustain healthy lifestyle choices.		

**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 3.12**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0313
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
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	<p><b>Primary health services</b> include GP, dentist, optometrist</p> <p><b>Concerns</b> may include:</p> <ul style="list-style-type: none"> <li>• illness</li> <li>• injury</li> <li>• use of illegal substances</li> <li>• emotional distress</li> <li>• poor lifestyle choices</li> <li>• exploitative behaviour (either as victim or perpetrator)</li> <li>• harm or abuse</li> <li>• changes in behaviour</li> <li>• escalation of previously un concerning day to day behaviour.</li> </ul> <p><b>Health needs</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• mental</li> <li>• emotional</li> <li>• sexual.</li> </ul>

## RCC 3.13: Support the development of socially aware behaviour with children and young people in residential childcare

**Unit reference** Y/506/8193 **Unit level** 3

**Credit value** 5 **Guided Learning** 34

**Unit aim** This unit provides the knowledge and skills required to support the development of socially aware behaviour with children and young people in residential childcare settings.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles for supporting the development of socially aware behaviour in children and young people.	1.1. Summarise theories of behaviour development in children and young people.		
	1.2. Explain the links between positive relationships and socially aware behaviour.		
	1.3. Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour.		
	1.4. Summarise own organisation's policies and procedures to support socially aware behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain the importance of using own actions to model socially aware behaviour.		
2. Be able to support children and young people to understand their actions relating to socially aware behaviour.	2.1. Adapt communication with a child or young person according to their level of ability and understanding.		
	2.2. Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them.		
	2.3. Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable.		
	2.4. Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour.		
	2.5. Support a child or young person to understand the consequences of their behaviour.		
	2.6. Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to agree expectations about socially aware behaviour.	3.1. Work with a child or young person, <b>key people</b> and <b>others</b> to agree expectations about socially aware behaviour.		
	3.2. Agree actions that will provide <b>consistent support</b> to a child or young person in working towards targets and expectations.		
	3.3. Support a child or young person to agree indicators that show they are meeting expectations.		
	3.4. Record agreed expectations, actions and indicators in relevant plans.		
4. Be able to support children and young people to achieve targets and adhere to agreed expectations.	4.1. Provide consistent support to a child or young person to help them meet agreed expectations.		
	4.2. Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations.		
	4.3. Use <b>activities</b> to support a child or young person to meet agreed expectations.		
	4.4. Feed back to the child or young person about their behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Share observations about behaviour with key people and others to monitor progress.		
	4.6. Encourage progress towards agreed expectations through positive feedback and praise.		
	4.7. Explain why recognising and praising all observed progress towards agreed expectations is important.		
5. Be able to respond to instances of socially unacceptable behaviour.	5.1. Access help and support where there are concerns about the behaviour of a child or young person.		
	5.2. Use <b>agreed interventions</b> when a child or young person is behaving in a socially unacceptable way.		
	5.3. Work with a child or young person to develop their understanding of how they could respond differently to specific situations.		
	5.4. Record progress towards the achievement of expectations in line with work setting requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.5. Record instances of socially unacceptable behaviour in line with work setting requirements.		
6. Understand the use of physical intervention and restraint.	6.1. Summarise the legal context and key principles relating to physical intervention and restraint.		
	6.2. Analyse the impact of <b>physical intervention</b> and <b>restraint</b> on values and relationships in a childcare setting.		
	6.3. Explain the ethical reasons why restraint must always be regarded as an action of last resort.		
	6.4. Describe the post incident support needed for a child or young person after an instance of restraint.		
	6.5. Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint.		

**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 3.13**

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

SCDHSC0326

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

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

**Others** may include:

- team members
- other professionals.

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



	<p><b>Activities</b> should be selected to ensure they are stimulating to and achievable by the child or young person.</p> <p><b>Agreed interventions</b> should be designed to minimise the impact of the behaviour on the child or young person and those around them.</p> <p><b>Physical intervention</b> 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.</p> <p><b>Restraint</b> is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.</p>
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## RCC 3.14: Engage in professional development in residential childcare settings

