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Qualification Specification

Highfield Level 3

Diploma for Residential
Childcare (England) (RQF)

Qualification Number: 601/5369/6

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Highfield Level 3 Diploma for Residential Childcare (England) (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Diploma for Residential Childcare (England) (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Key facts

| | |
|--|-----------------------|
| Qualification number: | 601/5369/6 |
| Learning aim reference: | 60153696 |
| Credit value: | 61 |
| Assessment method: | Portfolio of evidence |
| Guided learning hours (GLH): | 466 |
| Total qualification time (TQT): | 610 |

Qualification overview and objective

The objective of this qualification is to support a role as a residential childcare worker within children and young people's residential childcare services. This qualification is the required qualification for residential childcare workers.

This is a combined knowledge and competency qualification and must be undertaken by individuals who are working, volunteering or on practical placement within the residential childcare sector. Learners undertaking this qualification will be working with children and young people from birth to 25 years of age. This extended age range takes into account the entitlements for children and young people with complex disabilities and conditions.

This qualification includes mandatory core knowledge relating to the development of children and young people, safeguarding and protection, and supporting children and young people who have experienced harm or abuse. It also includes mandatory core skills relating to the use of effective communication and information handling, risk management, assessment and planning in addition to supporting group living.

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- Be employed in a suitable role (as outlined above) within the residential childcare sector.
- Be 18+ years old

It is advised that learners have a minimum of Level 2 in literacy and numeracy (or equivalent) to undertake this qualification.

It is recommended that learners will have completed a Disclosure and Barring Service (DBS) check.

Geographical coverage

This qualification is suitable for delivery in England.

Guidance on delivery

The total qualification time for this qualification is 610 hours and of this 466 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming Guided Learning Hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be assessed and internally quality assured by the Centre. EQS (External Quality Support) activity from Highfield will also take place to support the achievement of direct claim status.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance) being undertaken by any person who has a personal interest in the result of the assessment.

Suggested assessment paperwork is available on the Highfield website. If a centre would like to use alternative paperwork, this must be sent to the Quality Support Team for approval **before** commencement of the course.

Please refer to the Assessment Strategy for guidance on simulation and expert witnesses.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

The Skills for Care and Development assessment strategy states that assessment decisions for competence and knowledge-based learning outcomes must be:

- Made by occupationally knowledgeable assessors;
 - Made by occupationally competent assessors;
 - Made by an assessor qualified to make assessment decisions, holding an assessor qualification such as:
-

- Highfield Level 3 Award in Assessing Competence in the Work Environment;
- Highfield Level 3 Certificate in Assessing Vocational Achievement;
- A1 Assess Learner performance Using a Range of Methods;
- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence; and
- Made by assessors that are occupationally competent in the units they are assessing.

Assessors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

For more information, please refer to the Skills for Care and Development assessment strategy which is on the Highfield website.

Internal quality assurance (IQA) requirements

IQA requirements are outlined in the Skills for Care and Development assessment strategy and must be referred to. This includes that approved IQA (Internal Quality Assurers) must:

- Hold or be working towards an IQA qualification, such as:
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
 - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
 - D34 or V1 Verifier Awards; and
- Be occupationally knowledgeable in the area they are quality assuring.

For more information, please refer to the Skills for Care and Development assessment strategy which is on the Highfield website.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for Health and Social Care and Children's Care Learning and Development, details of which are contained at the end of each unit, where applicable.

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 5 Diploma in Leadership and Management for Residential Childcare (England)
 - A Foundation Degree in a related discipline
-

Useful websites

Department for Education - www.gov.uk/government/organisations/department-for-education
Skills for Care and Development - www.skillsforcareanddevelopment.org.uk
Skills for Care - www.skillsforcare.org.uk

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the Highfield **Level 3 Diploma for Residential Childcare (England) (QCF)**, learners must complete the following:

- **all units** contained within the mandatory group
- a **minimum of 3 units** to achieve a **minimum of 8 credits** from this group

Mandatory group

Learners must achieve **all units** in this group totaling 53 credits

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|--|-------|-----|--------|
| F/506/7653 | 1 Understand the development of children and young people in residential childcare | 3 | 25 | 3 |
| T/506/8363 | 2 Understand how to safeguard and protect children and young people in residential childcare | 3 | 63 | 7 |
| A/506/8364 | 3 Understand how to support children and young people who have experienced harm or abuse | 3 | 22 | 3 |
| A/506/8526 | 4 Promote effective communication and information handling in residential childcare settings | 3 | 21 | 3 |
| J/506/7587 | 5 Support risk management in residential childcare | 3 | 18 | 2 |
| L/506/7588 | 6 Support group living in residential childcare | 3 | 22 | 3 |
| A/506/7618 | 7 Understand how to support positive outcomes for children and young people in residential childcare | 3 | 20 | 2 |
| M/506/7616 | 8 Support attachment and positive relationships for children and young people in residential childcare | 3 | 27 | 4 |
| T/506/7617 | 9 Support the well-being and resilience of children and young people in residential childcare | 3 | 20 | 3 |
| D/506/7594 | 10 Support children and young people in residential childcare to manage their health | 3 | 17 | 2 |
| R/506/7592 | 11 Support the rights, diversity and equality of children and young people in residential childcare | 3 | 24 | 3 |
| F/506/7605 | 12 Participate in teams to benefit children and young people in residential childcare | 3 | 20 | 3 |
| Y/506/8193 | 13 Support the development of socially aware behaviour with children and young people in residential childcare | 3 | 34 | 5 |
| F/506/7782 | 14 Engage in professional development in residential childcare settings | 3 | 20 | 3 |
| L/506/7798 | 15 Support children and young people in residential childcare to achieve their learning potential | 3 | 30 | 4 |
| A/506/7828 | 16 Assessment and planning with children and young people in residential childcare | 3 | 20 | 3 |

Optional group

Learners must complete a **minimum of 3 units** to achieve a **minimum of 8 credits** from this group.

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|---|-------|-----|--------|
| H/506/7595 | 17 Understand the care system and its impact on children and young people | 4 | 22 | 3 |
| J/506/7606 | 18 Understand the youth justice system as it relates to residential childcare | 4 | 30 | 3 |
| K/506/8540 | 19 Support young people leaving care | 3 | 40 | 6 |
| R/506/8502 | 20 Understand residential childcare for children and young people with complex disabilities or conditions | 3 | 27 | 3 |
| L/506/8501 | 21 Understand support for young people with complex disabilities or conditions making the transition into adulthood | 3 | 24 | 3 |
| K/506/7596 | 22 Work with the families of children and young people in residential childcare | 3 | 17 | 2 |
| F/601/4056 | 23 Support use of medication in social care settings | 3 | 40 | 5 |

Appendix 2: Qualification content

Unit 1: Understand the development of children and young people in residential childcare

Unit number: F/506/7653

Credit: 3

GLH: 25

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the expected pattern of development for children and young people from birth to 19 years. | 1.1 Explain the sequence and rate of each aspect of development from birth to 19 years. 1.2 Explain the difference between sequence of development and rate of development. 1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours. |
| 2. Understand the factors that influence children and young people's development and how these affect practice. | 2.1 Explain how children and young people's development is influenced by personal factors . 2.2 Explain how children and young people's development is influenced by external factors 2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting. |
| 3. Understand the cycle of monitoring, assessment and intervention for children and young people's development. | 3.1 Explain how to monitor children and young people's development using different methods 3.2 Explain the importance of observation within the monitoring and assessment process 3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern 3.4 Explain how multi agency teams work together to address a child or young person's development needs 3.5 Describe ways to ensure that day to day activities support the development of children and young people |
| 4. Understand the importance of early intervention to support development needs of children and young people. | 4.1 Explain the importance of early identification of development issues 4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders |
| 5. Understand the effects of transitions on children and young people's development. | 5.1 Explain how times of transition can affect children and young people's development |

| Learning Outcomes | Assessment Criteria |
|-------------------------|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition |

Additional Assessment Guidance

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

1.1 Aspects of development include:

- Physical;
- Language and communication;
- Intellectual/cognitive;
- Social, emotional and behavioural; and
- Moral.

