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# **City & Guilds Level 3 Diploma for Residential Childcare (England) (4340-31/81)**

**Version 4.6 (March 2025)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	1.5 Child development and wellbeing
<b>City &amp; Guilds number</b>	4340-31/81
<b>Age group approved</b>	18+
<b>Entry requirements</b>	There are no entry requirements
<b>Assessment</b>	Portfolio of evidence
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Automatic approval is available for centres offering the Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England) (4227-04)
<b>Support materials</b>	Qualification handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 3 Diploma for Residential Childcare (England)	4340-31/81	601/5268/0	460	610

Version and date	Change detail	Section
2.0 January 2015	UAN for unit 302 amended	Centre document library   City & Guilds (cityandguilds.com)
3.0 February 2015	Amend apprenticeship information	Introduction
4.0 May 2015	Deletion of text typo	Appendix 1
4.1 Sept 2017	Removal of highlighted sections	Unit 301
4.2 Nov 2017	Added TQT and GLH details	Qualification at a Glance, Structure
4.3 July 2023	Updated link to centre document library	Assessment: Recognition of Prior Learning
	Removed link to OfQual Register	Units
4.4 August 2023	Updated range AC3.3	Unit 318
4.5 March 2024	Update of Quality Assurance Statement	Centre Requirements
4.6 March 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

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# 1 Introduction

This document tells you what you need to do to deliver the qualification.

Area	Description
Who are the qualifications for?	The Level 3 Diploma for Residential Childcare (England) is specifically designed for learners wanting to work in residential care with children in a care role.
What do the qualifications cover?	The qualification covers a range of topics. Please see units for details.
What opportunities for progression are there?	<p>Learners may progress onto the Level 5 Diploma in Leadership and Management for Residential Childcare (England) (4340-51).</p> <p>New residential care workers will need to achieve the qualification within two years from employment.</p> <p>This qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.</p>
Who did we develop the qualification with?	<p>This qualification has been developed as the result of a review of the existing residential childcare qualifications and provision driven by the Secretary of State for Children and Families in light of the recent reports highlighting the shortfalls in residential childcare.</p> <p>It has been developed by the Department for Education, Skills for Care and Development and the employers in the industry.</p>
Is it part of an apprenticeship framework or initiative?	This qualification will form part of the Children and Young People's Workforce Residential Care Pathway (England) Apprenticeship available from January 2015.

## Structure

To achieve the **City & Guilds Level 3 Diploma for Residential Childcare (England)**, learners must achieve a minimum of **61** credits overall. **53** credits must be achieved from (301-316). Learners must also complete a **minimum of 3 units** from (317 – 323) to achieve a **minimum of 8 credits**.

UAN	City & Guilds unit number	Unit title	Credit value	GLH
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### Mandatory units:

Learners must achieve all **16** mandatory units.

F/506/7653	301	Understand the development of children and young people in residential childcare	3	25
T/506/8363	302	Understand how to safeguard and protect children and young people in residential childcare	7	63
A/506/8364	303	Understand how to support children and young people who have experienced harm or abuse	3	22
A/506/8526	304	Promote effective communication and information handling in residential childcare settings	3	21
J/506/7587	305	Support risk management in residential childcare	2	18
A/506/7828	306	Assessment and planning with children and young people in residential childcare	3	20
L/506/7588	307	Support group living in residential childcare	3	22
A/506/7618	308	Understand how to support positive outcomes for children and young people in residential childcare	2	20
M/506/7616	309	Support attachment and positive relationships for children and young people in residential childcare	4	27
T/506/7617	310	Support the well-being and resilience of children and young people in residential childcare	3	20

UAN	City & Guilds unit number	Unit title	Credit value	GLH
L/506/7798	311	Support children and young people in residential childcare to achieve their learning potential	4	30
D/506/7594	312	Support children and young people in residential childcare to manage their health	2	17
Y/506/8193	313	Support the development of socially aware behaviour with children and young people in residential childcare	5	34
F/506/7782	314	Engage in professional development in residential childcare settings	3	20
R/506/7592	315	Support the rights, diversity and equality of children and young people in residential childcare	3	24
F/506/7605	316	Participate in teams to benefit children and young people in residential childcare	3	20

**Optional units:**

Learners must also complete a **minimum of 3 units** from (317 – 323) to achieve a **minimum of 8 credits**.

H/506/7595	317	Understand the care system and its impact on children and young people	3	22
J/506/7606	318	Understand the youth justice system as it relates to residential childcare	3	30
K/506/8540	319	Support young people leaving care	6	40
R/506/8502	320	Understand residential childcare for children and young people with complex disabilities or conditions	3	27
L/506/8501	321	Understand support for young people with complex disabilities or conditions making the transition into adulthood	3	24

UAN	City & Guilds unit number	Unit title	Credit value	GLH
K/506/7596	322	Work with the families of children and young people in residential childcare	2	17
F/601/4056	323	Support use of medication in social care settings	5	40

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma for Residential Childcare (England)	460	610

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## 2 Centre requirements

### Approval

#### Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

#### Automatic approval

If your centre is approved to offer the Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England) (4227-04 and -93) you will be automatically approved to offer the new Level 3 Diploma for Residential Childcare (England). Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

## Resource requirements

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

### Assessor requirements

The Assessors of competence based units must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/33 or A1 or be working towards A1 OR be working towards the A1 replacements e.g. the City & Guilds 6317 such as:
- the Level 3 Award in Assessing Competence in the Work Environment or
- the Level 3 Certificate in Assessing Vocational Achievement or
- another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's Qualification Consultant.

Assessors of competence based units may also make assessment decisions on knowledge based units and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.

- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 or be working towards one of the following:
- the A1 replacement qualifications i.e. the City & Guilds 6317 such as
- Level 3 Award in Assessing Vocational Competence or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Certificate in Assessing Vocational Achievement or
- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

### **Internal quality assurers**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal verification qualification.

These include:

- D34 or V1
- the V1 replacements e.g. the City & Guilds 6317 such as the:
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance

### **Expert witness**

An expert witness must:

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

The use of an expert witness testimony should be determined and agreed by the assessor.

### **Assessment decisions**

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

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

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

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

See - Skills for Care and Development Assessment Principles

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [\*\*What is CASS?\*\*](#) and [\*\*Quality Assurance Standards\*\*](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## Age restrictions

The City & Guilds Level 3 Diploma for Residential Childcare (England) is not approved for learners under 18 years of age. City & Guilds cannot accept any registrations for learners below this age group.

## Other legal considerations

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.

## Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the [City & Guilds website](#)

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification(
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

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## 4 Assessment

### Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit.

#### Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. The learner must be working with a minimum of two service users in order to complete this qualification. The qualification/units need to be assessed in line with the Skills for Care and Development Assessment Principles.

#### Competence based units

There will be a combination of assessment methods for this qualification. Direct observation of learners' performance by a qualified occupationally competent assessor, and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence for this qualification.

#### Knowledge based units

Knowledge based units can be assessed in line with this qualification's assessment methods, eg centre devised/internally verified assignments, professional discussion and projects.

#### Range

Within the competence and knowledge-based units, keywords or phrases within the assessment criteria are highlighted in bold to reflect the range. This enables tutors/assessors to teach the areas listed in the range.

## Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

### External verification

This qualification is internally assessed, internally quality assured and externally verified. Assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identifies areas of best practice and areas for development or risk for each centre.

### Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses can provide testimony for the occupationally specific units.

### Additional assessment method or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the learner's practice for each unit:

Expert witnesses	Expert witnesses may observe learner practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.
Work products	Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
Professional discussion	Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
Learner/reflective accounts	Learner/reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.

Questions	Questions asked by assessors and answered by learners can be used to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
Witness testimonies	Witness testimonies should come from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it and confidentiality is maintained at all times.
Projects/Assignments	Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence can also be obtained from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used (see section on Recognition of Prior Learning).
Case studies	Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of performance competence. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records.

## Evidence requirements

### Competence evidence requirements

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of a range of occupationally competent assessors and/or 'experts' who are able to contribute to a learner's assessment, will be of considerable assistance to centres in providing learners with access to those who can testify to their competence in the workplace. It may also ensure that privacy and confidentiality are not infringed.

Evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out real work activities in the workplace. Assessor observation is not required for the knowledge units although knowledge can be inferred from performance.

The unit qualified and occupationally competent assessor or the learner's overall qualification coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in a learners' portfolios.

Legal requirements and best practice in relation to maintaining the confidentiality and the rights to dignity and privacy of the people participating and contributing to the evidence must be upheld. This is regardless of the evidence source, assessment method and means used for recording such evidence.

### **Knowledge evidence requirements**

If the assessor cannot positively infer the knowledge and understanding from learners' work practice they should question the learner or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers on the focus and outcomes of professional discussion. Centre-designed assignments may also be used and must comply with the City & Guilds centre assessment guidance criteria as provided (document Assessor Guidance, available on [www.cityandguilds.com](http://www.cityandguilds.com))

Professional discussion, where used, must be conducted with learners by a qualified occupationally knowledgeable assessor. Professional discussion is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor could use professional discussion to ask a set of prescribed knowledge questions if required.

### **Portfolio of evidence**

Candidate and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

### **Evidence sources**

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

## **Time constraints**

Qualification registration is valid for 44 months.

## **Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. The definition of RPL is quite specific and relates to assessment leading to the award of credit.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification. An individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - e.g. certificates, witness testimonies etc. will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessment staff work through Learning Outcomes and Assessment Criteria ensuring that all are covered, using relevant methods for RPL such as: expert witness testimony, reflective accounts, professional discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the Level 3 Diploma for Residential Childcare (England)
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence-based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of learners’ work roles. If the context was different, assessors will need to satisfy themselves of learners’ ability to transfer the learning gained into the current setting.

The City & Guilds policy on RPL can be found at: **[Centre document library | City & Guilds \(cityandguilds.com\)](#)**

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number (UAN)
- level
- credit value
- guided learning hours
- relationship to NOS, other qualifications and frameworks
- assessment requirements
- unit aim
- learning outcomes
- assessment criteria
- range
- supporting information

### Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 301

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

<b>UAN:</b>	F/506/7653
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people
<b>Relationship to NOS:</b>	SCDCCLD0303
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the expected pattern of development for children and young people from birth to 19 years

### Assessment criteria

The learner can:

AC1.1 Explain the sequence and rate of each **aspect of development** from birth to 19 years

AC1.2 Explain the difference between sequence of development and rate of development

AC1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours

---

### Range

AC1.1 **Aspects of development** includes:

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

- Moral
- 

## Learning outcome

The learner will:

LO2 Understand the factors that influence children and young people's development and how these affect practice

## Assessment criteria

The learner can:

AC2.1 Explain how children and young people's development is influenced by **personal factors**

AC2.2 Explain how children and young people's development is influenced by **external factors**

AC2.3 Explain how **theories of development** and **frameworks to support development** influence practice in a residential childcare setting

---

## Range

AC2.1 **Personal factors** includes:

- Health status
- Disability
- Sensory impairment
- Learning difficulties

AC2.2 **External factors** includes:

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

AC2.3 **Theories of development** includes:

- Cognitive (eg Piaget)
- Psychoanalytic (eg Freud)
- Humanist (eg Maslow)
- Social Learning (eg Bandura)
- Operant conditioning (eg Skinner)
- Behaviourist (eg Watson)

AC2.3 **Frameworks to support development:**

- Social pedagogy
- 

## Learning outcome

The learner will:

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LO3 Understand the cycle of monitoring, assessment and intervention for children and young people's development

### Assessment criteria

The learner can:

- AC3.1 Explain how to monitor children and young people's development using different **methods**
  - AC3.2 Explain the importance of observation within the monitoring and assessment process
  - AC3.3 Explain how **interventions** can promote positive outcomes for children and young people where development is not following the expected pattern
  - AC3.4 Explain how multi agency teams work together to address a child or young person's development needs
  - AC3.5 Describe ways to ensure that day to day activities support the development of children and young people
- 

### Range

AC3.1 **Methods** of assessing development include:

- Assessment Framework(s)
- Observation
- Standard measurements
- Information from carers and colleagues
- Listening to the child or young person's own account of their development

AC3.3 **Interventions** include:

- social worker
  - speech and language therapist
  - psychologist
  - psychiatrist
  - youth justice
  - physiotherapist
  - nurse specialist
  - additional learning support
  - assistive technology
  - health visitor
- 

### Learning outcome

The learner will:

LO4 Understand the importance of early intervention to support development needs of children and young people

### Assessment criteria

The learner can:

- AC4.1 Explain the importance of early identification of development issues
  - AC4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders
-

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## Learning outcome

The learner will:

LO5 Understand the effects of transitions on children and young people's development

## Assessment criteria

The learner can:

AC5.1 Explain how **times of transition** can affect children and young people's development

AC5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

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## Range

AC5.1 **Times of transition** include:

- Emotional, affected by personal experience eg bereavement, entering/leaving care
- physical, eg 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 eg puberty, long term medical conditions
- Intellectual eg moving from pre-school to primary to post primary.

## **Unit 301**

# **Understand the development of children and young people in residential childcare**

## **Supporting information**

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 302

## Understand how to safeguard and protect children and young people in residential childcare

<b>UAN:</b>	T/506/8363
<b>Unit level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	63
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to safeguard and protect children and young people in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0034
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the context of safeguarding and protection of children and young people

### Assessment criteria

The learner can:

AC1.1 Define the term safeguarding in relation to children and young people

AC1.2 Explain how child protection relates to safeguarding

AC1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people

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### Learning outcome

The learner will:

LO2 Understand policies and practices for the protection of children and young people and the adults who work with them

## Assessment criteria

The learner can:

- AC2.1 Explain why it is important to ensure children and young people are protected from harm and abuse
  - AC2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice
  - AC2.3 Identify **policies and procedures** that are in place to protect children and young people and the adults who work with them
  - AC2.4 Analyse **how working practices** with children and young people reflect national and local guidelines, policies and procedures for safeguarding
  - AC2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse
  - AC2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse
  - AC2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed
- 

## Range

AC2.3 **Policies and procedures** for safe working, eg 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
- Child sexual exploitation

AC2.4 **Working practices**, eg:

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

## Learning outcome

The learner will:

- LO3 Understand the nature of abuse that can affect children and young people in residential childcare

## Assessment criteria

The learner can:

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- AC3.1 Describe **types of abuse** that a child or young person may experience
- AC3.2 Describe signs and indicators associated with each type of abuse
- AC3.3 Describe factors which increase the vulnerability of children and young people in residential childcare
- AC3.4 Summarise common myths about people who harm and abuse children and young people
- AC3.5 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
- 

