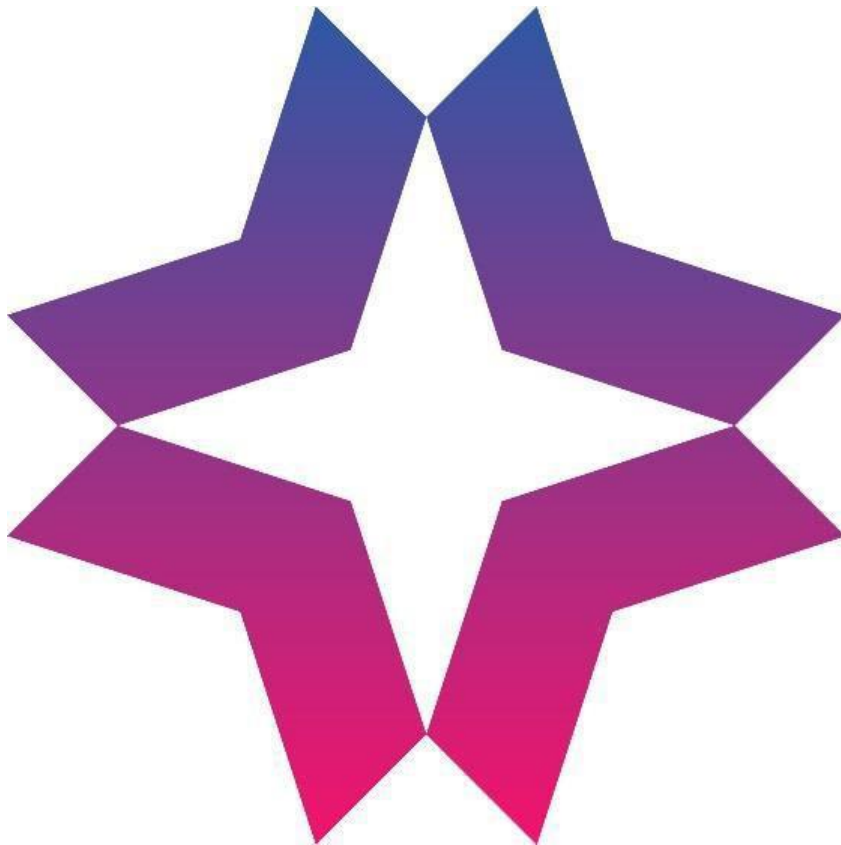


## **SPECIFICATION**

### **IAO LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR RESIDENTIAL CHILDCARE (ENGLAND)**

**QUALIFICATION NUMBER: 601/5269/2**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*"We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/5269/2

**Qualification Review Date** 31<sup>st</sup> August 2025

**Guided Learning Hours (GLH)** Minimum 488 hours

**Total Qualification Time (TQT)** 650 hours

**RQF Level** 5

**Qualification Credit Value** 65 credits

**Minimum credits at/above level** 51 credits

### Assessment Requirements

Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisers (EQAs).

### Aims and Objectives of the Qualification

The aim of the qualification is to improve the quality of care provided to vulnerable children and young people in residential care by guiding and assessing the development of knowledge and skills to confirm occupational competence.

This qualification confirms competence in these areas and serves as the required qualification for registration and regulatory requirements in the sector where appropriate.

### Entry Guidance

There are no formal entry requirements for this qualification however, learners must be at least 19 years of age.

This qualification is suitable for those who work within the Residential Childcare sector as a manager or team leader. It provides learners with an opportunity to demonstrate the occupational competence in a management role within children's homes.

It is recommended that Learners hold a Level 3 qualification in a related area.

## **Progression Opportunities**

This qualification provides Learners with an opportunity to demonstrate their experience in management roles such as a Children's Centre Manager, Children's Care Manager, Deputy Manager or Scheme Manager. This qualification is the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.



## **Skills for Care and Development RQF Assessment Principles**

### **1. Introduction**

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

### **2. Assessment Principles**

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

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

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

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

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

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or

undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based.
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

### **Qualification structure**

Learners must achieve 65 credits. 57 credits must be achieved from Mandatory Group A. Learners must also complete a minimum of three Optional Units from Optional Group B, to achieve a minimum of 8 credits. Learners must achieve a minimum of 51 credits at Level 5 or above.

The total Guided Learning Hours (GLH) for this qualification is 488 hours.

The Total Qualification Time (TQT) for this qualification is 650 hours.

### **Unit Structures**

All units are listed below.

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
M/506/7650	Understand children and young people's development in residential childcare	5	3	25
A/506/7652	Understand support for children and young people who are vulnerable and disadvantaged	4	2	20
L/506/7607	Lead and manage a team within a residential childcare setting	5	5	36
M/506/8362	Lead practice to support the safeguarding and protection of children and young people in residential childcare	5	8	55
A/506/7585	Lead practice for communication and information management in residential childcare settings	5	4	30
J/506/7590	Manage risk in residential childcare	5	3	22
L/506/7591	Lead and manage group living in residential childcare	5	4	31
F/506/8365	Lead a service that can support children or young people who have experienced harm or abuse	5	3	24
F/506/7619	Lead practice to achieve positive outcomes for children and young people in residential childcare	5	5	35
R/506/8192	Implement a positive relationship policy in residential childcare	5	6	41
T/506/7620	Lead practice to support the well-being and resilience of children and young people in residential childcare	5	3	21
L/506/8367	Lead practice in safe use of digital, internet and mobile technology with children and young people	4	2	16
H/506/7791	Undertake professional development in residential childcare settings	4	2	18

T/506/7584	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	5	3	25
R/506/7608	Lead networks and multi-agency work to benefit children and young people in residential childcare	5	4	26

### Optional Units

Unit ref	Unit title	Level	Credit value	GLH
H/506/7595	Understand the care system and its impact on children and young people	4	3	22
Y/506/7609	Lead a residential childcare service that can engage with the youth justice system	5	5	40
J/506/7606	Understand the youth justice system as it relates to residential childcare	4	3	30
Y/506/8114	Lead practice to support young people leaving care	5	4	25
J/506/8318	Understand the context of residential childcare for children and young people with complex disabilities or conditions	4	3	24
A/506/7568	Principles for leading the transition of young people with complex disabilities or conditions to adult services	4	3	24
R/506/8158	Support others to understand models of disability and their effects on working practice with children and young people	4	2	17
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80

### Barred units

Unit	Barred against
Y/506/7609 Lead a residential childcare service that can engage with the youth justice system	J/506/7606 Understand the youth justice system as it relates to residential childcare