2.1 Personal factors include:

- Health status;
- Disability;
- Sensory impairment; and
- Learning difficulties.

2.2 External factors include:

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

2.3 Theories of development include:

- Cognitive (e.g. Piaget);
- Psychoanalytic (e.g. Freud);
- Humanist (e.g. Maslow);
- Social Learning (e.g. Bandura);
- Operant conditioning (e.g. Skinner); and
- Behaviourist (e.g. Watson).

Frameworks to support development include:

- Social pedagogy.

3.1 Methods of assessing development include:

- Assessment Framework/s;
- Observation;
- Standard measurements;

- Information from carers and colleagues; and
- Listening to the child or young person's own account of their development.

3.3 Interventions include:

- Social worker;
- Speech and language therapist;
- Psychologist;
- Psychiatrist;
- Youth justice;
- Physiotherapist;
- Nurse specialist;
- Additional learning support;
- Assistive technology; and
- Health visitor.

5.1 Times of transition include:

- 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; and
- Intellectual e.g. moving from pre-school to primary to post primary.

Unit 2: Understand how to safeguard and protect children and young people in residential childcare

Unit number: T/506/8363

Credit: 7

GLH: 63

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the context of safeguarding and protection of children and young people</p> | <p>1.1 Define the term safeguarding in relation to children and young people</p> <p>1.2 Explain how child protection relates to safeguarding</p> <p>1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people</p> |
| <p>2. Understand policies and practices for the protection of children and young people and the adults who work with them</p> | <p>2.1 Explain why it is important to ensure children and young people are protected from harm and abuse</p> <p>2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice</p> <p>2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them</p> <p>2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding</p> <p>2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse</p> <p>2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse</p> <p>2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed</p> |
| <p>3. Understand the nature of abuse that can affect children and young people in residential childcare</p> | <p>3.1 Describe types of abuse that a child or young person may experience</p> <p>3.2 Describe signs and indicators associated with each type of abuse</p> <p>3.3 Describe factors which increase the vulnerability of children and young people in residential childcare</p> <p>3.4 Summarise common myths about people who harm and abuse children and young people</p> |

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity |
| 4. Understand how to address concerns about abuse | 4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected 4.2 Explain the importance of early identification of abuse 4.3 Explain why warning signs may be misinterpreted or ignored 4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited 4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited |
| 5. Understand policies, procedures and practices to address bullying | 5.1 Explain the effects of different types of bullying on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying 5.3 Explain why policies and procedures regarding bullying are necessary 5.4 Explain how to support a child or young person when bullying is suspected or alleged |
| 6. Understand principles for e-safety | 6.1 Explain the risks and possible consequences for children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices 6.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices |
| 7. Understand how to minimise risk of harm to a child or young person who goes missing from care | 7.1 Describe the risks to a child or young person who goes missing from care 7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing 7.3 Explain the importance of prompt and persistent action when a child or young person goes missing |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>8. Understand child sexual exploitation</p> | <p>8.1 Define child sexual exploitation and its relationship to human trafficking</p> <p>8.2 Describe how child sexual exploitation differs from non-abusive sexual activity</p> <p>8.3 Outline different patterns of child sexual exploitation in relation to:</p> <ul style="list-style-type: none"> • gangs • groups • solo perpetrators <p>8.4 Describe typical behaviour patterns of those who sexually exploit children and young people</p> <p>8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation</p> <p>8.6 Explain the role of key partners in protecting children and young people from sexual exploitation</p> |
| <p>9. Understand the concept of multi-agency working to safeguard children and young people</p> | <p>9.1 Explain what is meant by multi-agency working in the context of safeguarding</p> <p>9.2 Identify multi agency forums which coordinate the safeguarding of children and young people locally</p> <p>9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where:</p> <ul style="list-style-type: none"> • harm or abuse is suspected or disclosed • a child or young person has been abused or harmed • a child or young person has gone missing from care |
| <p>10. Understand how to empower children and young people to develop strategies to protect their own safety and well being</p> | <p>10.1 Explain the importance of building children and young people’s resilience, self-confidence and self-esteem</p> <p>10.2 Describe ways to work with children and young people to enable them to develop protective strategies</p> <p>10.3 Describe ways of empowering children and young people to make informed choices that support their safety</p> |
| <p>11. Understand process and procedures when there are concerns about practice</p> | <p>11.1 Explain how to report concerns about practice in the work setting</p> <p>11.2 Describe ways in which whistleblowers are protected in the work setting</p> <p>11.3 Explain why those whose practice is being questioned are also protected and how this is achieved</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------------|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 11.4 Explain the process of escalating concerns about practice if they are not being addressed |

Additional Assessment Guidance

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

Learning outcomes 2, 3, 4, 5 and 8 must be assessed in a real work environment.

2.3 Policies and procedures for safe working e.g. those relating to:

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

2.4 Working practices e.g.:

- Ensuring the voice of the child or young person is heard (e.g. providing advocacy services);
- Supporting children and young people and others who may be expressing concerns; and
- Risk assessment.

3.1 Types of abuse may be:

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

3.5 Perpetrators and their behaviours e.g.:

- Position of power in the community or organisation;
- Celebrity status;
- Fellow resident/peer;
- Grooming (of the child or young person and those around them);
- Threats of reprisals;
- Promises of rewards;

- Denial of behaviour as abusive; and
- Targeting boys and young men (in relation to sexual abuse).

5.1 Bullying e.g.:

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

8.6 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; and
- Family and carers.

9.2 Multi agency forums e.g.:

- Local Safeguarding Children's Boards; and
- Multi Agency Safeguarding Hubs.

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

Unit number: A/506/8364

Credit: 3

GLH: 22

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse</p> | <p>1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse</p> <p>1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse</p> <p>1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse</p> |
| <p>2. Understand how to support children and young people who disclose harm or abuse</p> | <p>2.1 Explain why it is important to take full account of a child or young person’s level of understanding when responding to a disclosure of harm or abuse</p> <p>2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.3 Explain the importance of supporting a child or young person to understand:</p> <ul style="list-style-type: none"> • with whom the information they disclose will be shared • the reasons for sharing information they disclose <p>2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced</p> <p>2.5 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed</p> <p>2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner</p> |
| <p>3. Understand how to support children or young people who have experienced harm or abuse</p> | <p>3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse 3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced 3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse 3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed |
| 4. Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse | 4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse 4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained |
| 5. Understand how to address the practitioners support needs in relation to harm or abuse | 5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person 5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse |

Additional Assessment Guidance

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

1.1 Harm or abuse may be:

- Physical;
- Emotional;
- Sexual;
- Financial;
- Bullying;
- Self-harm;
- Neglect; and
- Exploitation by gangs, groups or solo perpetrators.

1.2 Others may include:

- Team members;
- Families or carers;
- Advocates;

- Social workers; and
- Others in the local network for safeguarding and protection.