## Range

AC3.1 **Types of abuse** may be:

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

AC3.5 **Perpetrators and their behaviours** eg:

- 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
  - Targeting boys and young men (in relation to sexual abuse)
- 

## Learning outcome

The learner will:

LO4 Understand how to address concerns about abuse

## Assessment criteria

The learner can:

- AC4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected
- AC4.2 Explain the importance of early identification of abuse
- AC4.3 Explain why warning signs may be mis-interpreted or ignored
- AC4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited
- AC4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited
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## Learning outcome

The learner will:

LO5 Understand policies, procedures and practices to address bullying

## Assessment criteria

The learner can:

AC5.1 Explain the effects of different types of **bullying** on children and young people

AC5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying

AC5.3 Explain why policies and procedures regarding bullying are necessary

AC5.4 Explain how to support a child or young person when bullying is suspected or alleged

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## Range

### AC5.1 Bullying

- 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
  - 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.
- 

## Learning outcome

The learner will:

LO6 Understand principles for e-safety

## Assessment criteria

The learner can:

AC6.1 Explain the risks and possible consequences for children and young people from

- a) social networking
- b) internet use
- c) buying and selling online
- d) electronic communication devices

AC6.2 Describe ways of reducing risk to children and young people from:

- a) social networking
  - b) internet use
  - c) buying and selling online
  - d) electronic communication devices
- 

## Learning outcome

The learner will:

LO7 Understand how to minimise risk of harm to a child or young person who goes missing from care

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## Assessment criteria

The learner can:

AC7.1 Describe the risks to a child or young person who goes missing from care

AC7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing

AC7.3 Explain the importance of prompt and persistent action when a child or young person goes missing

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## Learning outcome

The learner will:

LO8 Understand child sexual exploitation

## Assessment criteria

The learner can:

AC8.1 Define child sexual exploitation and its relationship to human trafficking

AC8.2 Describe how child sexual exploitation differs from non-abusive sexual activity

AC8.3 Outline different patterns of child sexual exploitation in relation to

a) Gangs

b) Groups

c) Solo perpetrators

AC8.4 Describe typical behaviour patterns of those who sexually exploit children and young people

AC8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation

AC8.6 Explain the role of **key partners** in protecting children and young people from sexual exploitation

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## Range

AC8.6 **Key partners** includes:

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

## Learning outcome

The learner will:

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LO9 Understand the concept of multi-agency working to safeguard children and young people

### Assessment criteria

The learner can:

AC9.1 Explain what is meant by multi-agency working in the context of safeguarding

AC9.2 Identify **multi agency forums** which coordinate the safeguarding of children and young people locally

AC9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where

- a) harm or abuse is suspected or disclosed
- b) a child or young person has been abused or harmed
- c) a child or young person has gone missing from care

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### Range

AC9.2 **Multi agency forums** eg

- Local Safeguarding Children's Boards
- Multi Agency Safeguarding Hubs

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### Learning outcome

The learner will:

LO10 Understand how to empower children and young people to develop strategies to protect their own safety and well being

### Assessment criteria

The learner can:

AC10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem

AC10.2 Describe ways to work with children and young people to enable them to develop protective strategies

AC10.3 Describe ways of empowering children and young people to make informed choices that support their safety

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### Learning outcome

The learner will:

LO11 Understand process and procedures when there are concerns about practice

### Assessment criteria

The learner can:

AC11.1 Explain how to report concerns about practice in the work setting

AC11.2 Describe ways in which whistle blowers are protected in the work setting

AC11.3 Explain why those whose practice is being questioned are also protected and how this is achieved

AC11.4 Explain the process of escalating concerns about practice if they are not being addressed

## **Unit 302**

# **Understand how to safeguard and protect children and young people in residential childcare**

## Supporting information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 303

# Understand how to support children and young people who have experienced harm or abuse

<b>UAN:</b>	A/506/8364
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to support children and young people who have experienced harm or abuse
<b>Relationship to NOS:</b>	SCDHSC0325
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

LO1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse

### Assessment criteria

The learner can:

AC1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced **harm or abuse**

AC1.2 Explain the roles and responsibilities of **others** with regard to children or young people who have experienced harm or abuse

AC1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

### Range

AC1.1 **Harm or abuse** may be:

- Physical
- Emotional
- Sexual
- Financial

- Bullying
- Self harm
- Neglect
- Exploitation by gangs, groups or solo perpetrators

AC1.2 **Others** may include

- Team members
- Families or carers
- Advocates
- Social workers
- Others in the local network for safeguarding and protection

## Learning outcome

The learner will:

LO2 Understand how to support children and young people who disclose harm or abuse

## Assessment criteria

The learner can:

AC2.1 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

AC2.2 Explain how to avoid **actions** or statements that could adversely affect the use of evidence in future investigations or in court

AC2.3 Explain the importance of supporting a child or young person to understand:

- a) with whom the information they disclose will be shared
- b) the reasons for sharing information they disclose

AC2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced

AC2.5 Explain why it is important to respond calmly to disclosures of harm or abuse

AC2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed

AC2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner

## Range

AC2.2 **Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information.

## Learning outcome

The learner will:

LO3 Understand how to support children or young people who have experienced harm or abuse

## Assessment criteria

The learner can:

AC3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse

AC3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse

- AC3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced
- AC3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse
- AC3.5 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
- 

### Learning outcome

The learner will:

- LO4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse

### Assessment criteria

The learner can:

- AC4.1 Explain circumstances when restrictions need to be imposed on the involvement of **key people** following harm or abuse
- AC4.2 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
- 

### Range

- AC4.1 **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
- 

### Learning outcome

The learner will:

- LO5 Understand how to address the practitioners support needs in relation to harm or abuse

### Assessment criteria

The learner can:

- AC5.1 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
- AC5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse
-

## **Unit 303**

# **Understand how to support children and young people who have experienced harm or abuse**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 304

## Promote effective communication and information handling in residential childcare settings

<b>UAN:</b>	A/506/8526
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit provides the knowledge and skills required to promote effective communication and information handling in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0031
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand effective communication in the work setting

### Assessment criteria

The learner can:

AC1.1 Explain the reasons why people communicate

AC1.2 Describe factors to consider for effective communication

AC1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication

AC1.4 Explain how communication affects relationships and effective practice in own work

---

### Learning outcome

The learner will:

LO2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people

### Assessment criteria

The learner can:

- AC2.1 Establish the communication and language needs, wishes and preferences of a child or young person
- AC2.2 Use **communication methods and aids** to meet the individual needs of children or young people
- AC2.3 Explain how children and young people use communication methods in different ways
- AC2.4 Respond to children or young people's reactions while communicating with them
- 

## Range

AC2.2 **Communication methods and aids** may include:

- Verbal
  - Non-verbal
  - Sign
  - Pictorial
  - Written
  - Electronic/technological
  - Assisted
- 

## Learning outcome

The learner will:

LO3 Be able to reduce barriers to communication in residential childcare settings

## Assessment criteria

The learner can:

AC3.1 Describe barriers to communication and their impact

AC3.2 Reduce barriers to communication

AC3.3 Adapt communication to resolve misunderstandings

AC3.4 Explain how to access support or **services** to enable a child or young person to communicate effectively