**Unit reference** F/506/7782      **Unit level** 3

**Credit value** 3      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and skills required to engage in professional development in residential childcare settings.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what is required for competence in own job role in a residential childcare setting.	1.1. Explain the duties, responsibilities and boundaries of own job role.		
	1.2. Explain expectations about own job role as expressed in relevant <b>standards</b> .		
	1.3. Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting.		
	1.4. Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work.		
2. Be able to reflect on own practice.	2.1. Explain the cyclical process of reflection.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain the importance of reflective practice in continuously improving own practice and the service provided.		
	2.3. Reflect on own practice.		
	2.4. Reflect on how work demands have impacted on self.		
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge and understanding against relevant standards.		
	3.2. Obtain formal and informal feedback from <b>others</b> on the impact of own actions and interactions in the workplace.		
	3.3. Evaluate own performance using feedback.		
4. Be able to engage with professional supervision to plan and review own development.	4.1. Participate in supervision in accordance with requirements in the workplace.		
	4.2. Use supervision to review and prioritise own: <ul style="list-style-type: none"> <li>• learning needs</li> <li>• professional interests</li> <li>• development opportunities.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Use supervision to agree own <b>professional development plan</b> .		
5. Be able to use reflective practice to contribute to professional development.	5.1. Use reflective practice to evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has contributed to improved ways of working.		
	5.3. Record progress in relation to professional development		

**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 3.14**

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	SCDHSC0033
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	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards</li> <li>• professional standards.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• children and young people in the work setting</li> <li>• family members</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul> <p>A <b>professional development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p>

## RCC 3.15: Support the rights, diversity and equality of children and young people in residential childcare

**Unit reference** R/506/7592      **Unit level** 3

**Credit value** 3      **Guided Learning** 24

**Unit aim** This unit provides the knowledge and skills required to support the rights, diversity and equality of children and young people in residential childcare.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 rights of children and young people.	1.1. Outline the rights of children and young people and how these are safeguarded in law at national and international level.		
	1.2. Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people.		
	1.3. Explain why the voice of the child or young person has a central place in relation to rights and the role of <b>advocates</b> in supporting this.		
	1.4. Explain how policies and procedures in own work setting reflect the rights of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the implications of equalities legislation for children and young people in residential childcare.	2.1. Explain how current equalities legislation affects work with children and young people in residential childcare.		
	2.2. Explain the effects of <b>discrimination</b> , stereotyping and labelling on children and young people.		
	2.3. Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination.		
3. Be able to address discriminatory practice.	3.1. Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment.		
	3.2. Review own values and behaviours in relation to equality and diversity to plan for improved practice.		
	3.3. Describe how to challenge discriminatory or oppressive behaviour in ways that support change.		
4. Be able to work in a culturally sensitive way.	4.1. Describe differing <b>cultural practices</b> and beliefs.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Support children or young people to understand and value their cultural practices and beliefs.		
	4.3. Work with children or young people in ways that respect their choices about cultural practices and beliefs.		
	4.4. Describe cultural practices that are themselves discriminatory, harmful or illegal.		
	4.5. Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal.		
5. Be able to support the right of children and young people to raise concerns and make complaints.	5.1. State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints.		
	5.2. Build confidence of children or young people that concerns and complaints they raise will be addressed.		
	5.3. Support children or young people in raising concerns and making complaints.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Explain how to recognise when a child or young person is expressing concern indirectly.		

**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 3.15**

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	SCDHSC3111
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 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Advocates</b> are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making.</p> <p><b>Discrimination</b> may be at one or more of the following levels:</p> <ul style="list-style-type: none"> <li>• individual</li> <li>• institutional</li> <li>• societal.</li> </ul> <p>It may be direct or indirect and may be based on one or more attribute including:</p> <ul style="list-style-type: none"> <li>• gender / transgender</li> <li>• sexual orientation</li> <li>• race / ethnicity</li> <li>• religion</li> <li>• age</li> <li>• ability / disability</li> <li>• health status</li> <li>• physical attributes</li> <li>• social circumstances.</li> </ul> <p><b>Cultural:</b> the ideas, customs and social behaviours of a particular society or community.</p> <p><b>Cultural practices</b> may include:</p> <ul style="list-style-type: none"> <li>• female genital mutilation (FGM)</li> </ul>

	<ul style="list-style-type: none"><li>• use of corporal punishment</li><li>• practices arising from attitudes to disability</li><li>• practices arising from attitudes to gender differences</li><li>• practices arising from attitudes to family life</li><li>• practices arising from attitudes to children and childhood.</li></ul>
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## RCC 3.16: Participate in teams to benefit children and young people in residential childcare