2.2 **Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information

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

Unit 4: Promote effective communication and information handling in residential childcare settings

Unit number: A/506/8526

Credit: 3

GLH: 21

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand effective communication in the work setting | 1.1 Explain the reasons why people communicate 1.2 Describe factors to consider for effective communication 1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication 1.4 Explain how communication affects relationships and effective practice in own work |
| 2. Be able to meet the communication and language needs, wishes and preferences of individual children and young people | 2.1 Establish the communication and language needs, wishes and preferences of a child or young person 2.2 Use communication methods and aids to meet the individual needs of children or young people 2.3 Explain how children and young people use communication methods in different ways 2.4 Respond to children or young people’s reactions while communicating with them |
| 3. Be able to reduce barriers to communication in residential childcare settings | 3.1 Describe barriers to communication and their impact 3.2 Reduce barriers to communication 3.3 Adapt communication to resolve misunderstandings 3.4 Explain how to access support or services to enable a child or young person to communicate effectively |
| 4. Be able to use communication skills to de-escalate situations of tension or conflict | 4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict 4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict |
| 5. Understand principles and practices relating to confidentiality in own work | 5.1 Explain the term ‘confidentiality’ 5.2 Explain the conflict between maintaining confidentiality and disclosing concerns 5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 6. Be able to implement organisational processes and procedures for recording, storing and sharing information | 6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information 6.2 Apply confidentiality in day to day communication, in line with policies and procedures 6.3 Maintain data in line with policies and procedures that underpin integrated and multi-agency working |

Additional Assessment Guidance

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

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

2.2 Communication methods and aids may include:

- Verbal;
- Non-verbal;
- Sign;
- Pictorial;
- Written;
- Electronic/technological; and
- Assisted.

3.4 Services may include:

- Translation services;
- Interpreting services;
- Speech and language services; and
- Advocacy services.

Unit 5: Support risk management in residential childcare

Unit number: J/506/7587

Credit: 2

GLH: 18

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand requirements for health, safety and risk management in residential childcare settings for children and young people.</p> | <p>1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people</p> <p>1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting</p> <p>1.3 Explain how health and safety is monitored and maintained in the work setting</p> <p>1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely</p> |
| <p>2. Be able to support children and young people to manage risk.</p> | <p>2.1 Analyse the value of risk and challenge for a child or young person’s development and enjoyment of life</p> <p>2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion</p> <p>2.3 Work with children or young people and others to establish shared agreement on how to manage risks</p> <p>2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development</p> <p>2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being</p> |
| <p>3. Be able to manage risks to health, safety and security.</p> | <p>3.1 Describe factors to consider to ensure the living environment is healthy and safe</p> <p>3.2 Undertake health and safety risk assessments</p> <p>3.3 Use the recommendations of risk assessments to manage hazards:</p> <ul style="list-style-type: none"> • within the work setting • in off site visits. <p>3.4 Explain how health and safety risk assessments are monitored and reviewed</p> |
| <p>4. Understand how to respond to accidents, incidents, emergencies and</p> | <p>4.1 Explain the policies and procedures to follow in response to:</p> |

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>illness in work settings and off site visits.</p> | <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies <p>4.2 Describe the procedures for recording and reporting:</p> <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies |

Additional Assessment Guidance

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

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

2.3 **Others** include:

- Colleagues;
- Visitors; and
- Families and carers.

3.1 **Factors** e.g.:

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

3.3 **Hazards** e.g.:

- Physical;
- Security;
- Fire;
- Food safety; and
- Personal safety.

4.1 **Accidents** may involve children, young people or adults.

4.1 **Illness** includes recognition of signs such as fever, rashes or unconsciousness.

4.1 **Emergencies** include fire, missing children or young people and evacuation of premises.

Unit 6: Support group living in residential childcare

Unit number: L/506/7588

Credit: 3

GLH: 22

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand theories that underpin work with children and young people in group living.</p> | <p>1.1 Summarise theories about groups as they relate to group living with children and young people.</p> <p>1.2 Summarise theories about how the physical environment can support well-being in a group setting.</p> |
| <p>2. Be able to support children and young people to live together as a group</p> | <p>2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living.</p> <p>2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group</p> <p>2.3 Support children or young people to resolve conflict and disagreements</p> <p>2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them</p> <p>2.5 Work with children or young people to maintain the physical environment in ways that support well-being</p> |
| <p>3. Be able to plan with children and young people activities for sharing a living space</p> | <p>3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations</p> <p>3.2 Explain how planning daily living activities as a group links to individual plans for children and young people</p> <p>3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space</p> |
| <p>4. Be able to support children and young people to develop relationships through daily living activities</p> | <p>4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities</p> <p>4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities</p> <p>4.3 Support children and young people to maintain positive relationships with others through shared activities</p> |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 5. Be able to support continuous improvement in group living arrangements | 5.1 Reflect on the impact of own practice and behaviour on children and young people’s experience of group living 5.2 Work with children and young people to evaluate activities and agreements for group living 5.3 Propose improvements to group living arrangements and practices using reflections and evaluations |

Additional Assessment Guidance

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

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

3.2 Plans may include:

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

4.3 Others may include:

- Children and young people in the group;
- Children and young people in the wider community;
- Family members of children and young people;
- Team members;
- Other professionals; and
- Others in the wider community.

Unit 7: Understand how to support positive outcomes for children and young people in residential childcare

Unit number: A/506/7618

Credit: 2

GLH: 20

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people</p> | <p>1.1 Explain the impact of poverty on outcomes and life chances for children and young people</p> <p>1.2 Identify the impacts of social and cultural factors on the lives of children and young people</p> <p>1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances</p> |
| <p>2. Understand how those working with children and young people can support positive outcomes</p> | <p>2.1 Identify positive outcomes for children and young people that residential childcare services aim to achieve</p> <p>2.2 Explain the importance of active participation of children and young people in decisions affecting their lives</p> <p>2.3 Explain the importance of designing services around the needs of children and young people</p> <p>2.4 Explain how to support children and young people to make personal choices according to their needs and abilities</p> <p>2.5 Explain how social pedagogy aims to support positive outcomes for children and young people</p> <p>2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people</p> |
| <p>3. Understand how disability can impact on positive outcomes and life chances for children and young people</p> | <p>3.1 Explain the impact disability can have on positive outcomes and life chances of children and young people</p> <p>3.2 Explain the importance of positive attitudes towards disability</p> <p>3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes</p> <p>3.4 Describe support available for children and young people with disabilities</p> |

Additional Assessment Guidance

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

1.2 Social and cultural factors e.g.:

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

2.1 Positive outcomes for children and young people will include those relating to:

- Health;
- Education;
- Leisure;
- Good self-esteem;
- Positive identity; and
- Participation in the community.

3.1 Disability in this context can include a wide range of conditions, difficulties and impairments e.g.:

- Learning disabilities;
- Physical disabilities;
- Sensory impairment;
- Long term medical conditions;
- Complex needs;
- Special educational needs; and
- Dyslexia.

3.4 Support e.g.:

- Speech and language therapy;
- Support from health professionals;
- Additional learning support;
- Assistive technology including electronic and digital systems; and
- Specialised services.