---

## Range

AC3.4 **Services** may include:

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

## Learning outcome

The learner will:

LO4 Be able to use communication skills to de-escalate situations of tension or conflict

## Assessment criteria

The learner can:

AC4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict

---

AC4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict

---

### **Learning outcome**

The learner will:

LO5 Understand principles and practices relating to confidentiality in own work

### **Assessment criteria**

The learner can:

AC5.1 Explain the term 'confidentiality'

AC5.2 Explain the conflict between maintaining confidentiality and disclosing concerns

AC5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure

---

### **Learning outcome**

The learner will:

LO6 Be able to implement organisational processes and procedures for recording, storing and sharing information

### **Assessment criteria**

The learner can:

AC6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information

AC6.2 Apply confidentiality in day to day communication, in line with policies and procedures

AC6.3 Maintain data in line with policies and procedures that underpin integrated and multi-agency working

## **Unit 304**

# **Promote effective communication and information handling in residential childcare settings**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 305

## Support risk management in residential childcare

<b>UAN:</b>	J/506/7587
<b>Unit level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support risk management in residential childcare
<b>Relationship to NOS:</b>	SCDHSC 0032
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

- LO1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people

### Assessment criteria

The learner can:

- AC1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people
- AC1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting
- AC1.3 Explain how health and safety is monitored and maintained in the work setting
- AC1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely

---

### Learning outcome

The learner will:

- LO2 Be able to support children and young people to manage risk

### Assessment criteria

The learner can:

- AC2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life
- AC2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion
- AC2.3 Work with children or young people and **others** to establish shared agreement on how to manage risks
- AC2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development
- AC2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being
- 

## Range

AC2.3 **Others** including

- Colleagues
  - Visitors
  - Families and carers
- 

## Learning outcome

The learner will:

LO3 Be able to manage risks to health, safety and security

## Assessment criteria

The learner can:

- AC3.1 Describe **factors** to consider to ensure the living environment is healthy and safe
- AC3.2 Undertake health and safety risk assessments
- AC3.3 Use the recommendations of risk assessments to manage **hazards**
- a) within the work setting
  - b) in off site visits
- AC3.4 Explain how health and safety risk assessments are monitored and reviewed
- 

## Range

AC3.1 **Factors** eg:

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

AC3.3 **Hazards** eg:

- Physical
  - Security
  - Fire
  - Food safety
  - Personal safety
-

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## Learning outcome

The learner will:

LO4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits

## Assessment criteria

The learner can:

AC4.1 Explain the policies and procedures to follow in response to

- a) **accidents**
- b) incidents
- c) injuries
- d) **illness**
- e) other **emergencies**

AC4.2 Describe the procedures for recording and reporting

- a) accidents
- b) incidents
- c) injuries
- d) illness
- e) other emergencies

---

## Range

AC4.1 **Accidents** involving children, young people or adults

AC4.1 **Illness** including recognition of signs such as fever, rashes or unconsciousness

AC4.1 **Emergencies** such as fire, missing children or young people, evacuation of premises.

## **Unit 305**

# **Support risk management in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 306

## Assessment and planning with children and young people in residential childcare

<b>UAN</b>	A/506/7828
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge and skills required to carry out assessment and planning with children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC0036
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

- LO1 Understand the purpose and principles of assessment and planning with children and young people

### Assessment criteria

The learner can:

- AC1.1 Describe the purpose of assessment and planning with children and young people in residential childcare
- AC1.2 Explain why a child centred model of assessment and planning is used
- AC1.3 Explain how assessment frameworks help to ensure holistic assessment
- AC1.4 Explain the legal requirements for recording assessment and planning information

---

### Learning outcome

The learner will:

- LO2 Understand how to place children and young people at the centre of assessment and planning

## Assessment criteria

The learner can:

- AC2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people
  - AC2.2 Explain the importance of working with **others** when assessing and planning for the needs of children and young people
  - AC2.3 Describe how to use **methods of engagement** to ensure the child is central when assessing and planning with children and young people
  - AC2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process
- 

## Range

AC2.2 **Others** eg:

- Children and young people
- Families/Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

AC2.3 **Methods of engagement** eg:

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

## Learning outcome

The learner will:

- LO3 Be able to participate in assessment and planning for children and young people

## Assessment criteria

The learner can:

- AC3.1 Explain the boundaries of own role and responsibilities within assessment and planning
  - AC3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process
  - AC3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred
  - AC3.4 Work with the child or young person to agree goals and targets
-

AC3.5 Explain how the goals and targets identified will support the achievement of positive outcomes

AC3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes

AC3.7 Confirm that the child or young person and others understand and agree to the plan

---

### **Learning outcome**

The learner will:

LO4 Be able to work with children and young people as a plan is implemented

### **Assessment criteria**

The learner can:

AC4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan

AC4.2 Encourage the child or young person to work towards the achievement of a plan

AC4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements

AC4.4 Record progress of a child or young person in relation to a plan

---

### **Learning outcome**

The learner will:

LO5 Be able to work with children and young people to review and update plans

### **Assessment criteria**

The learner can:

AC5.1 Explain the importance of reviewing and updating plans

AC5.2 Work with the child or young person and others to review progress towards goals and targets

AC5.3 Identify aspects of the plan that are working well and those that need to be revised

AC5.4 Use outcomes of review to update plan

AC5.5 Agree the updated plan with the child or young person and others involved

---

### **Learning outcome**

The learner will:

LO6 Be able to contribute to assessment led by other professionals

### **Assessment criteria**

The learner can:

AC6.1 Explain own role and the roles of others in the external assessment process

AC6.2 Respond to requests for information to support the assessment in line with organisational requirements

AC6.3 Support the child or young person to understand and contribute to external assessment

---

## **Unit 306**

# **Assessment and planning with children and young people in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 307

## Support group living in residential childcare

<b>UAN:</b>	L/506/7588
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support group living in residential childcare
<b>Relationship to NOS:</b>	SCDHSC0323
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

LO1 Understand theories that underpin work with children and young people in group living

### Assessment criteria

The learner can:

AC1.1 Summarise theories about groups as they relate to group living with children and young people

AC1.2 Summarise theories about how the physical environment can support well-being in a group setting

---

### Learning outcome

The learner will:

LO2 Be able to support children and young people to live together as a group

### Assessment criteria

The learner can:

AC2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living

AC2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group

AC2.3 Support children or young people to resolve conflict and disagreements

- AC2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them
- AC2.5 Work with children or young people to maintain the physical environment in ways that support well-being
- 

### Learning outcome

The learner will:

LO3 Be able to plan with children and young people activities for sharing a living space

### Assessment criteria

The learner can:

- AC3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations
- AC3.2 Explain how planning daily living activities as a group links to individual **plans** for children and young people
- AC3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space
- 

### Range

AC3.2 **Plans** may include

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

### Learning outcome

The learner will:

LO4 Be able to support children and young people to develop relationships through daily living activities

### Assessment criteria

The learner can:

- AC4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities
- AC4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities
- AC4.3 Support children and young people to maintain positive relationships with **others** through shared activities
- 

### Range

AC4.3 **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
  - Others in the wider community
- 

### **Learning outcome**

The learner will:

LO5 Be able to support continuous improvement in group living arrangements

### **Assessment criteria**

The learner can:

AC5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living

AC5.2 Work with children and young people to evaluate activities and agreements for group living

AC5.3 Propose improvements to group living arrangements and practices using reflections and evaluations

## **Unit 307**

## **Support group living in residential childcare**

### Supporting Information

#### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 308

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

<b>UAN:</b>	A/506/7618
<b>Unit level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to support positive outcomes for children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC0303
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

LO1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

### Assessment criteria

The learner can:

AC1.1 Explain the impact of poverty on outcomes and life chances for children and young people

AC1.2 Identify the impacts of **social and cultural factors** on the lives of children and young people

AC1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances

### Range

AC1.2 **Social and cultural factors** eg:

- Being in the care system
- Housing and community
- Educational environment
- Offending or anti social behaviour

- 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
  - Marginalisation and exclusion
- 

## Learning outcome

The learner will:

LO2 Understand how those working with children and young people can support positive outcomes

## Assessment criteria

The learner can:

- AC2.1 Identify **positive outcomes** for children and young people that residential childcare services aim to achieve
  - AC2.2 Explain the importance of active participation of children and young people in decisions affecting their lives
  - AC2.3 Explain the importance of designing services around the needs of children and young people
  - AC2.4 Explain how to support children and young people to make personal choices according to their needs and abilities
  - AC2.5 Explain how social pedagogy aims to support positive outcomes for children and young people
  - AC2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
- 

## Range

AC2.1 **Positive outcomes** for children and young people will include those relating to:

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

## Learning outcome

The learner will:

LO3 Understand how disability can impact on positive outcomes and life chances for children and young people

## Assessment criteria

The learner can:

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- AC3.1 Explain the impact **disability** can have on positive outcomes and life chances of children and young people
- AC3.2 Explain the importance of positive attitudes towards disability
- AC3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes
- AC3.4 Describe **support** available for children and young people with disabilities
- 

## Range

AC3.1 **Disability** in this context can include a wide range of conditions, difficulties and impairments eg:

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

AC3.4 **Support** eg:

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

## **Unit 308**

# **Understand how to support positive outcomes for children and young people in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 309

# Support attachment and positive relationships for children and young people in residential childcare

<b>UAN:</b>	M/506/7616
<b>Unit level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	27
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support children and young people in residential childcare to develop attachment and form positive relationships
<b>Relationship to NOS:</b>	SCDHSC0311
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

LO1 Understand the importance of positive attachments for the well-being of children and young people

### Assessment criteria

The learner can:

AC1.1 Summarise theories of attachment

AC1.2 Explain why **positive attachments** are important for children and young people

AC1.3 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

### Range

AC1.2 **Positive attachments** include primary and secondary attachments

AC1.3 **Impacts** may include:

- Physiological
- Psychological
- Emotional
- Relational

- Behavioural
- 

### Learning outcome

The learner will:

LO2 Understand how to support positive attachments for children or young people in residential childcare

### Assessment criteria

The learner can:

AC2.1 Analyse **factors** in the life of a child or young person which can present barriers to forming positive attachments

AC2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments

AC2.3 Explain the connection between positive attachments and positive relationships

AC2.4 Explain how attachment impacts on own role

AC2.5 Describe strategies for supporting children and young people to form positive attachments

---

### Range

AC2.1 **Factors** eg:

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

### Learning outcome

The learner will:

LO3 Understand how to support positive relationships for children and young people in residential childcare

### Assessment criteria

The learner can:

AC3.1 Describe features of positive relationships for children and young people

AC3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships

AC3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties

AC3.4 Describe ways to support children and young people to develop positive relationships with their peers

---

### Learning outcome

The learner will:

LO4 Be able to develop positive relationships with children and young people

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## Assessment criteria

The learner can:

AC4.1 Engage with children or young people to develop positive relationships

AC4.2 Build a connection with children or young people, using a range of **skills, methods and approaches** to develop positive relationships with them

AC4.3 Maintain professional boundaries in relationships with children and young people in residential childcare

---

## Range

AC4.2 **Skills, methods and approaches** eg:

- 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
  - Recognising and responding appropriately to the power base underpinning relationships
- 

## Learning outcome

The learner will:

LO5 Be able to address concerns about attachments and relationships of children and young people

## Assessment criteria

The learner can:

AC5.1 Seek advice and support from **others** when concerned about the relationships and attachment behaviour of a child or young person

AC5.2 Implement **agreed strategies** with a child or young person to promote positive attachments and relationships

---

## Range

AC5.1 **Others** may include:

- Carers and family members
- Colleagues
- Professionals from other agencies eg teachers, specialist therapists, social workers

AC5.2 **Agreed strategies** are strategies agreed with other professionals (social workers, psychologists, etc)

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## **Learning outcome**

The learner will:

LO6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people

## **Assessment criteria**

The learner can:

AC6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships

AC6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people

AC6.3 Use reflection to inform improvements in own practice

## **Unit 309**

# **Support attachment and positive relationships for children and young people in residential childcare**

## **Supporting Information**

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 310

# Support the well-being and resilience of children and young people in residential childcare

<b>UAN:</b>	T/506/7617
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support the well-being and resilience of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC0312
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the well-being and resilience of children and young people

### Assessment criteria

The learner can:

AC1.1 Explain **factors that impact on the well-being** of children and young people

AC1.2 Explain why it is important for children and young people to develop resilience

AC1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting

AC1.4 Describe ways of working with **key people** to enable them to support well-being and resilience in children and young people

---

### Range

AC1.1 **Factors that impact on well-being:**

- Attachment
- Relationships
- Emotional security
- Opportunities for fun and enjoyment

- Early experiences
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed

AC1.4 **Key people** may include:

- Carers
- Family
- Friends
- Others who are important to the individual

## Learning outcome

The learner will:

LO2 Be able to support the development of children and young people's social and emotional identity and self esteem

## Assessment criteria

The learner can:

AC2.1 Explain why **social and emotional identity** are important to the well-being and resilience of children and young people

AC2.2 Use a range of **methods** to encourage children or young people to be confident in their social and emotional identity

AC2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests

AC2.4 Support children or young people to recognise and value their own abilities, talents and achievements

AC2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem

## Range

AC2.1 **Social and emotional identity:**

- Culture
- Ethnicity
- Sexual orientation
- Faith
- Talents and abilities
- Self image (including body size, shape and other physical attributes)
- Community
- Life story work

AC2.2 **Methods** eg:

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

---

## Learning outcome

The learner will:

LO3 Be able to support children and young people to develop a positive outlook on their lives

## Assessment criteria

The learner can:

AC3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives

AC3.2 Support children or young people to respond positively to challenges and disappointments

AC3.3 Support children or young people to express their feelings, views and hopes

AC3.4 Use own actions and interactions to reflect a positive outlook for children or young people

---

## Learning outcome

The learner will:

LO4 Be able to recognise and respond to signs of distress in children and young people

## Assessment criteria

The learner can:

AC4.1 Explain why children and young people may communicate distress through behaviour rather than verbally

AC4.2 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

AC4.3 Describe **types of behaviour** that may indicate distress or are likely to compromise a child or young person's wellbeing

AC4.4 Take action to report, address and record concerns following agreed procedures

AC4.5 Support children or young people to consider choices for positive change in their lives

---

## Range

AC4.3 **Types of behaviour** eg:

- 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)
- Changes in the nature, frequency or intensity of behaviours.