**Unit reference** F/506/7605      **Unit level** 3

**Credit value** 3      **Guided Learning** 20

**Unit aim** This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to work as part of a team.	1.1. Explain the practices that support effective team working.		
	1.2. Define the roles and responsibilities of different team members in own work setting.		
	1.3. Describe ways to ensure that own responsibilities as a team member are met.		
2. Understand the local network for children and young people's services.	2.1. Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare.		
	2.2. Explain how and why referrals are made between agencies.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.	3.1. Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.		
	3.2. Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews.		
	3.3. Describe circumstances when it would be desirable to use networks to build a multi-agency <b>team around a child or young person</b> .		
4. Be able to build working relationships with others involved in the care of children and young people.	4.1. Build and maintain working relationships with <b>others</b> within and beyond the work setting.		
	4.2. Overcome barriers to partnership working.		
	4.3. Reflect on own practice in building and maintaining working relationships.		
	4.4. Identify where improvements can be made in own practice to support working relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to participate in a multi-agency team around a child or young person.	5.1. Participate in negotiating agreement on the <b>parameters</b> of a team built around a child or young person.		
	5.2. Adapt own role and working practice to take account of responsibilities as a team member.		
	5.3. Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team.		
	5.4. Support the child or young person to understand the work of the team according to their level of understanding.		
6. Be able to communicate with others to facilitate multi-agency working.	6.1. Use <b>appropriate communication</b> for different circumstances in multi-agency working.		
	6.2. Explain the tensions between maintaining confidentiality and the need to share information with other agencies.		
	6.3. Prepare reports that meet legal requirements and are accurate, legible and concise.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.4. Use information in reports prepared by other agencies to support multi-agency working.		
	6.5. Explain the value of using information prepared by other agencies.		

**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 3.16**

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.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC3100 SCDHSC0399 SCDHSC3121
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 4, 5 and 6 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Others, e.g.:</b></p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• organisational managers and supervisors</li> <li>• official visitors e.g. inspectorate</li> <li>• other visitors</li> <li>• colleagues from other agencies and services</li> <li>• external partners.</li> </ul> <p><b>A team around a child or young person</b> is a multi-agency team assembled for a specific purpose and period of time.</p> <p><b>Parameters e.g.:</b></p> <ul style="list-style-type: none"> <li>• objectives</li> <li>• actions plans</li> <li>• roles and responsibilities</li> <li>• arrangements for communication, decision making and measuring progress.</li> </ul> <p><b>Appropriate communication, e.g.:</b></p> <ul style="list-style-type: none"> <li>• use of electronic communication aids</li> <li>• use of pictorial and design communication aids such as Makaton</li> <li>• use of an interpreter when appropriate including British/Irish Sign Language interpreters</li> </ul>

	<ul style="list-style-type: none"><li>• effective use of the telephone</li><li>• preparing and delivering presentations</li><li>• written communication</li><li>• notes of meetings</li><li>• personal records</li><li>• presentations</li><li>• letters</li><li>• formal reports</li><li>• email.</li></ul>
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## 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** 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:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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 <b>key professionals</b> in the care system.		
	1.4. Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare.		
2. Understand the entitlements of children and young people in care.	2.1. Explain the legal and statutory <b>entitlements</b> of children and young people in care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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 <b>theoretical approaches</b> relating to residential childcare services.		
	3.2. Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people.		
	3.3. Compare <b>types of care arrangements</b> for 'looked after' children and young people.		
	3.4. Analyse characteristics of therapeutic services that distinguish these from other residential childcare services.		
	3.5. Explain the aims and objectives of a <b>residential childcare service</b> .		
	3.6. Describe characteristics of provision that reflect <b>good practice</b> .		
4. Understand the impact of residential childcare services on children and young people.	4.1. Describe how being in care presents additional <b>challenges</b> for children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	<p>4.2. Compare the life chances and outcomes of children and young people in residential childcare with:</p> <ul style="list-style-type: none"> <li>• children and young people in other types of care</li> <li>• children and young people outside the care system.</li> </ul>		
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 <b>plans</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.