Unit 8: Support attachment and positive relationships for children and young people in residential childcare

Unit number: M/506/7616

Credit: 4

GLH: 27

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the importance of positive attachments for the well-being of children and young people</p> | <p>1.1 Summarise theories of attachment</p> <p>1.2 Explain why positive attachments are important for children and young people</p> <p>1.3 Analyse the short and long term impacts on the well-being of children and young people if they are not able to form positive attachments</p> |
| <p>2. Understand how to support positive attachments for children or young people in residential childcare</p> | <p>2.1 Analyse factors in the life of a child or young person which can present barriers to forming positive attachments</p> <p>2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments</p> <p>2.3 Explain the connection between positive attachments and positive relationships</p> <p>2.4 Explain how attachment impacts on own role</p> <p>2.5 Describe strategies for supporting children and young people to form positive attachments</p> |
| <p>3. Understand how to support positive relationships for children and young people in residential childcare</p> | <p>3.1 Describe features of positive relationships for children and young people</p> <p>3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships</p> <p>3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties</p> <p>3.4 Describe ways to support children and young people to develop positive relationships with their peers</p> |
| <p>4. Be able to develop positive relationships with children and young people</p> | <p>4.1 Engage with children or young people to develop positive relationships</p> <p>4.2 Build a connection with children or young people, using a range of skills, methods and approaches to develop positive relationships with them</p> |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.3 Maintain professional boundaries in relationships with children and young people in residential childcare |
| 5. Be able to address concerns about attachments and relationships of children and young people | 5.1 Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person 5.2 Implement agreed strategies with a child or young person to promote positive attachments and relationships |
| 6. Be able to reflect on own practice in supporting positive attachments and relationships for children or young people | 6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships 6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people 6.3 Use reflection to inform improvements in own practice |

Additional Assessment Guidance

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

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

1.2 Positive attachments include primary and secondary attachments.

1.3 Impacts may include:

- Physiological;
- Psychological;
- Emotional;
- Relational; and
- Behavioural.

2.1 Factors e.g.:

- Previous experience of hostile or dysfunctional relationships;
- Frequent imposed transitions;
- Trauma;
- Grief and loss; and
- Disability.

4.2 Skills, methods and approaches e.g.:

- Communicating effectively;
- Using active listening skills;
- Identifying and sorting out conflicts and disagreements;
- Being consistent and fair;

- Showing respect and courtesy;
- Valuing and respecting individuality;
- Keeping promises and honouring commitments;
- Monitoring impact of own behaviour on others;
- Keeping confidentiality as appropriate; and
- Recognising and responding appropriately to the power base underpinning relationships.

5.1 **Others** may include

- Carers and family members;
- Colleagues; and
- Professionals from other agencies e.g. teachers, specialist therapists, social workers.

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

Unit 9: Support the well-being and resilience of children and young people in residential childcare

Unit number: T/506/7617

Credit: 3

GLH: 20

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the well-being and resilience of children and young people</p> | <p>1.1 Explain factors that impact on the well-being of children and young people</p> <p>1.2 Explain why it is important for children and young people to develop resilience</p> <p>1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting</p> <p>1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people</p> |
| <p>2. Be able to support the development of children and young people’s social and emotional identity and self esteem</p> | <p>2.1 Explain why social and emotional identity are important to the well-being and resilience of children and young people</p> <p>2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity</p> <p>2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests</p> <p>2.4 Support children or young people to recognise and value their own abilities, talents and achievements</p> <p>2.5 Explain how planning and decision-making offer a way to develop a child or young person’s social and emotional identity and self-esteem</p> |
| <p>3. Be able to support children and young people to develop a positive outlook on their lives</p> | <p>3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives</p> <p>3.2 Support children or young people to respond positively to challenges and disappointments</p> <p>3.3 Support children or young people to express their feelings, views and hopes</p> <p>3.4 Use own actions and interactions to reflect a positive outlook for children or young people</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>4. Be able to recognise and respond to signs of distress in children and young people</p> | <p>4.1 Explain why children and young people may communicate distress through behaviour rather than verbally</p> <p>4.2 Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person</p> <p>4.3 Describe types of behaviour that may indicate distress or are likely to compromise a child or young person’s wellbeing</p> <p>4.4 Take action to report, address and record concerns following agreed procedures</p> <p>4.5 Support children or young people to consider choices for positive change in their lives</p> |

Additional Assessment Guidance

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

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

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

1.1 Factors that impact on well-being e.g.:

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

1.4 Key people may include:

- Carers;
- Family;
- Friends; and
- Others who are important to the individual.

2.1 Social and emotional identity may include elements relating to:

- Culture;
- Ethnicity;
- Sexual orientation;

- Faith;
- Talents and abilities;
- Self-image (including body size, shape and other physical attributes);
- Community; and
- Life story work.

2.2 Methods e.g.:

- Positive role models; and
- Networks relating to a specific culture or ethnicity.

4.3 Types of behaviour e.g.:

- Emotional distress;
- Self-harm;
- Eating disorders;
- Inappropriate sexual activity;
- Use of alcohol or drugs including 'legal highs';
- Poor lifestyle choices;
- Harm or abuse;
- Bullying (either as victim or perpetrator);
- Exploitative behaviour (either as victim or perpetrator); and
- Changes in the nature, frequency or intensity of behaviours.

Unit 10: Support children and young people in residential childcare to manage their health

Unit number: D/506/7594

Credit: 2

GLH: 17

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand health service provision in relation to children and young people in residential childcare | 1.1 Describe the range and function of health agencies and services available locally 1.2 Explain the impact on a child or young person if they are not able to register with primary health services 1.3 Describe factors that may jeopardise access to health services for children and young people 1.4 Describe ways to help children and young people overcome barriers to accessing health service provision |
| 2. Be able to address concerns about the health of children and young people | 2.1 Assess concerns about the health of children or young people to decide what action is necessary 2.2 Take action to address concerns following agreed procedures 2.3 Record and report concerns following agreed procedures 2.4 Seek support where concerns are beyond own experience, competence or job role |
| 3. Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding | 3.1 Support children or young people to recognise their own health needs 3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments 3.3 Support children or young people to access health services and complete recommended treatments 3.4 Support children or young people who manage their own medication or treatment to do this safely |
| 4. Be able to support children and young people to make healthy lifestyle choices | 4.1 Describe factors associated with a healthy lifestyle 4.2 Evaluate how own actions model a healthy lifestyle 4.3 Support children or young people to understand the choices they can make about their lifestyle 4.4 Support children or young people to sustain healthy lifestyle choices |

Additional Assessment Guidance

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

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

1.2 Primary health services include GP, dentist and optometrist.

2.1 Concerns may include:

- Illness;
- Injury;
- Use of illegal substances;
- Emotional distress;
- Poor lifestyle choices;
- Exploitative behaviour (either as victim or perpetrator);
- Harm or abuse;
- Changes in behavior; and
- Escalation of previously un-concerning day to day behavior.

3.1 Health needs e.g.:

- Physical;
- Mental;
- Emotional; and
- Sexual.

Unit 11: Support the rights, diversity and equality of children and young people in residential childcare

Unit number: R/506/7592

Credit: 3

GLH: 24

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the rights of children and young people</p> | <p>1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level</p> <p>1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p> <p>1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this</p> <p>1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people</p> |
| <p>2. Understand the implications of equalities legislation for children and young people in residential childcare</p> | <p>2.1 Explain how current equalities legislation affects work with children and young people in residential childcare</p> <p>2.2 Explain the effects of discrimination, stereotyping and labelling on children and young people</p> <p>2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination</p> |
| <p>3. Be able to address discriminatory practice</p> | <p>3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment</p> <p>3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice</p> <p>3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change</p> |
| <p>4. Be able to work in a culturally sensitive way</p> | <p>4.1 Describe differing cultural practices and beliefs</p> <p>4.2 Support children or young people to understand and value their cultural practices and beliefs</p> <p>4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs</p> <p>4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal |
| 5. Be able to support the right of children and young people to raise concerns and make complaints | 5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints 5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed 5.3 Support children or young people in raising concerns and making complaints 5.4 Explain how to recognise when a child or young person is expressing concern indirectly |

Additional Assessment Guidance

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

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

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

2.2 Discrimination may be at one or more of the following levels:

- Individual;
- Institutional; and
- Societal.