<b>Title:</b>	<b>M/506/7650 Understand children and young people's development in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>25</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the pattern of development that would usually be expected for children and young people from birth to 19 years	<p>1.1 Explain the sequence and rate of all <b>aspects of development</b> that would usually be expected in children and young people from birth to 19 years</p> <p>1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction</p> <p>1.3 Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours</p>
2. Understand the factors that impact on children and young people's development	<p>2.1 Analyse how children and young people's development is influenced by <b>personal factors</b></p> <p>2.2 Analyse how children and young people's development is influenced by <b>external factors</b></p> <p>2.3 Evaluate how <b>theories of development</b> and <b>frameworks to support development</b> influence current practice</p>
3. Understand how to support children and young people's development during transitions	<p>3.1 Analyse how and why children and young people's development can follow non-linear paths at <b>times of transition</b></p> <p>3.2 Analyse support to minimise disruption to development during periods of transition</p>

<p>4. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions</p>	<p>4.1 Compare <b>methods of assessing,</b> recording and monitoring children and young people’s development</p> <p>4.2 Explain in what circumstances each method would be used</p> <p>4.3 Explain how children and young people’s own account of their development contributes to the assessment process</p> <p>4.4 Explain how information from assessment and monitoring is used to select appropriate interventions</p> <p>4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people</p>
<p>5. Understand the use of interventions to support the development of children and young people</p>	<p>5.1 Explain the importance of early identification of development issues and the potential risks of late recognition</p> <p>5.2 Analyse how <b>types of interventions</b> can achieve positive outcomes for children and young people where development is not following the pattern expected</p> <p>5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people</p>
<p><b>Additional information about this unit</b></p> <p><b>Aspects of development</b> including:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Communication</li> <li>• Intellectual / cognitive</li> <li>• Social, emotional and behavioural</li> <li>• Moral</li> <li>• Identity</li> </ul>	

**Personal factors** including:

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

**External factors** including:

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

**Theories of development** including:

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

**Frameworks to support development** including

- Social pedagogy



**Times of transition** including:

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

**Methods of assessing** development needs e.g.

- Assessment Framework/s
- Observation
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

**Types of interventions** e.g. those offered through:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitors
- Counsellor / therapist
- Foster carers
- Residential care workers

**Unit aim (s)**

This unit provides the underpinning knowledge required to understand the

	development of children and young people in residential childcare
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB6

<b>Title:</b>	<b>A/506/7652 Understand support for children and young people who are vulnerable and disadvantaged</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>20</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand factors that impact on outcomes and life chances of children and young people	1.1. Explain the critical impact that poverty has on outcomes and life chances 1.2. Describe how <b>factors</b> impact on outcomes and life chances for children and young people 1.3. Explain how children and young people can be marginalised by inequalities in society
2. Understand how poverty and disadvantage can affect children and young people's development	2.1 Explain what is meant by disadvantage and <b>vulnerability</b> in relation to children and young people 2.2 Analyse how poverty and disadvantage can affect children and young people's: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Communication development</li> <li>• Intellectual/cognitive development</li> <li>• Social, emotional and behavioural development</li> </ul>
3. Understand the strategic and policy context for improving outcomes for children and young people	3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people 3.2 Explain why strategic direction from national and local policy is required to

	<p>address factors impacting on outcomes and life chances</p> <p>3.3 Analyse policies and guidance which inform support services for children and young people at national and local level</p>
<p>4. Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage</p>	<p>4.1 Explain how to engage <b>carers</b> in the planning of services so that children and young people are more likely to achieve positive outcomes</p> <p>4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services</p>
<p>5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage</p>	<p>5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people</p> <p>5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage</p> <p>5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people</p> <p>5.4 Analyse why practitioners should act as agents of change in the work setting</p>
<p><b>Additional information about this unit</b></p> <p><b>Factors. e.g.</b></p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Social and community pressures</li> <li>• Health status</li> <li>• Abuse and neglect</li> <li>• Violent and/or offending family or personal backgrounds</li> <li>• Race, gender, sexual orientation</li> </ul>	

- Asylum seeking or victims of trafficking

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

**Carers** are parents, family members and others who care for a child or young person at home

<b>Unit aim (s)</b>	This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care & Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0044 SCDLMCB1 SCDLMCB2

<b>Title:</b>	<b>L/506/7607 Lead and manage a team within a residential childcare setting</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH</b>	<b>36</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the concepts of management and leadership	1.1 Compare and contrast leadership and management 1.2 Analyse theoretical models of leadership styles 1.3 Analyse theoretical models of management styles 1.4 Explain how both leadership and management involve a two way dynamic between the people involved
2. Understand the features of effective team performance within residential childcare	2.1 Compare models of team working 2.2 Analyse the features of an effective team 2.3 Analyse barriers to effective team performance 2.4 Analyse how management and leadership styles influence team performance 2.5 Analyse methods for conflict resolution within a team
3. Be able to lead the development of a positive organisational culture	3.1 Analyse components of a positive organisational culture 3.2 Develop strategies to support a positive organisational culture in own team

	<p>3.3 Implement strategies to support a positive organisational culture in own team</p> <p>3.4 Evaluate strategies used to develop a positive organisational structure</p>
<p>4. Be able to develop a plan with team members to meet agreed objectives</p>	<p>4.1 Support team members to understand and commit to the vision and strategic direction of the organisation</p> <p>4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction</p> <p>4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives</p> <p>4.4 Agree roles and responsibilities with team members</p> <p>4.5 Support sharing of skills and knowledge between team members</p>
<p>5. Be able to support individual team members to work towards agreed objectives</p>	<p>5.1 Carry out professional supervision with team members in accordance with organisational requirements</p> <p>5.2 Set individual work objectives with team members based on agreed team objectives</p> <p>5.3 Use a solution focussed approach to support team members in addressing challenges</p> <p>5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role</p> <p>5.5 Work with team members to identify opportunities for continuing professional development</p>

6. Be able to manage performance	6.1 Involve children or young people in the monitoring and management of team performance  6.2 Monitor progress towards agreed objectives  6.3 Provide feedback on performance to: <ul style="list-style-type: none"> <li>• the individual</li> <li>• the team</li> </ul> 6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives  6.5 Explain processes for managing teams when their performance does not meet agreed objectives  6.6 Recognise individual and team achievements
7. Understand how to lead a team through change	7.1 Analyse factors that drive change in residential childcare settings  7.2 Compare theories of change management  7.3 Evaluate tools and techniques that support team members to implement change
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead and manage a team within a residential childcare setting
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCA1 SCDLMCA2 SCDLMCA5 SCDLMCE2 SCDLMCE10



<b>Title:</b>	<b>M/506/8362 Lead practice to support the safeguarding and protection of children and young people in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>8</b>
<b>GLH</b>	<b>55</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the impact of current legislation for the safeguarding of children and young people	1.1 Explain the current legislative framework that underpins the safeguarding of children and young people  1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect <b>working practices</b> with children and young people  1.3 Review how processes used in the work setting comply with current legislation  1.4 Explain the relationship between safeguarding and child protection
2. Be able to participate in local networks to safeguard children and young people	2.1 Identify the range of <b>agencies and organisations</b> involved in local networks for safeguarding of children and young people  2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse  2.3 Work with other agencies and organisations in local networks using agreed protocols
3. Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	3.1 Implement policies and legal requirements that support safe recruitment of team members

