Unit 4222-622 Practise as a Foster Carer

Level: **3**
Credit value: **5**
UAN: **A/503/5879**

Unit aim
The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare to accommodate children or young people in their own home.
2. Be able to support children and young people to settle into the family home.
3. Be able to provide a safe home environment for children and young people accessing foster care.
4. Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care.
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care.

Guided learning hours
It is recommended that 46 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national standards
This unit is linked to CCLD 308, CCLD326 and HSC 313.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
All learning outcomes must be assessed in real work situations.

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Assessment Criteria

Outcome 1 Be able to prepare to accommodate children or young people in their own home

The learner can:

1. Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided.
2. Evaluate how the needs, background and experience of the child or young person can be accommodated within own home.
3. Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges.

Outcome 2 Be able to support children and young people to settle into the family home

The learner can:

1. Take steps to make a child or young person feel welcomed into the home.
2. Personalise the home for the child or young person.
3. Support the child or young person to understand any house rules for living in the home according to their age and stage of development.
4. Support the child or young person to express needs, wishes and feelings.

Outcome 3 Be able to provide a safe home environment for children and young people accessing foster care

The learner can:

1. Identify a range of **risks** that may be considered when providing accommodation for a child or young person.
2. Evaluate hazards and risks within the home environment.
3. Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety.

Outcome 4 Be able to support family and other key people to adjust to family life with children and young people accessing foster care

The learner can:

1. Explain the impact that emotional, social and physical demands may have on family and other key people
2. Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member.
3. Support family and other key people to balance their own needs with those of the child or young person
4. Take steps to address conflicts and disagreements as they arise
5. Develop **strategies** to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others.

Outcome 5 Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care

The learner can:

1. Implement elements of the care plan that relate to own role as part of the foster care team.
2. Work with the fostering team and **others** to support children or young people's **health and well being**
3. Demonstrate the use of organisational skills in foster carer role.

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Additional guidance

Risks could include:

- Environmental
- Behavioural
- Emotional
- Allegations

Key people - may include members of wider family, friends, carers; others with whom the family has a supportive relationship etc

Strategies could include either:

- Past, present or future strategies
- Strategies agreed with other professionals

Others could include:

- Child's family
- Own family
- Friends/ informal networks

Health and well being could include:

- Physical
- Emotional
- Psychological
- Education
- Employment
- Social