It may be direct or indirect and may be based on one or more attributes including:

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

4.1 Cultural means the ideas, customs and social behaviours of a particular society or community.

4.4 Cultural practices may include:

- Female genital mutilation (FGM);
- Use of corporal punishment;
- Practices arising from attitudes to disability;
- Practices arising from attitudes to gender differences;
- Practices arising from attitudes to family life; and
- Practices arising from attitudes to children and childhood

Unit 12: Participate in teams to benefit children and young people in residential childcare
 Unit number: F/506/7605
 Credit: 3
 GLH: 20
 Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand how to work as part of a team | 1.1 Explain the practices that support effective team working 1.2 Define the roles and responsibilities of different team members in own work setting 1.3 Describe ways to ensure that own responsibilities as a team member are met |
| 2. Understand the local network for children and young people’s services | 2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare 2.2 Explain how and why referrals are made between agencies |
| 3. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare | 3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare 3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews 3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person |
| 4. Be able to build working relationships with others involved in the care of children and young people | 4.1 Build and maintain working relationships with others within and beyond the work setting 4.2 Overcome barriers to partnership working 4.3 Reflect on own practice in building and maintaining working relationships 4.4 Identify where improvements can be made in own practice to support working relationships |
| 5. Be able to participate in a multi-agency team around a child or young person | 5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person 5.2 Adapt own role and working practice to take account of responsibilities as a team member 5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team |

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 5.4 Support the child or young person to understand the work of the team according to their level of understanding |
| 6. Be able to communicate with others to facilitate multi-agency working | 6.1 Use appropriate communication for different circumstances in multi-agency working 6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies 6.3 Prepare reports that meet legal requirements and are accurate, legible and concise 6.4 Use information in reports prepared by other agencies to support multi-agency working 6.5 Explain the value of using information prepared by other agencies |

Additional Assessment Guidance

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

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

Clarification on terms are given below:

People involved include:

- Colleagues;
- Organisational managers and supervisors;
- Official visitors e.g. inspectorate;
- Other visitors;
- Colleagues from other agencies and services; and
- External partners.

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

5.1 Parameters include:

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

6.1 Appropriate communication e.g.:

- Use of electronic communication aids;
- Use of pictorial and design communication aids such as Makaton;
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters;
- Effective use of the telephone;

- Preparing and delivering presentations; and
- Written communication;
 - Notes of meetings;
 - Personal records;
 - Presentations;
 - Letters;
 - Formal reports; and
 - Email.

Unit 13: Support the development of socially aware behaviour with children and young people in residential childcare

Unit number: Y/506/8193

Credit: 5

GLH: 34

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand principles for supporting the development of socially aware behaviour in children and young people</p> | <p>1.1 Summarise theories of behaviour development in children and young people</p> <p>1.2 Explain the links between positive relationships and socially aware behaviour</p> <p>1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour</p> <p>1.4 Summarise own organisation's policies and procedures to support socially aware behaviour</p> <p>1.5 Explain the importance of using own actions to model socially aware behaviour</p> |
| <p>2. Be able to support children and young people to understand their actions relating to socially aware behaviour</p> | <p>2.1 Adapt communication with a child or young person according to their level of ability and understanding</p> <p>2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them</p> <p>2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable</p> <p>2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour</p> <p>2.5 Support a child or young person to understand the consequences of their behaviour</p> <p>2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations</p> |
| <p>3. Be able to agree expectations about socially aware behaviour</p> | <p>3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour</p> <p>3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations</p> <p>3.3 Support a child or young person to agree indicators that show they are meeting expectations</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 3.4 Record agreed expectations, actions and indicators in relevant plans |
| 4. Be able to support children and young people to achieve targets and adhere to agreed expectations | 4.1 Provide consistent support to a child or young person to help them meet agreed expectations 4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations 4.3 Use activities to support a child or young person to meet agreed expectations 4.4 Feedback to the child or young person about their behaviour 4.5 Share observations about behaviour with key people and others to monitor progress 4.6 Encourage progress towards agreed expectations through positive feedback and praise 4.7 Explain why recognising and praising all observed progress towards agreed expectations is important |
| 5. Be able to respond to instances of socially unacceptable behaviour | 5.1 Access help and support where there are concerns about the behaviour of a child or young person 5.2 Use agreed interventions when a child or young person is behaving in a socially unacceptable way 5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations 5.4 Record progress towards the achievement of expectations in line with work setting requirements 5.5 Record instances of socially unacceptable behaviour in line with work settings |
| 6. Understand the use of physical intervention and restraint | 6.1 Summarise the legal context and key principles relating to physical intervention and restraint 6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting 6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort 6.4 Describe the post incident support needed for a child or young person after an instance of restraint 6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint |

Additional Assessment Guidance

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

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

Clarification on terms are given below:

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

3.1 Others may include:

- Team members; and
- Other professionals.

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

4.3 Activities should be selected to ensure they are stimulating to and achievable by the child or young person

5.2 Agreed interventions should be designed to minimise the impact of the behaviour on the child or young person and those around them.

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

6.1 Restraint is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.

Unit 14: Engage in professional development in residential childcare settings

Unit number: F/506/7782

Credit: 3

GLH: 20

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand what is required for competence in own job role in a residential childcare setting | 1.1 Explain the duties, responsibilities and boundaries of own job role 1.2 Explain expectations about own job role as expressed in relevant standards 1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting 1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work |
| 2. Be able to reflect on own practice | 2.1 Explain the cyclical process of reflection 2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided 2.3 Reflect on own practice 2.4 Reflect on how work demands have impacted on self |
| 3. Be able to evaluate own performance | 3.1 Evaluate own knowledge and understanding against relevant standards 3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace 3.3 Evaluate own performance using feedback |
| 4. Be able to engage with professional supervision to plan and review own development | 4.1 Participate in supervision in accordance with requirements in the workplace 4.2 Use supervision to review and prioritise own <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities 4.3 Use supervision to agree own professional development plan |
| 5. Be able to use reflective practice to contribute to professional development | 5.1 Use reflective practice to evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has contributed to improved ways of working |

| Learning Outcomes | Assessment Criteria |
|-------------------------|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 5.3 Record progress in relation to professional development |

Additional Assessment Guidance

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

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

1.2 Standards may include:

- Codes of practice;
- Regulations;
- Minimum standards;
- National occupational standards; and
- Professional standards.

3.2 Others may include:

- Children and young people in the work setting;
- Family members;
- Advocates;
- Supervisor, line manager or employer; and
- Other professionals.