	<p>3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused</p> <p>3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm</p>
<p>4. Be able to lead practice that minimises the risk of harm and abuse in the care setting</p>	<p>4.1 Lead a culture where the needs of children or young people are paramount</p> <p>4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard</p> <p>4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed</p> <p>4.4 Analyse the roles of advocates and <b>independent visitors</b> in relation to safeguarding children and young people in care</p>
<p>5. Be able to implement policies and procedures for safeguarding children and young people</p>	<p>5.1 Identify <b>policies and procedures</b> needed for comprehensive safeguarding in a residential childcare setting</p> <p>5.2 Lead the implementation of policies and procedures for safeguarding children or young people</p> <p>5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected</p> <p>5.4 Provide information and mentoring to team members about safeguarding</p> <p>5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse</p> <p>5.6 Challenge <b>poor practice and attitudes</b> in relation to safeguarding</p>

	5.7 Support continuous improvement to practice and attitudes in relation to safeguarding
6. Understand situations that present high risk of harm for children and young people	<p>6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people</p> <p>6.2 Analyse known characteristics of <b>perpetrators and their behaviours</b> that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity</p> <p>6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse</p>
7. Understand approaches that address child sexual exploitation	<p>7.1 Analyse research and official inquiries to identify <b>key features</b> of child sexual exploitation</p> <p>7.2 Analyse trends in child sexual exploitation in the context of human trafficking</p> <p>7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming</p> <p>7.4 Explain the roles of <b>key partners</b> involved in local networks to address sexual exploitation of children and young people</p> <p>7.5 Explain the purpose and key features of <b>problem profiling</b></p> <p>7.6 Describe ways to contribute to <b>local strategies</b> to combat child sexual exploitation</p>
8. Be able to review policies and procedures for safeguarding children and young people in residential childcare	8.1 Develop <b>a plan to review</b> the policies and procedures for safeguarding children or young people

	<p>8.2 Implement a review of policies and procedures for safeguarding children or young people</p> <p>8.3 Analyse findings from a review of policies and procedures</p> <p>8.4 Work with others to implement an action plan to improve policies and procedures</p>
<p><b>Additional information about this unit</b></p> <p><b>Working practices</b> e.g.</p> <ul style="list-style-type: none"> <li>• Childcare practice</li> <li>• Child protection</li> <li>• Risk assessment</li> <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>• Working practices that protect practitioners and children/ young people</li> </ul> <p><b>Agencies and organisations</b> may include</p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• NSPCC</li> <li>• Health visitors</li> <li>• GP</li> <li>• Probation</li> <li>• Police</li> <li>• School</li> <li>• Psychology service</li> </ul> <p><b>Independent visitors</b> are specially trained volunteers with the designated role of befriending and advising a looked after child or young person</p> <p><b>Policies and procedures required for safeguarding</b> e.g.</p> <ul style="list-style-type: none"> <li>• Listening to children and young people</li> <li>• Sharing concerns and recording/ reporting incidents</li> <li>• Dealing with allegations</li> <li>• Duty of care</li> <li>• Whistleblowing</li> <li>• Propriety and behaviour</li> <li>• Physical contact/ Intimate personal care</li> <li>• Off site visits</li> <li>• Photography and video</li> <li>• Bullying</li> <li>• Use of the internet and mobile phones</li> <li>• Missing from care</li> <li>• Visitors</li> <li>• Timely and accurate information sharing</li> <li>• Partnership working</li> </ul>	

- Safer recruitment

**Poor practice and attitudes** e.g.

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

**Perpetrators and their behaviours** e.g.

- Position of power in the organisation
- Position of power in the community (e.g. through business, political or faith groups)
  
- Celebrity status
- Fellow resident/peer
- Grooming (of the child or young person and those around them)
- Threats of reprisals
- Promises of rewards
- Denial of behaviour as abusive
- Targeting boys and young men (in relation to sexual abuse)

**Key features** include

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

**Key partners** include

- Sexual Health Services
- Police
- Crown Prosecution Service
- Youth Offending Services
- Probation Services
- Housing Services
- Drug and Alcohol Services
- Mental Health Services, including Child and Adolescent Mental Health (CAMHS)
- Community Health Services, including GPs
- Hospital Trusts
- Education Services
- Voluntary and Community sector
- Family and carers

**Problem Profiling** i.e. building a picture

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

**Local strategies** may involve

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

**A plan to review** should include:

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

<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0044 SCDMCB1

<b>Title:</b>	<b>A/506/7585 Lead practice for communication and information management in residential childcare settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH</b>	<b>30</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the theoretical context of communication in residential childcare settings	1.1 Compare theoretical models of communication relevant to residential childcare settings  1.2 Analyse the links between communication, interaction and relationship
2. Be able to develop team members' knowledge and skills to support communication with children and young people	2.1 Support team members to develop their knowledge and skills about communication  2.2 Support team members to develop strategies for overcoming barriers  2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication  2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person  2.5 Support team members to reflect on the impact of their own communication with children or young people

<p>3 Be able to support team members in addressing specific communication needs of children and young people</p>	<p>3.1 Research <b>sources of support</b> to address specific communication needs</p> <p>3.2 Evaluate the effectiveness of <b>communication methods and aids</b> used by children or young people in the work setting</p> <p>3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs</p>
<p>4 Be able to develop practices that support children and young people to communicate openly in the work setting</p>	<p>4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other</p> <p>4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group</p> <p>4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting</p>
<p>5 Understand approaches to conflict management</p>	<p>5.1 Analyse key communication skills in models of conflict resolution</p> <p>5.2 Assess the benefits of working with rather than resolving conflict in certain situations</p>
<p>6 Be able to develop communication to support professional networks and teams</p>	<p>6.1 Compare the effectiveness of <b>approaches to communication</b> for working with <b>others</b> in professional networks or teams</p> <p>6.2 Recommend improvements to communication for working in professional networks or teams</p> <p>6.3 Implement changes to communication to support professional networks and teams</p>
<p>7 Be able to manage systems for effective information management</p>	<p>7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and</p>



	<p>sharing information within and beyond the organisation</p> <p>7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication</p>
<p><b>Additional information about this unit</b></p> <p><b>Sources of support</b> may be</p> <ul style="list-style-type: none"> <li>• Professional</li> <li>• Technological</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p><b>Communication methods and aids</b> may include:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Sign</li> <li>• Pictorial</li> <li>• Written</li> <li>• Electronic/technological</li> <li>• Assisted</li> </ul> <p><b>Approaches to communication</b> may be:</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Organisational</li> <li>• Formal</li> <li>• Informal</li> <li>• Public (information/promotional)</li> </ul> <p><b>Others</b> may include</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other professionals</li> </ul>	

<ul style="list-style-type: none"> <li>• Family members</li> <li>• Advocates</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0041