<b>Additional information about the unit:</b>	
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.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Key professionals</b> may include:</p> <ul style="list-style-type: none"> <li>• social workers</li> <li>• children’s guardian (Children and Family Court Advisory and Support Service (CAFCASS))</li> <li>• legal professionals.</li> </ul> <p><b>Entitlements</b> will include those relating to:</p> <ul style="list-style-type: none"> <li>• visits</li> <li>• allowances</li> <li>• contact with family members</li> <li>• preparation for reviews</li> <li>• advocacy</li> <li>• independent visitors.</li> </ul> <p><b>Theoretical approaches</b> may include:</p> <ul style="list-style-type: none"> <li>• Social Pedagogy</li> <li>• All Systems</li> <li>• Outcome Based</li> <li>• Lifespace</li> <li>• Solution Focused</li> </ul> <p><b>Types of care arrangements</b> may include:</p> <ul style="list-style-type: none"> <li>• staying with parents (compulsory supervision)</li> <li>• kinship care</li> <li>• foster care</li> <li>• children's homes</li> <li>• residential schools.</li> </ul> <p><b>A residential childcare service:</b> this should be the learner’s own workplace where there is one; otherwise a service local to the learner.</p>

	<p><b>Good practice</b> will incorporate current theories, policies, regulations and legislation and include:</p> <ul style="list-style-type: none"><li>• child centred provision</li><li>• children's rights</li><li>• equality and inclusion</li><li>• cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)</li><li>• networking with other agencies to build a team around a child</li><li>• advocacy.</li></ul> <p><b>Challenges</b> may include:</p> <ul style="list-style-type: none"><li>• repeated, sudden and enforced transitions</li><li>• living away from the family</li><li>• the need to engage with a range of professionals.</li></ul> <p><b>Plans</b> will include the following:</p> <ul style="list-style-type: none"><li>• Placement Plan</li><li>• Statutory Care Plan</li><li>• Health and Education Plan</li><li>• Training Plan</li><li>• Remand Plan.</li></ul>
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## 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** 30

**Unit aim** This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 <b>theories</b> relating to youth offending.		
	1.3. Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour.		
2. Understand how to reduce the risk of criminalisation of children and young people.	2.1. Define the term 'criminalisation'.		
	2.2. Explain how poor behaviour management strategies can escalate the criminalisation of children and young people.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>disposal options</b> for children and young people.		
	4.5. Describe systems for supporting compliance with disposal requirements.		
	4.6. Explain ways to <b>minimise the high level of breaches</b> 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 <b>poor outcomes</b> than others in residential childcare.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>within and out of the secure estate</b> .		
	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.		

**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 3.18**

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	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	<p><b>Theories</b> including:</p> <ul style="list-style-type: none"> <li>• Pathways Theory</li> <li>• Good Lives Model</li> <li>• Theory of Social Capital</li> <li>• Labelling Theory.</li> </ul> <p><b>Methods</b> including restorative approaches.</p> <p><b>Agencies involved</b> including:</p> <ul style="list-style-type: none"> <li>• Youth offending teams (YOT)</li> <li>• Probation Service</li> <li>• Crown Prosecution Service (CPS)</li> <li>• Drug and Alcohol Services, Education Services</li> <li>• Child and Adolescent Mental Health Services (CAMHS).</li> </ul> <p><b>Assessment tools</b> including:</p>
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	<ul style="list-style-type: none"> <li>• National Standards for the Youth Justice Service</li> <li>• Asset and Onset Framework</li> <li>• Common Assessment Framework.</li> </ul> <p><b>Disposal options</b> including:</p> <ul style="list-style-type: none"> <li>• pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)</li> <li>• anti-social behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order)</li> <li>• other measures (local child curfew, gang injunctions, youth restorative disposal)</li> <li>• community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)</li> <li>• custodial sentences.</li> </ul> <p><b>Minimise the high level of breaches:</b> includes accompanying the young person to and from appointments and providing the corporate parent role in court.</p> <p><b>Poor outcomes</b> includes outcomes in relation to:</p> <ul style="list-style-type: none"> <li>• physical health and wellbeing</li> <li>• mental health</li> <li>• learning and educational achievement</li> <li>• the establishment and maintenance of positive relationships with family and friends.</li> </ul> <p><b>Within and out of the secure estate:</b> including transfer to adult secure settings and specialist services.</p>
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## RCC 3.19: Support young people leaving care