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

Unit 15: Support children and young people in residential childcare to achieve their learning potential

Unit number: L/506/7798

Credit: 4

GLH: 30

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the context of learning for children and young people in residential childcare</p> | <p>1.1 Summarise theories about how children and young people learn</p> <p>1.2 Explain the differences between learning, learning potential and education</p> <p>1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning</p> <p>1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning</p> <p>1.5 Describe aspects of the physical environment known to be conducive to children and young people’s learning</p> |
| <p>2. Be able to engage children and young people in learning</p> | <p>2.1 Engage with children and young people to identify their interests, skills, talents and aspirations</p> <p>2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations</p> <p>2.3 Support children and young people to recognise how they can build on their interests, skills and talents</p> <p>2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them</p> <p>2.5 Manage the physical environment in ways that encourage learning</p> |
| <p>3. Understand the education system</p> | <p>3.1 Describe the legislation underpinning children and young people’s access to education</p> <p>3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare</p> <p>3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential</p> <p>3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person</p> |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 4. Be able to support children and young people to sustain engagement in learning and education | 4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education 4.2 Work with children and young people to set goals and targets for their learning 4.3 Work with children and young people to monitor progress towards their learning goals and targets 4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning 4.5 Support children and young people to sustain their engagement in learning and education |
| 5. Be able to work with children and young people to maximise learning | 5.1 Support learning activities with children and young people 5.2 Provide children and young people with positive feedback to celebrate achievement 5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life |
| 6. Understand how to work with others to support children and young people to maximise outcomes from learning | 6.1 Explain the importance of engaging family members in children and young people’s learning wherever possible 6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person’s learning and education 6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement 6.4 Describe strategies for working with the local community to create opportunities and experiences for learning |

Additional Assessment Guidance

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

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

3.3 Key professionals e.g.:

- Teachers and tutors;
- SENCOs; and
- Educational psychologists.

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

Unit 16: Assessment and planning with children and young people in residential childcare
 Unit number: A/506/7828
 Credit: 3
 GLH: 20
 Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the purpose and principles of assessment and planning with children and young people</p> | <p>1.1 Describe the purpose of assessment and planning with children and young people in residential childcare</p> <p>1.2 Explain why a child centred model of assessment and planning is used</p> <p>1.3 Explain how assessment frameworks help to ensure holistic assessment</p> <p>1.4 Explain the legal requirements for recording assessment and planning information</p> |
| <p>2. Understand how to place children and young people at the centre of assessment and planning</p> | <p>2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people</p> <p>2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people</p> <p>2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people</p> <p>2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process</p> |
| <p>3. Be able to participate in assessment and planning for children and young people</p> | <p>3.1 Explain the boundaries of own role and responsibilities within assessment and planning</p> <p>3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process</p> <p>3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred</p> <p>3.4 Work with the child or young person to agree goals and targets</p> <p>3.5 Explain how the goals and targets identified will support the achievement of positive outcomes</p> <p>3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 3.7 Confirm that the child or young person and others understand and agree to plan |
| 4. Be able to work with children and young people as a plan is implemented | 4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan 4.2 Encourage the child or young person to work towards the achievement of a plan 4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements 4.4 Record progress of a child or young person in relation to a plan |
| 5. Be able to work with children and young people to review and update plans | 5.1 Explain the importance of reviewing and updating plans 5.2 Work with the child or young person and others to review progress towards goals and targets 5.3 Identify aspects of the plan that are working well and those that need to be revised 5.4 Use outcomes of review to update plan 5.5 Agree the updated plan with the child or young person and others involved |
| 6. Be able to contribute to assessment led by other professionals | 6.1 Explain own role and the roles of others in the external assessment process 6.2 Respond to requests for information to support the assessment in line with organisational requirements 6.3 Support the child or young person to understand and contribute to external assessment |

Additional Assessment Guidance

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

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

For clarity, all the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned

2.2 Others e.g.:

- Children and young people;
- Families/Carers;
- Foster carers;
- Residential workers;
- Social workers;
- Psychologists;
- Doctors;

- Support workers;
- Police;
- Youth justice;
- Speech and language therapists; and
- Other agencies.

2.3 Methods of engagement e.g.:

- Appropriate venue/location;
- Contributions through play;
- Contributions through pictures;
- Children and young people setting ground rules;
- Written contributions; and
- Video/audio contributions

Unit 17: Understand the care system and its impact on children and young people

Unit number: H/506/7595

Credit: 3

GLH: 22

Level: 4

Unit Introduction

This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people.

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the process by which a child or young person comes into care | 1.1 Analyse factors in a child’s circumstances that can lead to them entering the care system 1.2 Summarise the legal process by which children and young people become ‘looked after’ 1.3 Explain the role of key professionals in the care system 1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare |
| 2. Understand the entitlements of children and young people in care | 2.1 Explain the legal and statutory entitlements of children and young people in care 2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them |
| 3. Understand the context of residential services for children and young people in care | 3.1 Summarise current theoretical approaches relating to residential childcare services 3.2 Summarise legislative and policy frameworks underpinning care for ‘looked after’ children and young people 3.3 Compare types of care arrangements for ‘looked after’ children and young people 3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services 3.5 Explain the aims and objectives of a residential childcare service 3.6 Describe characteristics of provision that reflect good practice |
| 4. Understand the impact of residential childcare services on children and young people | 4.1 Describe how being in care presents additional challenges for children and young people 4.2 Compare the life chances and outcomes of children and young people in residential childcare with <ul style="list-style-type: none"> • children and young people in other types of care • children and young people outside the care system |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <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 plans 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> <p>6.3 Explain the importance of ‘permanency planning’ for children and young people in care</p> |

Additional Assessment Guidance

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

1.3 Key professionals may include:

- Social workers;
- Children’s guardian (CAFCASS); and
- Legal professionals.

2.1 Entitlements will include those relating to:

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

3.1 Theoretical approaches may include:

- Social Pedagogy;
- All Systems;
- Outcome Based;
- Lifespace; and
- Solution Focused.

3.3 Types of care arrangements may include:

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

3.5 A residential childcare service should be the learner's own workplace where there is one; otherwise a service local to the learner.

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

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

4.1 Challenges may include:

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

6.1 Plans will include the following:

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

Unit 18: Understand the youth justice system as it relates to residential childcare

Unit number: J/506/7606

Credit: 3

GLH: 30

Level: 4

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand why children and young people in care are vulnerable to engagement in offending behaviour</p> | <p>1.1 Define the term ‘offending behaviour’ 1.2 Summarise theories relating to youth offending 1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour</p> |
| <p>2. Understand how to reduce the risk of criminalisation of children and young people</p> | <p>2.1 Define the term ‘criminalisation’ 2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people 2.3 Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses 2.4 Describe methods to reduce the risk of criminalising children and young people 2.5 Describe principles of the organisation’s Police Involvement Policy</p> |
| <p>3. Understand partnership working in the youth justice system</p> | <p>3.1 Outline the role of agencies involved in the youth justice system 3.2 Describe the practitioner’s role in relation to the youth justice system 3.3 Analyse assessment tools used in the youth justice system 3.4 Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system 3.5 Describe processes for informing social workers, and those with parental responsibility, of police involvement</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 4.2 Describe the sentencing process 4.3 Explain the function of Court Reports 4.4 Summarise the main disposal options for children and young people</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.5 Describe systems for supporting compliance with disposal requirements 4.6 Explain ways to minimise the high level of breaches of disposal requirements by young people in residential childcare 4.7 Describe processes for responding to breaches of disposal requirements |
| 5. Understand the experience of the secure estate | 5.1 Describe the different types of secure settings experienced by children and young people 5.2 Analyse why children and young people in secure settings are at higher risk of poor outcomes than others in residential care 5.3 Describe approaches that improve outcomes for children and young people in secure settings |
| 6. Understand how to achieve successful transfer within and out of the secure estate for children and young people | 6.1 Describe the challenges faced by children and young people who are moving within and out of the secure estate 6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate 6.3 Analyse factors for the successful resettlement of children and young people in the community |

Additional Assessment Guidance

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

1.2 Theories including:

- Pathways theory;
- Good lives model;
- Theory of Social Capital; and
- Labelling theory.

2.4 Methods include restorative approaches.

3.1 Key agencies including:

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

3.3 Assessment tools including:

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

- Common Assessment Framework.