<b>Title:</b>	<b>J/506/7590 Manage risk in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>22</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings	1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings  1.2 Analyse the theoretical models of risk management in services supporting children and young people  1.3 Analyse the legal responsibilities of own role in relation to risk management  1.4 Analyse ethical principles associated with the management of risk
2. Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people	2.1 Analyse how risk-taking relates to the well-being and development of children and young people  2.2 Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people  2.3 Manage <b>others</b> to establish shared agreement on approaches to risk and risk management  2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management
3. Be able to lead implementation of risk management procedures	3.1 Manage others to assess potential risks and issues, in line with agreed

	<p>approaches and health, safety and risk management requirements</p> <p>3.2 Work with others to manage risks and issues</p> <p>3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements</p> <p>3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with</p>
4. Be able to review health, safety and risk management policies, procedures and practices	<p>4.1 Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and others</p> <p>4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting</p> <p>4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting</p> <p>4.4 Plan improvements to address the findings of the evaluations</p>
<p><b>Additional information about this unit</b></p> <p><b>Additional guidance</b></p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Workers / practitioners</li> <li>• Other professionals</li> <li>• Carers</li> <li>• Visitors to the work setting</li> <li>• Inspectors / regulators</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to manage risk in residential childcare settings

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care & Development RQF Assessment Principles  Learning outcomes 2, 3 and 4 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCC1

<b>Title:</b>	<b>L/506/7591 Lead and manage group living in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH</b>	<b>31</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand current theoretical frameworks for group living for children and young people	1.1 Summarise theoretical approaches to group living for children and young people in residential childcare  1.2 Summarise theories about how the physical environment can support well-being in a group setting
2. Understand the current legal, policy and rights frameworks for children and young people in group living	2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people  2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people
3. Be able to support positive outcomes in a group living environment	3.1 Analyse how group living can support positive outcomes for children and young people  3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people  3.3 Support team members to understand group dynamics within the group living environment  3.4 Use different approaches to resolve conflicts and tensions in group living  3.5 Work with <b>others</b> to support children or young people to maintain and develop relationships within and beyond the group living environment  3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes

<p>4. Be able to lead the planning, implementation and review of group living activities for children and young people</p>	<p>4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people</p> <p>4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities</p> <p>4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships</p> <p>4.4 Work with children or young people and others to review group living activities</p>
<p>5. Be able to manage work schedules and patterns to maintain a positive environment for group living</p>	<p>5.1 Evaluate the effects of work schedules and patterns on a group living environment</p> <p>5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment</p> <p>5.3 Recommend changes to work schedules and patterns as a result of evaluation</p>
<p><b>Additional information about this unit</b></p> <p><b>Additional guidance</b></p> <p><b>Others may include</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Team members</li> <li>• Advocates</li> <li>• Other professionals</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge and skills required to lead and manage group living in residential childcare</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB7
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<b>Title:</b>	<b>F/506/8365 Lead a service that can support children or young people who have experienced harm or abuse</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced <b>harm or abuse</b> 1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse
2. Be able to prepare team members to respond to disclosure or detection of harm and abuse	2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse 2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse
3. Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse	3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse 3.2 Explain types of restriction that might be imposed on the involvement of <b>key people</b> with a child or young person following harm or abuse 3.3 Analyse <b>areas of support</b> that may be needed when working with a child or young person following harm or abuse 3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse

4. Be able to support team members to work with challenges relating to harm or abuse	4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues 4.2 Challenge <b>unhelpful attitudes</b> in relation to harm and abuse 4.3 Recommend sources of additional emotional support for team members
<p><b>Additional information about this unit</b></p> <p><b>Harm or 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 or groups</li> </ul> <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> <p><b>Areas of support</b> may include supporting the child or young person to:</p> <ul style="list-style-type: none"> <li>• deal with distress, fear and anxieties caused by the harm or abuse</li> <li>• understand the implications of harm and abuse they have experienced</li> <li>• develop positive coping strategies following harm or abuse</li> <li>• understand why boundaries may need to be set for contact between themselves and key people</li> </ul> <p><b>Unhelpful attitudes</b> e.g.</p> <ul style="list-style-type: none"> <li>• denial that harm and abuse may occur</li> <li>• blaming the victims of harm and abuse</li> <li>• becoming desensitised to issues of harm and abuse</li> <li>• not listening to and hearing children and young people</li> </ul>	

<ul style="list-style-type: none"> <li>• being inconsistent or untrustworthy</li> <li>• not placing the child or young person’s needs first</li> <li>• failing to report suspicions at an early stage</li> <li>• failing to share information</li> <li>• failing to work in partnership with key agencies</li> <li>• being overprotective</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles  Learning outcomes 2 and 4 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0044  SCDSLMB1

<b>Title:</b>	<b>F/506/7619 Lead practice to achieve positive outcomes for children and young people in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH</b>	<b>35</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand positive outcomes for children and young people in residential childcare	1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve
2. Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person 2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities 2.3 <b>Plan</b> provision that meets the <b>identified needs</b> of children or young people 2.4 Implement provision that meets the identified needs of children or young people
3. Be able to lead engagement with families to benefit children or young people	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families 3.2 Cultivate attitudes amongst team members that promote productive engagement with families 3.3 Implement practices that support pro- active liaison and engagement with families 3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person

<p>4. Be able to lead practice that addresses the health needs of children or young people</p>	<p>4.1 Review the issues affecting access to health care services for children or young people in residential childcare</p> <p>4.2 Review the impact of limited access to health care services on the health of children and young people</p> <p>4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare</p> <p>4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare</p> <p>4.5 Support team members to enable children or young people to recognise and address their own <b>health needs</b>, as appropriate to their age and level of understanding</p> <p>4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting</p> <p>4.7 Establish a culture where choices for healthy living are promoted and modelled</p>
<p>5. Be able to lead practice that supports children or young people to learn</p>	<p>5.1 Summarise theories about how children and young people learn</p> <p>5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education</p> <p>5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's</p> <ul style="list-style-type: none"> <li>• circumstances</li> <li>• experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• interests</li> <li>• skills and talents</li> <li>• aspirations</li> </ul> <p>5.4 Manage the physical environment in ways that encourage learning</p>
<p>6. Be able to lead practice that supports children or young people to enjoy their leisure time</p>	<p>6.1 Evaluate the <b>benefits of leisure activities</b> for children and young people</p> <p>6.2 Evaluate the importance of unstructured leisure time for children and young people</p> <p>6.3 Work with <b>others</b> to enable children or young people to choose how they use their leisure time</p> <p>6.4 Work with others to support children or young people to access leisure activities</p>
<p>7. Be able to lead practice that promotes participation in the community</p>	<p>7.1 Review the benefits for children and young people of forging links with the local community</p> <p>7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there</p> <p>7.3 Work with others within the work setting and in the community to overcome barriers to community participation</p> <p>7.4 Support team members to enable children or young people to participate in the community</p>
<p>8. Be able to lead continuous improvement to practice</p>	<p>8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families</p> <p>8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved</p> <p>8.3 Support team members to learn from challenges encountered in day to day work</p>