**Unit reference** K/506/8540      **Unit level** 3

**Credit value** 6      **Guided Learning** 40

**Unit aim** This unit provides the knowledge and skills required to support young people leaving care.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the statutory and legal frameworks in relation to young people who are leaving care.	1.1. Describe the statutory and legal frameworks that apply to young people when they leave care.		
	1.2. Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently.		
	1.3. Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care.		
2. Understand emotional responses to change.	2.1. Describe common emotional responses to change and uncertainty about the future.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand young people's emotional responses about leaving care.	3.1. Explain why young people in residential childcare may have <b>additional reasons</b> for anxiety when they are expected to leave care to live independently.		
	3.2. Explain the emotional importance of having somewhere that is 'home'.		
	3.3. Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care.		
	3.4. Describe <b>strategies to reduce anxiety</b> for young people preparing to leave care.		
4. Be able to support young people to plan their move from care.	4.1. Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition.		
	4.2. Support young people to explore their own views, perceptions and choices about leaving care.		
	4.3. Support young people to understand the potential outcomes of their choices.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Support young people to recognise society norms as they explore their plans for independent living and make choices.		
	4.5. Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances.		
	4.6. Source information and support designed for young people leaving care.		
5. Be able to prepare young people for practical aspects of daily living as they leave care.	5.1. Explain why practical support and advice for leaving care is a long term task.		
	5.2. Support young people to access sources of information and advice on: <ul style="list-style-type: none"> <li>• housing</li> <li>• financial support</li> <li>• further or higher education</li> <li>• <b>employment.</b></li> </ul>		
	5.3. Support young people to plan for a future income.		
	5.4. Provide young people with information about how to <b>manage personal finances.</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.5. Provide young people with information to prepare them to <b>manage and maintain accommodation.</b>		
	5.6. Prepare plans with young people that will assist them in <b>maintaining their own health and well-being.</b>		
	5.7. Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet.		
6. Be able to support young people with the emotional challenges of leaving care.	6.1. Use active listening skills to engage with young people when they express views or concerns about leaving care.		
	6.2. Communicate reassurance and confidence to the young person about their capacity to succeed.		
	6.3. Support young people to plan and prepare for their future social life and relationships.		
	6.4. Encourage young people to maintain positive relationships wherever possible with family and others who are important to them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.5. Support young people to understand how resilience can help them face challenges and disappointments.		
	6.6. Provide information about where young people can find support if they feel isolated or lonely after leaving care.		
7. Be able to prepare young people to manage personal risks when they have moved on from care.	7.1. Support young people to develop skills in how to assess <b>risks</b> to their personal safety and well-being.		
	7.2. Support young people to understand ways to minimise risks.		
	7.3. Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help.		
8. Understand how to provide a continued welcome in the care setting after young people have left.	8.1. Identify <b>reasons</b> why a young person may visit the care setting after they have left.		
	8.2. Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	8.3. Describe ways to reassure young people that they continue to be valued in the setting after they have left.		
	8.4. Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting.		

**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 3.19**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0310 SCDHSC 0325
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Additional Reasons</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• incomplete attachment</li> <li>• history of abuse or exploitation</li> <li>• disrupted living</li> <li>• disrupted or multiple placements</li> <li>• repeated damaging or unsatisfactory relationships</li> <li>• unresolved emotional issues</li> <li>• physical disability</li> <li>• learning difficulties</li> <li>• mental health problems</li> <li>• risks or threats</li> <li>• externally imposed time scales</li> <li>• limited aspirations and low self-esteem</li> <li>• fear of particular individuals or networks they may encounter.</li> </ul> <p><b>Strategies to reduce anxiety</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• talking through as often as needed</li> <li>• repeated reassurance</li> <li>• active involvement in planning</li> <li>• introductions to key people</li> <li>• signposting to information sources</li> <li>• realistic pace for planning</li> <li>• ‘taster’ visits to new places.</li> </ul> <p><b>Employment</b> including information and advice about:</p> <ul style="list-style-type: none"> <li>• finding work</li> </ul>