4.4 Disposal options including:

- Pre-court measures (youth caution, youth conditional caution, final warnings and reprimands);
- Anti-Social Behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order);
- Other measures (local child curfew, gang injunctions, youth restorative disposal);
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge and drinking banning order); and
- Custodial sentences.

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

5.2 Poor outcomes include outcomes in relation to:

- Physical health and wellbeing;
- Mental health;
- Learning and educational achievement; and
- The establishment and maintenance of positive relationships with family and friends.

6.1 Within the secure estate includes transfer to adult secure settings and specialist services

Unit 19: Support young people leaving care

Unit number: R/506/7589

Credit: 6

GLH: 40

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the statutory and legal frameworks in relation to young people who are leaving care.</p> | <p>1.1 Describe the statutory and legal frameworks that apply to young people when they leave care.</p> <p>1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently.</p> <p>1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care.</p> |
| <p>2. Understand emotional responses to change.</p> | <p>2.1 Describe common emotional responses to change and uncertainty about the future.</p> |
| <p>3. Understand young people’s emotional responses about leaving care.</p> | <p>3.1 Explain why young people in residential care may have additional reasons for anxiety when they are expected to leave care to live independently.</p> <p>3.2 Explain the emotional importance of having somewhere that is ‘home’.</p> <p>3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care.</p> <p>3.4 Describe strategies to reduce anxiety for young people preparing to leave care.</p> |
| <p>4. Be able to support young people to plan their move from care.</p> | <p>4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition.</p> <p>4.2 Support young people to explore their own views, perceptions and choices about leaving care.</p> <p>4.3 Support young people to understand the potential outcomes of their choices.</p> <p>4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices.</p> <p>4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances.</p> |

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.6 Source information and support designed for young people leaving care. |
| <p>5. Be able to prepare young people for practical aspects of daily living as they leave care.</p> | <p>4.6 Source information and support designed for young people leaving care.</p> <p>5.1 Explain why practical support and advice for leaving care is a long term task.</p> <p>5.2 Support young people to access sources of information and advice on:</p> <ul style="list-style-type: none"> a. housing b. financial support c. further or higher education d. employment <p>5.3 Support young people to plan for a future income.</p> <p>5.4 Provide young people with information about how to manage personal finances.</p> <p>5.5 Provide young people with information to prepare them to manage and maintain accommodation.</p> <p>5.6 Prepare plans with young people that will assist them in maintaining their own health and well-being.</p> <p>5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet.</p> |
| <p>6. Be able to support young people with the emotional challenges of leaving care.</p> | <p>6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care.</p> <p>6.2 Communicate reassurance and confidence to the young person about their capacity to succeed.</p> <p>6.3 Support young people to plan and prepare for their future social life and relationships.</p> <p>6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them.</p> <p>6.5 Support young people to understand how resilience can help them face challenges and disappointments.</p> <p>6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care.</p> |
| <p>7. Be able to prepare young people to manage personal risks when they have moved on from care.</p> | <p>7.1 Support young people to develop skills in how to assess risks to their personal safety and well-being.</p> <p>7.2 Support young people to understand ways to minimise risks</p> <p>7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help.</p> |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>8. Understand how to provide a continued welcome in the care setting after young people have left.</p> | <p>8.1 Identify reasons why a young person may visit the care setting after they have left.</p> <p>8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left.</p> <p>8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left.</p> <p>8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting.</p> |

Additional Assessment Guidance

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

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

3.1 Additional Reasons e.g.:

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

3.4 Strategies to reduce anxiety e.g.:

- Talking through as often as needed;
- Repeated reassurance;
- Active involvement in planning;
- Introductions to key people;
- Signposting to information sources;
- Realistic pace for planning; and
- 'Taster' visits to new places.

5.2 Employment may include information and advice about:

- Finding work;
- Pursuing a career;
- Self-employment and entrepreneurial opportunities; and

- Dealing with unemployment.

5.4 Manage personal finances e.g.:

- How to budget;
- How bank accounts work;
- Avoiding/managing debt;
- Money safety;
- Avoiding financial abuse;
- Shoppers rights;
- Financial rights; and
- Where to get financial advice.

5.5 Manage and maintain accommodation e.g.:

- Where to find rented accommodation;
- Process of renting accommodation;
- Legal position of tenants/lodgers;
- Basic maintenance- changing lightbulbs etc;
- Simple DIY;
- What repairs are essential; and
- Landlord/tenant responsibilities.

5.6 Maintaining health and well-being e.g.:

- Registering with GP;
- Seeking medical advice;
- Attending medical screening as necessary;
- Registering with dentist;
- Regular dental check-ups;
- Healthy balanced diet;
- Safe use of alcohol;
- Regular exercise; and
- Rest and sleep.

7.1 Risks e.g.:

- Use of social media;
- Meeting people through the internet;
- Obtaining cash;
- Shopping online;
- Opening door to strangers;
- Purchasing on the doorstep;
- Substance use and misuse; and
- Bullying and harassment.

8.1 Reasons may include:

- Broad reasons why a young person may wish to visit the setting as home;
- The specific reason a young person chooses to visit on a given occasion (e.g. crisis or celebration); and
- Underlying reasons that may indicate difficulties with current living arrangements.

Unit 20: Understand residential childcare for children and young people with complex disabilities or conditions

Unit number: R/506/8502

Credit: 3

GLH: 27

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the nature of complex disabilities and conditions and their impact on children and young people | 1.1 Describe the causes and effects of complex disabilities and conditions 1.2 Describe the typical impacts of complex disabilities and conditions on children and young people |
| 2. Understand the impact on families of having a child with a complex disability or condition | 2.1 Describe ways in which having a child with a complex disability or condition can impact on different aspects of families' lives 2.2 Describe how and why the impact of a child's disability or condition may change over time 2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions 2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions |
| 3. Understand residential services for children and young people with complex disabilities or conditions | 3.1 Describe types of residential childcare for children and young people with complex disabilities or conditions 3.2 Describe how different types of residential childcare seek to work in partnership with families 3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families 3.4 Explain the aims and objectives of a residential childcare service and what it seeks to achieve for children or young people |
| 4. Understand principles for working with children and young people with complex disabilities or conditions | 4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions 4.2 Explain the importance of the child-led model of provision 4.3 Analyse how the social model and medical model of disability affect provision |

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.4 Describe how different cultural views of disability can impact on practice |
| 5. Understand how to support the participation of children and young people with complex disabilities or conditions | 5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living 5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting 5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services 5.4 Describe types of support used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations 5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on: <ul style="list-style-type: none"> • individual strengths and needs • building resilience |

Additional Assessment Guidance

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

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

2.1 Different aspects may include:

- Practical;
- Emotional;
- Financial;
- Social;
- Accommodation;
- Health;
- Family relationships; and
- Employment.

3.1 Types of residential childcare e.g.:

- Short break
- Shared care
- 52 week

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

5.4 Types of support e.g.:

- Communication systems;
- Technological aids;
- Advocacy; and
- Facilitated advocacy.