	8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection
<p><b>Additional information about this unit</b></p> <p><b>Additional guidance</b></p> <p>To <b>plan</b> provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation</p> <p><b>Identified needs</b> may relate to:</p> <ul style="list-style-type: none"> <li>• Health and well-being</li> <li>• Relationships</li> <li>• Learning</li> <li>• Leisure</li> <li>• Play</li> </ul> <p><b>Health needs e.g.</b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Emotional</li> <li>• Sexual</li> </ul> <p><b>Benefits of leisure activities e.g.</b></p> <ul style="list-style-type: none"> <li>• fun and enjoyment</li> <li>• friendships</li> <li>• achievement</li> <li>• self esteem</li> <li>• personal identity</li> <li>• mental health and wellbeing</li> <li>• learning opportunities</li> <li>• community links</li> <li>• future employment or entrepreneurial possibilities</li> </ul> <p><b>Others e.g.</b></p>	

<ul style="list-style-type: none"> <li>• Team members</li> <li>• Other professionals</li> <li>• Family members</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles  Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB4



<b>Title:</b>	<b>R/506/8192 Implement a positive relationship policy in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH</b>	<b>41</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the interconnection between relationships and behaviour	<p>1.1 Critically analyse how socially aware behaviour and positive relationships interlink</p> <p>1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare</p> <p>1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships</p> <p>1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour</p>
2. Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people	<p>2.1 Research elements required in a <b>Positive Relationship Policy</b> and the rationale for each</p> <p>2.2 Work with children or young people and <b>others</b> to evaluate existing policies relating to positive relationships and behaviour management</p> <p>2.3 <b>Develop</b> a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation</p>
3. Be able to establish systems to implement the positive relationship policy	<p>3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy</p>

	<p>3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of <b>physical intervention</b> or <b>restraint</b></p> <p>3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems</p>
<p>4. Be able to equip team members to implement the positive relationship policy</p>	<p>4.1 Evaluate the knowledge and skills team members have for</p> <ul style="list-style-type: none"> <li>• building trusting and enduring relationships with <b>vulnerable</b> children or young people</li> <li>• supporting children or young people to develop socially aware behaviour</li> </ul> <p>4.2 Address gaps identified in knowledge and skills</p> <p>4.3 Arrange training in restraint that meets statutory requirements for team members</p> <p>4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour</p>
<p>5. Be able to review a Positive Relationship Policy</p>	<p>5.1 <b>Review</b> the impact of the Positive Relationship Policy on relationships and behaviour in the setting</p> <p>5.2 Propose improvements to the Positive Relationship Policy and systems</p>
<p>6. Understand the context for use of physical intervention and restraint</p>	<p>6.1 Explain principles for the use of <b>physical intervention</b> and <b>restraint</b> with children and young people in residential childcare</p> <p>6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint</p> <p>6.3 Analyse how the culture of the setting and the approach to support for socially</p>

	<p>aware behaviour affect the use of physical intervention and restraint</p> <p>6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements</p>
<p><b>Additional information about this unit</b></p> <p><b>Additional guidance</b></p> <p><b>Positive Relationship Policy</b> may previously have been called a Behaviour Management Strategy</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other professionals</li> <li>• Family members</li> <li>• Advocates</li> <li>• Independent visitors</li> </ul> <p>To <b>develop</b> a policy may be to develop directly or to propose developments to others (e.g. in a larger organisation) for consideration</p> <p>Children and young people may be <b>vulnerable</b> due to factors such as:</p> <ul style="list-style-type: none"> <li>• social, economic, physical, emotional or family circumstances</li> <li>• previous experience of traumatic or dysfunctional relationships</li> <li>• disability or specific conditions</li> </ul> <p><b>Review</b> may involve children or young people, families and carers, team members and other professionals</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>	
<b>Unit aim (s)</b>	<p>This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles  Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB8

<b>Title:</b>	<b>T/506/7620 Lead practice to support the well-being and resilience of children and young people in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>21</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand well-being and resilience in children and young people in residential childcare	1.1 Explain the concepts and elements of <ul style="list-style-type: none"> <li>• <b>well-being</b></li> <li>• <b>resilience</b></li> </ul> 1.2 Evaluate approaches to measuring a child or young person's well-being 1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare
2. Understand support for well-being and resilience	2.1 Analyse approaches that support the well-being of children and young people 2.2 Explain the importance of homeliness, friendship and fun in the childcare setting 2.3 Analyse methods and approaches that help to build resilience in children and young people 2.4 Explain the importance of engaging with family members who are supporting a child or young person
3. Be able to lead practice that supports children and young people's well-being and resilience	3.1 Lead practice that supports <b>others</b> to engage positively with children or young people 3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable

	<p>3.3 Lead the implementation of solution focused approaches for building children or young people’s resilience, social and emotional identity and self esteem</p> <p>3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes</p> <p>3.5 Challenge practices that act as barriers to children or young people’s well-being and resilience</p>
<p>4. Be able to improve practice in promoting the well-being and resilience of children and young people</p>	<p>4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience</p> <p>4.2 Lead the evaluation of organisational practice for promoting children or young people’s well-being and resilience</p> <p>4.3 Evaluate own practice in promoting children or young people’s well-being and resilience</p> <p>4.4 Work with others to introduce improvements to practice in promoting children or young people’s well-being and resilience</p>
<p><b>Additional information about this unit</b></p> <p>Elements of <b>well-being</b> e.g.</p> <ul style="list-style-type: none"> <li>• the opportunity to flourish</li> <li>• positive relationships and social networks</li> <li>• positive personal identity and self esteem</li> <li>• aspiration and optimism</li> <li>• happiness</li> <li>• mental, physical and sexual health</li> <li>• financial and emotional security</li> </ul> <p>Elements relating to <b>resilience</b> e.g.</p>	

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

**Others** may include

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

**Unit aim (s)**

This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDHSC044</p>



<b>Title:</b>	<b>L/506/8367 Lead practice in safe use of digital, internet and mobile technology with children and young people</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>16</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the uses of technology by children and young people in society	1.1 Identify digital, internet and mobile technology used in society 1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people
2. Understand benefits and risks for children and young people when using digital, internet and mobile technology	2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology 2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology 2.3 Describe signs and indicators of each risk 2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers
3. Be able to support safe use of digital, internet and mobile technology by children and young people	3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology 3.2 Support <b>others</b> to understand features of safe use of digital, internet and mobile services and technology 3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology

	3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered
4. Be able to address risks to team members associated with use of digital, internet and mobile technology	<p>4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people</p> <p>4.2 Develop policies and procedures for safe use of technology by team members</p> <p>4.3 Support team members to understand policies and procedures for safe use of technology</p> <p>4.4 Support team members to implement policies and procedures</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Team members</li> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead safe use of digital, internet and mobile technology with children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDLMCB1</p> <p>SCDLMCB2</p>