	<ul style="list-style-type: none"> <li>• pursuing a career</li> <li>• self-employment and entrepreneurial opportunities</li> <li>• dealing with unemployment.</li> </ul> <p><b>Manage personal finances, e.g.:</b></p> <ul style="list-style-type: none"> <li>• how to budget</li> <li>• how bank accounts work</li> <li>• avoiding/managing debt</li> <li>• money safety</li> <li>• avoiding financial abuse</li> <li>• shoppers rights</li> <li>• financial rights</li> <li>• where to get financial advice.</li> </ul> <p><b>Manage and maintain accommodation, e.g.:</b></p> <ul style="list-style-type: none"> <li>• where to find rented accommodation</li> <li>• process of renting accommodation</li> <li>• legal position of tenants / lodgers</li> <li>• basic maintenance - changing lightbulbs, etc.</li> <li>• simple DIY</li> <li>• what repairs are essential</li> <li>• landlord / tenant responsibilities.</li> </ul> <p><b>Maintaining health and well-being, e.g.:</b></p> <ul style="list-style-type: none"> <li>• registering with GP</li> <li>• seeking medical advice</li> <li>• attending medical screening as necessary</li> <li>• registering with dentist</li> <li>• regular dental check ups</li> <li>• healthy balanced diet</li> <li>• safe use of alcohol</li> <li>• regular exercise</li> <li>• rest and sleep.</li> </ul> <p><b>Risks, e.g.:</b></p> <ul style="list-style-type: none"> <li>• use of social media</li> <li>• meeting people through the internet</li> <li>• obtaining cash</li> </ul>
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	<ul style="list-style-type: none"><li>• shopping online</li><li>• opening door to strangers</li><li>• purchasing on the doorstep</li><li>• substance use and misuse</li><li>• bullying and harassment.</li></ul> <p><b>Reasons</b> may include:</p> <ul style="list-style-type: none"><li>• broad reasons why a young person may wish to visit the setting as home</li><li>• the specific reason a young person chooses to visit on a given occasion (e.g. crisis or celebration)</li><li>• underlying reasons that may indicate difficulties with current living arrangements.</li></ul>
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## RCC 3.20: Understand residential childcare for children and young people with complex disabilities or conditions



**Unit reference** R/506/8502      **Unit level** 3

**Credit value** 3      **Guided Learning** 27

**Unit aim** This unit provides the knowledge and understanding required to understand residential childcare for children and young people with complex disabilities or conditions.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

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 nature of complex disabilities and conditions and their impact on children and young people.	1.1. Describe the causes and effects of <b>complex disabilities and conditions</b> .		
	1.2. Describe the typical impacts of complex disabilities and conditions on children and young people.		
2. Understand the impact on families of having a child with a complex disability or condition.	2.1. Describe ways in which having a child with a complex disability or condition can impact on <b>different aspects</b> of families' lives.		
	2.2. Describe how and why the impact of a child's disability or condition may change over time.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions.		
	2.4. Explain how early intervention helps the families of children and young people with complex disabilities or conditions.		
3. Understand residential services for children and young people with complex disabilities or conditions.	3.1. Describe <b>types of residential childcare</b> for children and young people with complex disabilities or conditions.		
	3.2. Describe how different types of residential childcare seek to work in partnership with families.		
	3.3. Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families.		
	3.4. Explain the aims and objectives of a <b>residential childcare service</b> and what it seeks to achieve for children or young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand principles for working with children and young people with complex disabilities or conditions.	4.1. Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions.		
	4.2. Explain the importance of the child-led model of provision.		
	4.3. Analyse how the social model and medical model of disability affect provision.		
	4.4. Describe how different cultural views of disability can impact on practice.		
5. Understand how to support the participation of children and young people with complex disabilities or conditions.	5.1. Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living.		
	5.2. Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting.		
	5.3. Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Describe <b>types of support</b> used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations.		
	5.5. Describe ways to engage with children and young people with complex disabilities or conditions focusing on: <ul style="list-style-type: none"> <li>• individual strengths and needs</li> <li>• building resilience.</li> </ul>		

**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 3.20**

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	SCDHSC0315
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	<p><b>Complex disabilities and conditions</b> may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.</p> <p><b>Different aspects</b> may include:</p> <ul style="list-style-type: none"> <li>• practical</li> <li>• emotional</li> <li>• financial</li> <li>• social</li> <li>• accommodation</li> <li>• health</li> <li>• family relationships</li> <li>• employment.</li> </ul> <p><b>Types of residential childcare</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• short break</li> <li>• shared care</li> <li>• 52 week.</li> </ul> <p><b>A residential childcare service:</b> this should be the learner's own workplace where there is one; otherwise a service local to the learner.</p> <p><b>Types of support</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• communication systems</li> <li>• technological aids</li> <li>• advocacy</li> <li>• facilitated advocacy.</li> </ul>



## RCC 3.21: Understand support for young people with complex disabilities or conditions making the transition into adulthood