## **Unit 310**

# **Support the well-being and resilience of children and young people in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development 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.

## Unit 311

## Support children and young people in residential childcare to achieve their learning potential

<b>UAN:</b>	L/506/7798
<b>Unit level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support children and young people in residential childcare to achieve their learning potential
<b>Relationship to NOS:</b>	SCDHSC0039
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the context of learning for children and young people in residential childcare

### Assessment criteria

The learner can:

AC1.1 Summarise theories about how children and young people learn

AC1.2 Explain the differences between learning, learning potential and education

AC1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning

AC1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning

AC1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning

---

### Learning outcome

The learner will:

LO2 Be able to engage children and young people in learning

## Assessment criteria

The learner can:

- AC2.1 Engage with children and young people to identify their interests, skills, talents and aspirations
  - AC2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations
  - AC2.3 Support children and young people to recognise how they can build on their interests, skills and talents
  - AC2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them
  - AC2.5 Manage the physical environment in ways that encourage learning
- 

## Learning outcome

The learner will:

- LO3 Understand the education system

## Assessment criteria

The learner can:

- AC3.1 Describe the legislation underpinning children and young people's access to education
  - AC3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare
  - AC3.3 Describe how the roles of **key professionals** in the education system support children and young people to achieve their learning potential
  - AC3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person
- 

## Range

AC3.3 **Key professionals** eg:

- Teachers and tutors
  - SENCOs
  - Educational psychologists
- 

## Learning outcome

The learner will:

- LO4 Be able to support children and young people to sustain engagement in learning and education

## Assessment criteria

The learner can:

- AC4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education
  - AC4.2 Work with children and young people to set goals and targets for their learning
  - AC4.3 Work with children and young people to monitor progress towards their learning goals and targets
  - AC4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning
-

AC4.5 Support children and young people to sustain their **engagement in learning and education**

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### **Range**

AC4.5 **Engagement in learning and education** may include attendance at school or college but is not confined to this.

---

### **Learning outcome**

The learner will:

LO5 Be able to work with children and young people to maximise learning

### **Assessment criteria**

The learner can:

AC5.1 Support learning activities with children and young people

AC5.2 Provide children and young people with positive feedback to celebrate achievement

AC5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life.

---

### **Learning outcome**

The learner will:

LO6 Understand how to work with others to support children and young people to maximise outcomes from learning

### **Assessment criteria**

The learner can:

AC6.1 Explain the importance of engaging family members in children and young people's learning wherever possible

AC6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education

AC6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement

AC6.4 Describe strategies for working with the local community to create opportunities and experiences for learning.

---

## **Unit 311**

# **Support children and young people in residential childcare to achieve their learning potential**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 312

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

<b>UAN:</b>	D/506/7594
<b>Unit level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support children and young people in residential childcare to manage their health
<b>Relationship to NOS:</b>	SCDHSC0313
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

LO1 Understand health service provision in relation to children and young people in residential childcare

### Assessment criteria

The learner can:

AC1.1 Describe the range and function of health agencies and services available locally

AC1.2 Explain the impact on a child or young person if they are not able to register with **primary health services**

AC1.3 Describe factors that may jeopardise access to health services for children and young people

AC1.4 Describe ways to help children and young people overcome barriers to accessing health service provision

---

### Range

AC1.2 **Primary health services:** GP, dentist, optometrist.

---

## Learning outcome

The learner will:

LO2 Be able to address concerns about the health of children and young people

## Assessment criteria

The learner can:

AC2.1 Assess **concerns** about the health of children or young people to decide what action is necessary

AC2.2 Take action to address concerns following agreed procedures

AC2.3 Record and report concerns following agreed procedures

AC2.4 Seek support where concerns are beyond own experience, competence or job role

---

## Range

AC2.1 **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 behaviour
  - Escalation of previously un-concerning day to day behaviour
- 

## Learning outcome

The learner will:

LO3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding

## Assessment criteria

The learner can:

AC3.1 Support children or young people to recognise their own **health needs**

AC3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments

AC3.3 Support children or young people to access health services and complete recommended treatments

AC3.4 Support children or young people who manage their own medication or treatment to do this safely

---

## Range

AC3.1 **Health needs** eg:

- Physical
  - Mental
-

- Emotional
  - Sexual
- 

### **Learning outcome**

The learner will:

LO4 Be able to support children and young people to make healthy lifestyle choices

### **Assessment criteria**

The learner can:

AC4.1 Describe factors associated with a healthy lifestyle

AC4.2 Evaluate how own actions model a healthy lifestyle

AC4.3 Support children or young people to understand the choices they can make about their lifestyle

AC4.4 Support children or young people to sustain healthy lifestyle choices

## **Unit 312**

# **Support children and young people in residential childcare to manage their health**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 313

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

<b>UAN</b>	Y/506/8193
<b>Unit level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	34
<b>Unit aim:</b>	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
<b>Relationship to NOS:</b>	SCDHSC0326
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

LO1 Understand principles for supporting the development of socially aware behaviour in children and young people

### Assessment criteria

The learner can:

- AC1.1 Summarise theories of behaviour development in children and young people
- AC1.2 Explain the links between positive relationships and socially aware behaviour
- AC1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour
- AC1.4 Summarise own organisation's policies and procedures to support socially aware behaviour
- AC1.5 Explain the importance of using own actions to model socially aware behaviour

### Learning outcome

The learner will:

LO2 Be able to support children and young people to understand their actions relating to socially aware behaviour

## Assessment criteria

The learner can:

- AC2.1 Adapt communication with a child or young person according to their level of ability and understanding
  - AC2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them
  - AC2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable
  - AC2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour
  - AC2.5 Support a child or young person to understand the consequences of their behaviour
  - AC2.6 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
- 

## Learning outcome

The learner will:

- LO3 Be able to agree expectations about socially aware behaviour

## Assessment criteria

The learner can:

- AC3.1 Work with a child or young person, **key people** and **others** to agree expectations about socially aware behaviour
  - AC3.2 Agree actions that will provide **consistent support** to a child or young person in working towards targets and expectations
  - AC3.3 Support a child or young person to agree indicators that show they are meeting expectations
  - AC3.4 Record agreed expectations, actions and indicators in relevant plans
- 

## Range

AC3.1 **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

AC3.1 **Others** may include:

- Team members
- Other professionals

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

---

## Learning outcome

The learner will:

- LO4 Be able to support children and young people to achieve targets and adhere to agreed expectations

## Assessment criteria

The learner can:

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- AC4.1 Provide consistent support to a child or young person to help them meet agreed expectations
  - AC4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations
  - AC4.3 Use **activities** to support a child or young person to meet agreed expectations
  - AC4.4 Feedback to the child or young person about their behaviour
  - AC4.5 Share observations about behaviour with key people and others to monitor progress
  - AC4.6 Encourage progress towards agreed expectations through positive feedback and praise
  - AC4.7 Explain why recognising and praising all observed progress towards agreed expectations is important
- 

### Range

AC4.3 **Activities** should be selected to ensure they are stimulating to and achievable by the child or young person

---

### Learning outcome

The learner will:

LO5 Be able to respond to instances of socially unacceptable behaviour

### Assessment criteria

The learner can:

- AC5.1 Access help and support where there are concerns about the behaviour of a child or young person
  - AC5.2 Use **agreed interventions** when a child or young person is behaving in a socially unacceptable way
  - AC5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations
  - AC5.4 Record progress towards the achievement of expectations in line with work setting requirements
  - AC5.5 Record instances of socially unacceptable behaviour in line with work setting requirements
- 

### Range

AC5.2 **Agreed interventions** should be designed to minimise the impact of the behaviour on the child or young person and those around them

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### Learning outcome

The learner will:

LO6 Understand the use of physical intervention and restraint

### Assessment criteria

The learner can:

- AC6.1 Summarise the legal context and key principles relating to **physical intervention and restraint**
-

- AC6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting
- AC6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort
- AC6.4 Describe the post incident support needed for a child or young person after an instance of restraint
- AC6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint.
- 

## Range

- AC6.1 **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, eg 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
- AC6.1 **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 313**

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

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 314

## Engage in professional development in residential childcare settings

<b>UAN</b>	F/506/7782
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge and skills required to engage in professional development in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0033
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>UAN</b>	F/506/7782

### Learning outcome

The learner will:

LO1 Understand what is required for competence in own job role in a residential childcare setting

### Assessment criteria

The learner can:

AC1.1 Explain the duties, responsibilities and boundaries of own job role

AC1.2 Explain expectations about own job role as expressed in relevant **standards**

AC1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting

AC1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work

### Range

AC1.2 **Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
- Professional standards

---

## Learning outcome

The learner will:

LO2 Be able to reflect on own practice

## Assessment criteria

The learner can:

AC2.1 Explain the cyclical process of reflection

AC2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided

AC2.3 Reflect on own practice

AC2.4 Reflect on how work demands have impacted on self

---

## Learning outcome

The learner will:

LO3 Be able to evaluate own performance

## Assessment criteria

The learner can:

AC3.1 Evaluate own knowledge and understanding against relevant standards

AC3.2 Obtain formal and informal feedback from **others** on the impact of own actions and interactions in the workplace

AC3.3 Evaluate own performance using feedback

---

## Range

AC3.2 **Others** may include:

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

## Learning outcome

The learner will:

LO4 Be able to engage with professional supervision to plan and review own development

## Assessment criteria

The learner can:

AC4.1 Participate in supervision in accordance with requirements in the workplace

AC4.2 Use supervision to review and prioritise own

- a) learning needs
- b) professional interests
- c) development opportunities

AC4.3 Use supervision to agree own **professional development plan**

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## Range

AC4.3 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

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## Learning outcome

The learner will:

LO5 Be able to use reflective practice to contribute to professional development

## Assessment criteria

The learner can:

AC5.1 Use reflective practice to evaluate how learning activities have affected practice

AC5.2 Demonstrate how reflective practice has contributed to improved ways of working

AC5.3 Record progress in relation to professional development

## **Unit 314**

# **Engage in professional development in residential childcare settings**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 315

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

<b>UAN:</b>	R/506/7592
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support the rights, diversity and equality of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC3111
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

### Learning outcome

The learner will:

LO1 Understand the rights of children and young people

### Assessment criteria

The learner can:

- AC1.1 outline the rights of children and young people and how these are safeguarded in law at national and international level
- AC1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people
- AC1.3 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
- AC1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people

### Range

AC1.3 **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

---

## Learning outcome

The learner will:

LO2 Understand the implications of equalities legislation for children and young people in residential childcare

## Assessment criteria

The learner can:

AC2.1 Explain how current equalities legislation affects work with children and young people in residential childcare

AC2.2 Explain the effects of **discrimination**, stereotyping and labelling on children and young people

AC2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination

---

## Range

AC2.2 **Discrimination** may be direct or indirect and may be based on one or more attribute including:

- individual
- institutional
- societal

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

- gender/transgender
- sexual orientation
- race/ethnicity
- religion
- age
- ability/disability
- health status
- physical attributes
- social circumstances

---

## Learning outcome

The learner will:

LO3 Be able to address discriminatory practice

## Assessment criteria

The learner can:

AC3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment

AC3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice

AC3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change

---

## Learning outcome

The learner will:

LO4 Be able to work in a culturally sensitive way

## Assessment criteria

The learner can:

AC4.1 Describe differing **cultural** practices and beliefs

AC4.2 Support children or young people to understand and value their cultural practices and beliefs

AC4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs

AC4.4 Describe **cultural practices** that are themselves discriminatory, harmful or illegal

AC4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal

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## Range

AC4.1 **Cultural**: the ideas, customs and social behaviours of a particular society or community

AC4.4 **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
  - practices arising from attitudes to children and childhood
- 

## Learning outcome

The learner will:

LO5 Be able to support the right of children and young people to raise concerns and make complaints

## Assessment criteria

The learner can:

AC5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints

AC5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed

AC5.3 Support children or young people in raising concerns and making complaints

AC5.4 Explain how to recognise when a child or young person is expressing concern indirectly

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## **Unit 315**

# **Support the rights, diversity and equality of children and young people in residential childcare**

## **Supporting Information**

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 316

## Participate in teams to benefit children and young people in residential childcare

<b>UAN:</b>	F/506/7605
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC3100, SCDHSC0399, SCDHSC3121
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand how to work as part of a team

### Assessment criteria

The learner can:

AC1.1 Explain the practices that support effective team working

AC1.2 Define the roles and responsibilities of different team members in own work setting

AC1.3 Describe ways to ensure that own responsibilities as a team member are met

---

### Learning outcome

The learner will:

LO2 Understand the local network for children and young people's services

### Assessment criteria

The learner can:

AC2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare

AC2.2 Explain how and why referrals are made between agencies

---

## Learning outcome

The learner will:

- LO3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

## Assessment criteria

The learner can:

- AC3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare
- AC3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews
- AC3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency **team around a child or young person**

---

## Range

- AC3.3 A **team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time

---

## Learning outcome

The learner will:

- LO4 Be able to build working relationships with others involved in the care of children and young people

## Assessment criteria

The learner can:

- AC4.1 Build and maintain working relationships with others within and beyond the work setting
- AC4.2 Overcome barriers to partnership working
- AC4.3 Reflect on own practice in building and maintaining working relationships
- AC4.4 Identify where improvements can be made in own practice to support working relationships

---

## Learning outcome

The learner will:

- LO5 Be able to participate in a multi-agency team around a child or young person

## Assessment criteria

The learner can:

- AC5.1 Participate in negotiating agreement on the **parameters** of a team built around a child or young person
- AC5.2 Adapt own role and working practice to take account of responsibilities as a team member
- AC5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team
- AC5.4 Support the child or young person to understand the work of the team according to their level of understanding

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## Range

AC5.1 **Parameters** eg:

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

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## Learning outcome

The learner will:

LO6 Be able to communicate with others to facilitate multi-agency working

## Assessment criteria

The learner can:

AC6.1 Use **appropriate communication** for different circumstances in multi-agency working

AC6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies

AC6.3 Prepare reports that meet legal requirements and are accurate, legible and concise

AC6.4 Use information in reports prepared by other agencies to support multi-agency working

AC6.5 Explain the value of using information prepared by other agencies

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## Range

AC6.1 **Appropriate communication** eg: 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, written communication (notes of meetings, personal records, presentations, letters, formal reports, email)

## **Unit 316**

# **Participate in teams to benefit children and young people in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 317