<b>Title:</b>	<b>H/506/7791 Undertake professional development in residential childcare settings</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>18</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand principles of professional development	1.1 Explain the importance of continually improving own knowledge and practice 1.2 Analyse potential barriers to professional development 1.3 Compare the use of different <b>sources and systems of support</b> for professional development 1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date
2. Understand how personal attributes and experiences can be used in professional development	2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice 2.2 Review own emotional responses to situations encountered at work 2.3 Analyse how personal factors can be strengthened or addressed through professional development
3. Be able to prioritise goals and targets for own professional development	3.1 Evaluate own knowledge and performance against: <ul style="list-style-type: none"> <li>• <b>standards and benchmarks</b></li> <li>• feedback</li> </ul> 3.2 Prioritise development goals and targets

<p>4. Be able to prepare a professional development plan</p>	<p>4.1 Select learning opportunities to meet development objectives and reflect personal learning style</p> <p>4.2 Produce a plan for own professional development</p> <p>4.3 Establish a process to evaluate the effectiveness of own professional development plan</p>
<p>5. Be able to improve performance through reflective practice</p>	<p>5.1 Compare models of reflective practice</p> <p>5.2 Explain the purpose of reflective practice in continuous improvement of performance</p> <p>5.3 Use reflective practice and feedback from others to improve performance</p> <p>5.4 Evaluate how practice has been improved through:</p> <ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes</li> <li>• reflection on personal factors</li> </ul>
<p><b>Additional information about this unit</b></p> <p><b>Sources and systems of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Supervision</li> <li>• Appraisal</li> <li>• Formal support</li> <li>• Informal support</li> <li>• Mentoring</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p><b>Standards and benchmarks</b> may include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> </ul>	

<ul style="list-style-type: none"> <li>• Minimum / essential standards</li> <li>• National occupational standards</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to undertake professional development in residential childcare settings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDHSC0043</p> <p>SCDLMCA1</p>

<b>Title:</b>	<b>T/506/7584 Lead practice to promote the rights, diversity and equality of children and young people in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>25</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the legislative frameworks for children and young people's rights	1.1 Summarise national and international legislation that underpins the rights of children and young people  1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people
2. Be able to develop policies and procedures that promote the rights of children and young people	2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures  2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people  2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people
3. Understand anti-discriminatory practice with children and young people	3.1 Analyse the impact of current equalities legislation on work with children and young people  3.2 Evaluate models of <b>anti-discriminatory practice</b> in residential childcare settings for children or young people

<p>4. Be able to lead anti-discriminatory practice</p>	<p>4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion</p> <p>4.2 Support team members to work in a <b>culturally sensitive</b> way</p> <p>4.3 Support team members to address tensions between anti-discriminatory practice and <b>gender-specific issues</b></p>
<p>5. Be able to lead practice that supports the right of children and young people to raise concerns and make complaints</p>	<p>5.1 Explain the relationship between <b>raising concerns or making complaints</b> and the rights of children and young people</p> <p>5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting</p> <p>5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and <b>others</b></p> <p>5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints</p> <p>5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed</p>
<p>6. Be able to lead continuous improvement to practice to promote the rights of children and young people</p>	<p>6.1 <b>Monitor</b> how effectively rights are upheld in the work setting</p> <p>6.2 Support team members to evaluate their own practice in promoting the rights of children or young people</p> <p>6.3 Review own practice in promoting the rights of children or young people</p> <p>6.4 Challenge self and <b>others</b> to continuously improve practice to promote the rights of children or young people</p> <p>6.5 Use recommendations from concern and complaint investigations to improve the</p>

	quality of service for children or young people
<p><b>Additional information about this unit</b></p> <p><b>Anti-discriminatory practice</b> seeks not to discriminate on the basis of one or more of the following:</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>Discrimination</b> may occur 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><b>Culturally sensitive</b> includes:</p> <ul style="list-style-type: none"> <li>• recognising cultural similarities and differences</li> <li>• avoiding value judgements (e.g. better or worse, right or wrong)</li> <li>• respecting beliefs and practices while being alert to any heightened risks</li> </ul> <p><b>Gender-specific issues</b> are those with specific relevance to male, female or trans-gender children and young people</p> <p><b>Raising concerns or making complaints</b> may be done formally or informally</p> <p><b>Others:</b> may include colleagues, other agencies, children and young people or their families and friends</p> <p>To <b>monitor</b> will involve children or young people and others.</p>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead practice that promotes the



	rights, diversity and equality of children and young people in residential childcare settings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCE9

<b>Title:</b>	<b>R/506/7608 Lead networks and multi-agency work to benefit children and young people in residential childcare</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH</b>	<b>26</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people  1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews  1.3 Evaluate the use of networks to build a <b>team around a child or young person</b>
2. Understand the local network for children and young people's services	2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services  2.2 Explain structures, key roles and methods for communication and decision making within these agencies  2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person
3. Be able to build a multi-agency team around a child or young person	3.1 Recognise circumstances where a multi-agency team should be built around a child or young person  3.2 Analyse <b>factors</b> that influence the involvement of family members in a team built around a child or young person

	<p>3.3 Agree with <b>others</b> the task, role and boundaries of the team</p> <p>3.4 Negotiate the <b>parameters</b> of the team's work</p> <p>3.5 Influence the team to secure <b>effective arrangements</b> for practice</p>
<p>4. Be able to participate in the work of a multi-agency team built around a child or young person</p>	<p>4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person</p> <p>4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team</p> <p>4.3 Participate in agreed monitoring processes</p>
<p>5. Be able to continuously improve multi-agency work</p>	<p>5.1 Analyse factors that support effective collaboration and partnership with other agencies</p> <p>5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work</p> <p>5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work</p> <p>5.4 Implement improvements identified through monitoring and review of multi-agency work</p>

**Additional information about this unit**

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

**Factors** may include capacity and commitment of family members, legal constraints, travel considerations, risk management issues etc.