**Unit reference** L/506/8501 **Unit level** 3

**Credit value** 3 **Guided Learning** 24

**Unit aim** This unit provides the knowledge required to understand support for young people with complex disabilities or conditions making the transition into adulthood.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the changes involved in moving from childhood into adulthood.	1.1. Summarise the physical, social and emotional changes which occur for young people as they move into adulthood.		
	1.2. Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood.		
	1.3. Explain how <b>culture</b> can impact on the process of moving from childhood into adulthood.		
	1.4. Analyse how theories about change apply for a young person moving into adulthood.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how having a complex disability or condition can affect the transition into adulthood.	2.1. Describe examples of how the transition into adulthood can affect young people with <b>complex disabilities</b> or conditions and their <b>families</b> .		
	2.2. Analyse challenges that young people with complex disabilities or conditions can have in coping with change.		
3. Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood.	3.1. Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life.		
	3.2. Explain how <b>legislation and local and national practice guidelines</b> affect transition planning for young people with complex disabilities or conditions.		
	3.3. Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood.	4.1. Explain factors to consider when planning support for the transition into adulthood.		
	4.2. Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood.		
	4.3. Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change.		
	4.4. Explain how personal budgets can be used with young people in transition to adulthood and adult services.		
	4.5. Explain the role of <b>key agencies</b> and professionals likely to be involved in the transition process.		
	4.6. Outline areas of tension and conflict that may arise during the transition to adulthood or adult services.		
	4.7. Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk.	5.1. Describe attitudes and approaches that support young people to explore <b>options for their future</b> .		
	5.2. Analyse how <b>person-centred thinking</b> supports young people: <ul style="list-style-type: none"> <li>• to identify their needs and aspirations</li> <li>• to develop a plan of support for the transition process.</li> </ul>		
	5.3. Explain how and why the role of families in supporting the transition process can vary.		
	5.4. Identify ways to access <b>resources</b> to meet needs.		
	5.5. Explain how risk management processes support young people making the transition into adulthood.		
	5.6. Describe how the experiences of young people during transition can be recorded in ways accessible to them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand how to use reflection to learn from the transition process.	6.1. Explain why it is important for practitioners to reflect on: <ul style="list-style-type: none"> <li>• support provided during the transition process</li> <li>• young people's experience of the transition process.</li> </ul>		
	6.2. Describe how <b>person centred approaches</b> are used with young people to review their transition plans at agreed points.		
	6.3. Explain how young people's records of their experiences during transition can be used to plan for their future support.		

**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 3.21**

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	SCDHSC0310 SCDHSC0325
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	<p><b>Culture:</b> the ideas, customs and social behaviours of a particular society or community.</p> <p><b>Complex disabilities and conditions</b> may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.</p> <p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines:</b> current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Key agencies and professionals</b> may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice, etc.</p> <p><b>Options for their future</b> may include accommodation, support services, paid or voluntary work, continued education and development, relationships, and social needs, etc.</p> <p><b>Person-centred thinking</b> uses a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p>

	<p><b>Resources</b> may include personal budgets, conventional services, support of family and friends.</p> <p><b>Person centred approaches</b> include person centred transition planning.</p>
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## RCC 3.22: Work with the families of children and young people in residential childcare

**Unit reference** K/506/7596 **Unit level** 3

**Credit value** 2 **Guided Learning** 17

**Unit aim** This unit provides the knowledge and skills required to work with the families of children and young people in residential childcare.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact on families when a child or young person is in residential childcare.	1.1. Describe how having a child in residential childcare can impact on a family's life.		
	1.2. Explain how and why impacts can change over time.		
	1.3. Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare.		
2. Understand principles of working with families.	2.1. Explain the principles of partnership working with families in own work setting.		
	2.2. Explain how principles of partnership working with families meet the organisation's aims and objectives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Describe attitudes and approaches that support positive relationships with families.		
	2.4. Explain the importance of regarding families as partners with expertise in the care of their child.		
	2.5. Describe situations with families where it may be necessary to advocate for the rights of the child.		
	2.6. Explain the importance of having agreed roles and responsibilities for liaising with families.		
3. Be able to support families to maintain their relationship with their child.	3.1. Build relationships with families of children or young people.		
	3.2. Support family members to understand the benefits of maintaining involvement with their child while in residential childcare.		
	3.3. Encourage family members to maintain contact and sustain their relationship with their child.		
	3.4. Support family members to engage with their child in ways that support their child's well-being and resilience.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Monitor the involvement of family members in supporting their child's well-being and resilience.		
4. Be able to work in partnership with families.	4.1. Work with families on <b>specific activities</b> in line with agreed role.		
	4.2. Inform families in line with agreed role about changes, challenges and successes encountered in working with their child.		
	4.3. Encourage families to share their own information about changes, challenges and successes encountered with their child.		
	4.4. Adapt working practice with the child or young person in light of shared information using agreed processes.		
	4.5. Supply families with <b>additional support and information</b> they require.		