Unit 21: Understand support for young people with complex disabilities or conditions making the transition into adulthood

Unit number: L/506/8501

Credit: 3

GLH: 24

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the changes involved in moving from childhood into adulthood | 1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood 1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood 1.3 Explain how culture can impact on the process of moving from childhood into adulthood 1.4 Analyse how theories about change apply for a young person moving into adulthood |
| 2. Understand how having a complex disability or condition can affect the transition into adulthood | 2.1 Describe examples of how the transition into adulthood can affect young people with complex disabilities or conditions and their families 2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change |
| 3. Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood | 3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life 3.2 Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions 3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life |
| 4. Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood | 4.1 Explain factors to consider when planning support for the transition into adulthood 4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood 4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change |

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services 4.5 Explain the role of key agencies and professionals likely to be involved in the transition process 4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services 4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services |
| 5. Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk | 5.1 Describe attitudes and approaches that support young people to explore options for their future 5.2 Analyse how person-centred thinking supports young people <ul style="list-style-type: none"> • to identify their needs and aspirations • to develop a plan of support for the transition process 5.3 Explain how and why the role of families in supporting the transition process can vary 5.4 Identify ways to access resources to meet needs 5.5 Explain how risk management processes support young people making the transition into adulthood 5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them |
| 6. Understand how to use reflection to learn from the transition process | 6.1 Explain why it is important for practitioners to reflect on <ul style="list-style-type: none"> • support provided during the transition process • young people’s experience of the transition process 6.2 Describe how person-centred approaches are used with young people to review their transition plans at agreed points 6.3 Explain how young people’s records of their experiences during transition can be used to plan for their future support |

Additional Assessment Guidance

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

1.3 **Culture** includes the ideas, customs and social behaviours of a particular society or community.

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

- 2.1 **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.
- 3.2 **Legislation and local and national practice guidelines** includes current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.
- 4.5 **Key agencies and professionals:** may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens' advice etc.
- 5.1 **Options for their future:** may include accommodation, support services, paid or voluntary work, continued education and development, relationships, and social needs etc.
- 5.2 **Person-centred thinking** uses a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.
- 5.4 **Resources** may include personal budgets, conventional services and support of family and friends.
- 6.2 **Person centred approaches** - include person centred transition planning.

Unit 22: Work with the families of children and young people in residential childcare

Unit number: K/506/7596

Credit: 2

GLH: 17

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the impact on families when a child or young person is in residential childcare</p> | <p>1.1 Describe how having a child in residential childcare can impact on a family's life</p> <p>1.2 Explain how and why impacts can change over time</p> <p>1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare</p> |
| <p>2. Understand principles of working with families</p> | <p>2.1 Explain the principles of partnership working with families in own work setting</p> <p>2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives</p> <p>2.3 Describe attitudes and approaches that support positive relationships with families</p> <p>2.4 Explain the importance of regarding families as partners with expertise in the care of their child</p> <p>2.5 Describe situations with families where it may be necessary to advocate for the rights of the child</p> <p>2.6 Explain the importance of having agreed roles and responsibilities for liaising with families</p> |
| <p>3. Be able to support families to maintain their relationship with their child</p> | <p>3.1 Build relationships with families of children or young people</p> <p>3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare</p> <p>3.3 Encourage family members to maintain contact and sustain their relationship with their child</p> <p>3.4 Support family members to engage with their child in ways that support their child's well-being and resilience</p> <p>3.5 Monitor the involvement of family members in supporting their child's well-being and resilience</p> |
| <p>4. Be able to work in partnership with families</p> | <p>4.1 Work with families on specific activities in line with agreed role</p> <p>4.2 Inform families in line with agreed role about changes, challenges and successes encountered in working with their child</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------------|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | 4.3 Encourage families to share their own information about changes, challenges and successes encountered with their child 4.4 Adapt working practice with the child or young person in light of shared information using agreed processes 4.5 Supply families with additional support and information they require |

Additional Assessment Guidance

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

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

4.1 Specific activities may include:

- Assessment;
- Planning;
- Review;
- Day-to-day living; and
- Agreed contact time.

4.5 Additional support and information e.g:

- Social and emotional;
- Financial;
- Practical (e.g. learning to use sign language with the child);
- Support for trauma or inter-generational family issues;
- Information about services and availability; and
- Information about children’s and families rights.

Unit 23: Support use of medication in social care settings

Unit number: F/601/4056

Credit: 5

GLH: 40

Level: 3

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the legislative framework for the use of medication in social care settings | 1.1 Identify legislation that governs the use of medication in social care settings 1.2 Outline the legal classification system for medication 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements |
| 2. Know about common types of medication and their use | 2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribed 2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication |
| 3. Understand roles and responsibilities in the use of medication in social care settings | 3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements |
| 4. Understand techniques for administering medication | 4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication |
| 5. Be able to receive, store and dispose of medication supplies safely | 5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of un-used or unwanted medication safely |
| 6. Know how to promote the rights of the individual when managing medication | 6.1 Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> • consent • self-medication or active participation |

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| | <ul style="list-style-type: none"> dignity and privacy confidentiality 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 Describe how ethical issues that may arise over the use of medication can be addressed |
| 7. Be able to support use of medication | 7.1 Demonstrate how to access information about an individual's medication 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 Demonstrate strategies to ensure that medication is used or administered correctly 7.4 Demonstrate how to address any practical difficulties that may arise when medication is used 7.5 Demonstrate how and when to access further information or support about the use of medication |
| 8. Be able to record and report on use of medication | 8.1 Demonstrate how to record use of medication and any changes in an individual associated with it 8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working |

Additional Assessment Guidance

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

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

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

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

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

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

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

7.4 Practical difficulties may include:

- Lost medication;
- Missed medication;
- Spilt medication;
- An individual's decision not to take medication;
- Difficulty in taking medication in its prescribed form;
- Wrong medication used;
- Vomiting after taking medication;
- Adverse reaction; and
- Discrepancies in records or directions for use.

Appendix 3: Sample assessment material

Highfield has produced an assessment pack containing tracking sheets for units contained within this qualification. This is available to download from the members' area of the Highfield Qualifications website.

Unit Achievement Summary Sheet

Highfield Level 3 Diploma for Residential Childcare (England) (RQF)

Qualification Structure

This qualification has **16 mandatory units** with a choice of optional content to be selected. Learners must achieve a minimum of 61 credits for this qualification.

Mandatory Group: All units in this group must be achieved (53 credits)

| Tick box | Unit reference | Unit title | Level | GLH | Credit | Date of completion |
|--------------------------|----------------|---|-------|-----|--------|--------------------------|
| <input type="checkbox"/> | F/506/7653 | 1. Understand the development of children and young people in residential childcare | 3 | 25 | 3 | <input type="checkbox"/> |
| <input type="checkbox"/> | T/506/8363 | 2. Understand how to safeguard and protect children and young people in residential childcare | 3 | 63 | 7 | <input type="checkbox"/> |
| <input type="checkbox"/> | A/506/8364 | 3. Understand how to support children and young people who have experienced harm or abuse | 3 | 22 | 3 | <input type="checkbox"/> |
| <input type="checkbox"/> | A/506/8526 | 4. Promote effective communication and information handling in residential childcare settings | 3 | 21 | 3 | <input type="checkbox"/> |
| <input type="checkbox"/> | J/506/7587 | 5. Support risk management in residential childcare | 3 | 18 | 2 | <input type="checkbox"/> |
| <input type="checkbox"/> | L/506/7588 | 6. Support group living in residential childcare | 3 | 22 | 3 | <input type="checkbox"/> |
| <input type="checkbox"/> | A/506/7618 | 7. Understand how to support positive outcomes for children and young people in residential childcare | 3 | 20 | 2 | <input type="checkbox"/> |
| <input type="checkbox"/> | M/506/7616 | 8. Support attachment and positive relationships for children and young people in residential childcare | 3 | 27 | 4 | <input type="checkbox"/> |
| <input type="checkbox"/> | T/506/7617 | 9. Support the well-being and resilience of children and young people in residential childcare | 3 | 20 | 3 | <input type="checkbox"/> |