**Others** may include:

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

- Independent visitors

**Parameters** e.g.

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

**Effective arrangements** must be:

- focused on the needs of the child or young person
- appropriate to the nature and purpose of the task
- likely to be effective in establishing and maintaining relationships
- respectful of confidentiality while balancing risks of sharing or not sharing information

<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.  Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCD1

<b>Title:</b>	<b>H/506/7595 Understand the care system and its impact on children and young people</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>22</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the process by which a child or young person comes into care	<p>1.1 Analyse factors in a child's circumstances that can lead to them entering the care system</p> <p>1.2 Summarise the legal process by which children and young people become 'looked after'</p> <p>1.3 Explain the role of <b>key professionals</b> in the care system</p> <p>1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare</p>
2. Understand the entitlements of children and young people in care	<p>2.1 Explain the legal and statutory <b>entitlements</b> of children and young people in care</p> <p>2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them</p>
3. Understand the context of residential services for children and young people in care	<p>3.1 Summarise current <b>theoretical approaches</b> relating to residential childcare services</p> <p>3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people</p>

	<p>3.3 Compare <b>types of care arrangements</b> for 'looked after' children and young people</p> <p>3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services</p> <p>3.5 Explain the aims and objectives of a <b>residential childcare service</b></p> <p>3.6 Describe characteristics of provision that reflect <b>good practice</b></p>
<p>4. Understand the impact of residential child care services on children and young people</p>	<p>4.1 Describe how being in care presents additional <b>challenges</b> for children and young people</p> <p>4.2 Compare the life chances and outcomes of children and young people in residential childcare with</p> <ul style="list-style-type: none"> <li>• children and young people in other types of care</li> <li>• children and young people outside the care system</li> </ul>
<p>5. Understand how to support a positive experience of care services for children and young people</p>	<p>5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable</p> <p>5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting</p> <p>5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting</p>
<p>6. Understand planning frameworks for children and young people in residential childcare</p>	<p>6.1 Describe the purpose and features of <b>plans</b> required for children and young people in residential childcare</p> <p>6.2 Explain why children and young people should be supported to understand their own plans</p>

	6.3 Explain the importance of 'permanency planning' for children and young people in care
<p><b>Additional information about this unit</b></p> <p><b>Key professionals</b> may include:</p> <ul style="list-style-type: none"> <li>• Social workers</li> <li>• Children's guardian (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>	

**A residential childcare service:** this should be the learner’s own workplace where there is one; otherwise a service local to the learner

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

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

**Challenges** may include:

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

**Plans** will include the following:

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

<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC 0303 SCDHSC 0325



<b>Title:</b>	<b>Y/506/7609 Lead a residential childcare service that can engage with the youth justice system</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH</b>	<b>40</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the context of the youth justice system	1.1 Analyse the political and legal context of the youth justice system  1.2 Evaluate <b>theories</b> relating to youth justice and offending behaviour
2. Be able to support team members to work with the court system relating to youth justice	2.1 Provide information to team members on the court system, the sentencing process and <b>disposal options</b>  2.2 Work with team members to <ul style="list-style-type: none"> <li>• <b>support compliance</b> with disposal requirements</li> <li>• respond to breaches of disposal requirements</li> </ul> 2.3 Review team's practice in working with the court system
3. Be able to work in partnership with agencies involved in the youth justice system	3.1 Explain the importance of working in partnership with <b>agencies</b> involved in the youth justice system  3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system  3.3 Develop team members' understanding of the rights and responsibilities of an Appropriate Adult

	3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement
4. Be able to provide a service that reduces the risk of criminalisation of children and young people	<p>4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system</p> <p>4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours</p> <p>4.3 Develop systems that prevent the premature escalation of responses to offending behaviour</p> <p>4.4 Explain <b>tensions and risks</b> that can be created by close work with youth justice agencies</p>
5. Understand the experience of the secure estate	<p>5.1 Analyse why children and young people in secure settings are at high risk of experiencing <b>poor outcomes</b></p> <p>5.2 Evaluate approaches that improve outcomes for children and young people in secure settings</p>
6. Be able to achieve successful transfer within and out of the secure estate	<p>6.1 Analyse factors for the successful <b>transfer</b> of children and young people between settings within the secure estate</p> <p>6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate</p> <p>6.3 Develop systems to support the successful resettlement of children and young people</p>
<p><b>Additional information about this unit</b></p> <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> <li>• Restorative approaches</li> <li>• Disposal options including</li> <li>• pre-court measures (youth caution, youth conditional caution, final warnings and</li> </ul>	

reprimands)

- Anti-Social Behaviour measures (Acceptable behaviour contract, Anti-Social Behaviour Order)
- Other measures (local child curfew, gang injunctions, youth restorative disposal)
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- Custodial sentences

**Support compliance** e.g.

- accompanying young people to and from appointments
- providing a corporate parent role in court

Key **agencies** including

- Youth offending teams (YOT)
- Probation Service
- Crown Prosecution Service (CPS)
- Drug and Alcohol Services, Education Services
- Child and Adolescent Mental Health Services (CAMHS)

**Tensions and risks** e.g.

- premature escalation of behaviour
- bias towards use of the justice system
- differing values and priorities
- Poor outcomes include those in relation to
  - physical health and wellbeing
  - mental health
  - learning and educational achievement
  - establishing and maintaining positive relationships with family and friends

**Transfer:** including transfer to adult secure estates and to specialist services

<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p> <p>Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDLMCB2</p> <p>SCDLMCB3</p> <p>SCDLMCD1</p>

<b>Title:</b>	<b>J/506/7606 Understand the youth justice system as it relates to residential childcare</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>30</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
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 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

	<p>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</p> <p>3.5 Describe processes for informing social workers, and those with parental responsibility, of police involvement</p>
<p>4. Understand the court system as it relates to youth justice</p>	<p>4.1 Outline legislation relating to the court system for youth justice</p> <p>4.2 Describe the sentencing process</p> <p>4.3 Explain the function of Court Reports</p> <p>4.4 Summarise the main <b>disposal options</b> for children and young people</p> <p>4.5 Describe systems for supporting compliance with disposal requirements</p> <p>4.6 Explain ways <b>to minimise the high level of breaches</b> of disposal requirements by young people in residential childcare</p> <p>4.7 Describe processes for responding to breaches of disposal requirements</p>
<p>5. Understand the experience of the secure estate</p>	<p>5.1 Describe the different types of secure settings experienced by children and young people</p> <p>5.2 Analyse why children and young people in secure settings are at higher risk of <b>poor outcomes</b> than others in residential childcare</p> <p>5.3 Describe approaches that improve outcomes for children and young people in secure settings</p>
<p>6. Understand how to achieve successful transfer within and out of the secure estate for children and young people</p>	<p>6.1 Describe the challenges faced by children and young people who are moving <b>within</b> and out of the secure estate</p> <p>6.2 Analyse factors for the successful transfer of children and young people</p>

	<p>between settings within the secure estate</p> <p>6.3 Analyse factors for the successful resettlement of children and young people in the community</p>
<p><b>Additional information about this unit</b></p> <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> <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> </ul>	

- Custodial sentences

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

**Poor outcomes** includes outcomes in relation to

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

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

<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC 0386



<b>Title:</b>	<b>Y/506/8114 Lead practice to support young people leaving care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH</b>	<b>25</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently	1.1 Explain the statutory and legal frameworks that apply to young people as they leave care 1.2 Evaluate how theories of change management can be applied to supporting young people leaving care 1.3 Evaluate the importance of a planned and phased approach to leaving care
2. Be able to recognise factors that impact on the experience of leaving care	2.1 Analyse aspirations and concerns that young people leaving care can experience 2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care 2.3 Research the features of practice that affect young people's experience of leaving care 2.4 Review the importance of interactions and relationships between young people and <b>others</b> as they prepare to leave care
3. Be able to lead support for young people as they prepare for independent living	3.1 Allocate <b>resources</b> to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living 3.2 Support team members to work with young people to develop the <b>practical abilities</b> , social skills and emotional resilience needed in more independent living