**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 3.22**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SCDHSC0387 SCDHSC0389
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care & Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	<p><b>Specific activities</b> may include:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• planning</li> <li>• review</li> <li>• day to day living</li> <li>• agreed contact time.</li> </ul> <p><b>Additional support and information, e.g.:</b></p> <ul style="list-style-type: none"> <li>• social and emotional</li> <li>• financial</li> <li>• practical (e.g. learning to use sign language with the child)</li> <li>• support for trauma or inter-generational family issues</li> </ul>

	<ul style="list-style-type: none"><li>• information about services and availability</li><li>• information about children's and families rights.</li></ul>
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## HSC 3047: Support use of medication in social care settings

**Unit reference** F/601/4056 **Level** 3  
**Credit value** 5 **Guided Learning** 40

**Unit aim** This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 5, 7 and 8 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Identify legislation that governs the use of medication in social care settings.		
	1.2. Outline the legal classification system for medication.		
	1.3. Explain how and why policies and procedures or <b>agreed ways of working</b> must reflect and incorporate legislative requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know about common types of medication and their use.	2.1. Identify common types of medication.		
	2.2. List conditions for which each type of medication may be prescribed.		
	2.3. Describe changes to an <b>individual's</b> physical or mental well-being that may indicate an adverse reaction to a medication.		
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication.		
	3.2. Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.		
4. Understand techniques for administering medication.	4.1. Describe the routes by which medication can be administered.		
	4.2. Describe different forms in which medication may be presented.		
	4.3. Describe materials and equipment that can assist in administering medication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to receive, store and dispose of medication supplies safely.	5.1. Demonstrate how to receive supplies of medication in line with agreed ways of working.		
	5.2. Demonstrate how to store medication safely.		
	5.3. Demonstrate how to dispose of un-used or unwanted medication safely.		
6. Know how to promote the rights of the individual when managing medication.	6.1. Explain the importance of the following principles in the use of medication: <ul style="list-style-type: none"> <li>• consent</li> <li>• self-medication or <b>active participation</b></li> <li>• dignity and privacy</li> <li>• confidentiality.</li> </ul>		
	6.2. Explain how risk assessment can be used to promote an individual's independence in managing medication.		
	6.3. Describe how ethical issues that may arise over the use of medication can be addressed.		
7. Be able to support use of medication.	7.1. Demonstrate how to access information about an individual's medication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.2. Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation.		
	7.3. Demonstrate strategies to ensure that medication is used or administered <b>correctly</b> .		
	7.4. Demonstrate how to address any <b>practical difficulties</b> that may arise when medication is used.		
	7.5. Demonstrate how and when to access further information or support about the use of medication.		
8. Be able to record and report on use of medication.	8.1. Demonstrate how to record use of medication and any changes in an individual associated with it.		
	8.2. Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.		



**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: HSC 3047**

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

HSC375  
HSC221  
HSC236

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Agreed ways of working** will include policies and procedures where these exist.

An **individual** is someone requiring care or support.

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

Using medication **correctly** must ensure that the individual receives:

- the correct medication
- in the correct dose
- by the correct route
- at the correct time
- with agreed support
- with respect for dignity and privacy.

	<p><b>Practical difficulties</b> may include:</p> <ul style="list-style-type: none"><li>• lost medication</li><li>• missed medication</li><li>• spilt medication</li><li>• an individual's decision not to take medication</li><li>• difficulty in taking medication in its prescribed form</li><li>• wrong medication used</li><li>• vomiting after taking medication</li><li>• adverse reaction</li><li>• discrepancies in records or directions for use.</li></ul>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 5, 7 and 8 must be assessed in the workplace.</p>
Unit assessment guidance - provided by us	<p>Learning outcome 5, 7 and 8 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</p>

## **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 this 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 <ul style="list-style-type: none"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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 <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
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. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

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

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### 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 our 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

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