	<p>3.3 Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation</p> <p>3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process</p>
<p>4. Be able to work with others to support young people leaving care</p>	<p>4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care</p> <p>4.2 Build positive working relationships with others within and beyond the organisation</p> <p>4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role</p> <p>4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount</p>
<p>5. Be able to review support in relation to young people leaving care</p>	<p>5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting</p> <p>5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements</p> <p>5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition</p> <p>5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person</p>	

**Resources** e.g. team members' time, financial resources, physical resources in the setting

**Practical abilities** e.g.

- to manage and maintain accommodation
- to manage personal finances
- to maintain health and well being
- to manage daily living tasks
- to access training or education
- to seek employment (including entrepreneurial options)
- to manage risks
- to engage as a citizen and make a contribution to society

<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to lead practice to support young people leaving care
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles  Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB3

<b>Title:</b>	<b>J/506/8318 Understand the context of residential childcare for children and young people with complex disabilities or conditions</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand the impact of complex disabilities and conditions on children and young people and their families	<p>1.1 Compare the prevalence, causes and impacts of <b>complex disabilities and conditions</b> in children and young people</p> <p>1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families</p> <p>1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families</p>
2. Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions	<p>2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions</p> <p>2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions</p> <p>2.3 Analyse features of provision that reflect <b>good practice</b> in terms of current theories, legislation, regulations and policies</p>

<p>3. Understand residential childcare for children and young people with complex disabilities or conditions</p>	<p>3.1 Compare the range of <b>residential childcare services</b> for children and young people with complex disabilities or conditions</p> <p>3.2 Analyse how different types of residential childcare require a different focus in partnership working with <b>carers</b></p> <p>3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers</p> <p>3.4 Evaluate the importance of ensuring a residential <b>childcare service's</b> provision meets stated aims and objectives</p>
<p><b>Additional information about this unit</b></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>Good practice</b> will reflect aspects including:</p> <ul style="list-style-type: none"> <li>• child centred provision</li> <li>• children's rights</li> <li>• equality and inclusion</li> <li>• social model of disability</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>• working in partnership with carers</li> <li>• networking with other agencies to build a team around a child</li> <li>• advocacy</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>Carers</b> are parents, family members and others who care for a child or young person at home</p> <p><b>Residential childcare services</b> e.g.</p> <ul style="list-style-type: none"> <li>• Short break</li> </ul>	

<ul style="list-style-type: none"> <li>• Shared care</li> <li>• 52 weeks</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB4  SCDLMCE3

<b>Title:</b>	<b>A/506/7568 Principles for leading the transition of young people with complex disabilities or conditions to adult services</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services	1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services 1.2 Summarise legislation that affects the rights of young people with <b>complex disabilities or conditions</b> to make decisions about their lives 1.3 Evaluate how theories of change management can be applied to support the transition to adult services
2. Understand the impact of complex disabilities or conditions on the transition into adulthood	2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families 2.2 Analyse <b>factors</b> that affect a young person's capacity to manage transitions and changes 2.3 Explain how <b>cultural</b> considerations can impact on the process of moving from childhood into adulthood
3. Understand adult care provision	3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services 3.2 Identify funding sources, eligibility criteria and application processes for each

	3.3 Evaluate how personal budgets support the transition to adult services
4. Understand how to work with others to support young people making the transition to adult services	<p>4.1 Describe knowledge, skills and attitudes required by team members to support the transition process</p> <p>4.2 Analyse the role and contribution of family members in the transition process</p> <p>4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services</p> <p>4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition</p>
5. Understand person centred support for transition to adult services	<p>5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services</p> <p>5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount</p> <p>5.3 Describe processes needed to secure <b>additional support</b> to meet the individual requirements of young people</p> <p>5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement</p>
6. Understand how to review support in relation to young people making the transition to adult services	<p>6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition</p> <p>6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition</p>



	6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services
<p><b>Additional information about this unit</b></p> <p><b>Complex disabilities or 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>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• Positive/negative identity and self esteem</li> <li>• Stable/unstable relationships and networks</li> <li>• Secure/insecure attachments</li> <li>• Experience of discrimination/social exclusion</li> <li>• Experience of abuse or harm</li> <li>• Cognitive capacity</li> </ul> <p><b>Cultural:</b> the ideas, customs and social behaviours of a particular society or community</p> <p><b>Additional support</b> may include:</p> <ul style="list-style-type: none"> <li>• training in practical skills</li> <li>• emotional support</li> <li>• support to manage tensions and dilemmas</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDLMCB3

<b>Title:</b>	<b>R/506/8158 Support others to understand models of disability and their effects on working practice with children and young people</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>17</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Understand models of disability	1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability 1.2 Compare theoretical models of disability 1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people 1.4 Explain how different models of disability shape organisational structures and outcomes
2. Be able to review how models of disability underpin organisational practice with children and young people	2.1 Explain how policies, procedures and working practices are underpinned by a model of disability 2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation 2.3 Use the review to propose improvements to policies, procedures and working practices
3. Be able to develop others' awareness of models of disability	3.1 Plan activities that increase <b>others'</b> understanding of <ul style="list-style-type: none"> <li>• models of disability</li> <li>• how they are experienced by children and young people</li> <li>• how models of disability shape organisational structure and ways of working</li> </ul>

	3.2 Implement planned activities 3.3 Review the outcomes of planned activities
<b>Additional information about this unit</b> <b>Others</b> could include: <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Team members</li> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the knowledge and skills required to support others to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles  Learning outcomes 2 and 3 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0043

<b>Title:</b>	<b>J/602/3499 Undertake a research project within services for health and social care or children and young people</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>10</b>
<b>GLH</b>	<b>80</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will;</b>	<b>The learner can;</b>
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the <b>aims and objectives</b> of the research project 1.3 Explain <b>ethical considerations</b> that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2. Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project

	<p>3.5 Conduct the research using identified research methods</p> <p>3.6 Record and collate data</p>
4.Be able to analyse research findings	<p>4.1 Use data analysis methods to analyse the data</p> <p>4.2 Draw conclusions from findings</p> <p>4.3 Reflect how own research findings substantiate initial literature review</p> <p>4.4 Make recommendations related to area of research</p> <p>4.5 Identify potential uses for the research findings within practice</p>
<p><b>Additional information</b></p> <p><b>Aims and objectives</b> – the reasons, understanding and methods for conducting the research project</p> <p><b>Ethical considerations</b> – confidentiality, sensitivity of data, seeking agreements with participants</p>	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learners’ knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 420 Undertake a research project