## Understand the care system and its impact on children and young people

<b>UAN:</b>	H/506/7595
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people
<b>Relationship to NOS:</b>	SCDHSC 0303, SCDHSC 0325
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the process by which a child or young person comes into care

### Assessment criteria

The learner can:

AC1.1 Analyse factors in a child's circumstances that can lead to them entering the care system

AC1.2 Summarise the legal process by which children and young people become 'looked after'

AC1.3 Explain the role of **key professionals** in the care system

AC1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare

---

### Range

AC1.3 **Key professionals** may include:

- Social workers
- Children's guardian (CAFCASS)
- Legal professionals

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## Learning outcome

The learner will:

LO2 Understand the entitlements of children and young people in care

## Assessment criteria

The learner can:

AC2.1 Explain the legal and statutory **entitlements** of children and young people in care

AC2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them

---

## Range

AC2.1 **Entitlements** will include those relating to:

- Visits
- Allowances
- Contact with family members
- Preparation for reviews
- Advocacy
- Independent visitors

---

## Learning outcome

The learner will:

LO3 Understand the context of residential services for children and young people in care

## Assessment criteria

The learner can:

AC3.1 Summarise current **theoretical approaches** relating to residential childcare services

AC3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people

AC3.3 Compare **types of care arrangements** for 'looked after' children and young people

AC3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services

AC3.5 Explain the aims and objectives of a **residential childcare service**

AC3.6 Describe characteristics of provision that reflect **good practice**

---

## Range

AC3.1 **Theoretical approaches** may include:

- Social Pedagogy
- All Systems
- Outcome Based
- Lifespace
- Solution Focused

AC3.3 **Types of care arrangements** may include:

- Staying with parents (compulsory supervision)
- Kinship care
- Foster care

- Children's homes
- Residential schools

AC3.5 A **residential childcare service**: this should be the learner's own workplace where there is one; otherwise a service local to the learner

AC3.6 **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
- Advocacy

---

## Learning outcome

The learner will:

LO4 Understand the impact of residential child care services on children and young people

## Assessment criteria

The learner can:

AC4.1 Describe how being in care presents additional **challenges** for children and young people

AC4.2 Compare the life chances and outcomes of children and young people in residential childcare with

- a) children and young people in other types of care
- b) children and young people outside the care system

---

## Range

AC4.1 **Challenges** may include:

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

---

## Learning outcome

The learner will:

LO5 Understand how to support a positive experience of care services for children and young people

## Assessment criteria

The learner can:

AC5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable

AC5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting

AC5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting

---

## Learning outcome

The learner will:

LO6 Understand planning frameworks for children and young people in residential childcare

## Assessment criteria

The learner can:

AC6.1 Describe the purpose and features of **plans** required for children and young people in residential childcare

AC6.2 Explain why children and young people should be supported to understand their own plans

AC6.3 Explain the importance of 'permanency planning' for children and young people in care

---

## Range

AC6.1 **Plans** will include the following:

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

## **Unit 317**

# **Understand the care system and its impact on children and young people**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 318

## Understand the youth justice system as it relates to residential childcare

<b>UAN:</b>	J/506/7606
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare
<b>Relationship to NOS:</b>	SCDHSC 0386
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand why children and young people in care are vulnerable to engagement in offending behaviour

### Assessment criteria

The learner can:

AC1.1 Define the term 'offending behaviour'

AC1.2 Summarise **theories** relating to youth offending

AC1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour

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### Range

AC1.2 **Theories** including:

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory

---

## Learning outcome

The learner will:

LO2 Understand how to reduce the risk of criminalisation of children and young people

## Assessment criteria

The learner can:

AC2.1 Define the term 'criminalisation'

AC2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people

AC2.3 Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses

AC2.4 Describe **methods** to reduce the risk of criminalising children and young people

AC2.5 Describe principles of the organisation's Police Involvement Policy

---

## Range

AC2.4 **Methods** includes restorative approaches

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## Learning outcome

The learner will:

LO3 Understand partnership working in the youth justice system

## Assessment criteria

The learner can:

AC3.1 Outline the role of **agencies** involved in the youth justice system

AC3.2 Describe the practitioner's role in relation to the youth justice system

AC3.3 Analyse **assessment tools** used in the youth justice system

AC3.4 Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system

AC3.5 Describe processes for informing social workers, and those with parental responsibility, of police involvement

---

## Range

AC3.1 Key **agencies** including:

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

AC3.3 **Assessment tools** including:

- Standards for Children in Youth Justice
  - AssetPlus
  - Current assessment frameworks and tools relating to youth justice operating in your area
-

---

## Learning outcome

The learner will:

LO4 Understand the court system as it relates to youth justice

## Assessment criteria

The learner can:

AC4.1 Outline legislation relating to the court system for youth justice

AC4.2 Describe the sentencing process

AC4.3 Explain the function of Court Reports

AC4.4 Summarise the main **disposal options** for children and young people

AC4.5 Describe systems for supporting compliance with disposal requirements

AC4.6 Explain ways to **minimise the high level of breaches** of disposal requirements by young people in residential childcare

AC4.7 Describe processes for responding to breaches of disposal requirements

---

## Range

AC4.4 **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, drinking banning order)
- Custodial sentences

AC4.6 **Minimise the high level of breaches** includes accompanying the young person to and from appointments and providing the corporate parent role in court.

---

## Learning outcome

The learner will:

LO5 Understand the experience of the secure estate

## Assessment criteria

The learner can:

AC5.1 Describe the different types of secure settings experienced by children and young people

AC5.2 Analyse why children and young people in secure settings are at higher risk of **poor outcomes** than others in residential childcare

AC5.3 Describe approaches that improve outcomes for children and young people in secure settings

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## Range

AC5.2 **Poor outcomes** includes outcomes in relation to:

- Physical health and wellbeing
  - Mental health
  - Learning and educational achievement
-

- The establishment and maintenance of positive relationships with family and friends
- 

### Learning outcome

The learner will:

LO6 Understand how to achieve successful transfer within and out of the secure estate for children and young people

### Assessment criteria

The learner can:

AC6.1 Describe the challenges faced by children and young people who are moving **within** and out of the secure estate

AC6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate

AC6.3 Analyse factors for the successful resettlement of children and young people in the community

---

### Range

AC6.1 **Within** the secure estate, including transfer to adult secure settings and specialist services

## **Unit 318**

# **Understand the youth justice system as it relates to residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 319

## Support young people leaving care

<b>UAN:</b>	K/506/8540
<b>Unit level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support young people leaving care
<b>Relationship to NOS:</b>	SCDHSC0310, SCDHSC 0325
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

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### Learning outcome

The learner will:

LO1 Understand the statutory and legal frameworks in relation to young people who are leaving care

### Assessment criteria

The learner can:

AC1.1 Describe the statutory and legal frameworks that apply to young people when they leave care

AC1.2 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

AC1.3 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

---

### Learning outcome

The learner will:

LO2 Understand emotional responses to change

### Assessment criteria

The learner can:

AC2.1 Describe common emotional responses to change and uncertainty about the future

---

## Learning outcome

The learner will:

LO3 Understand young people's emotional responses about leaving care

## Assessment criteria

The learner can:

AC3.1 Explain why young people in residential care may have **additional reasons** for anxiety when they are expected to leave care to live independently

AC3.2 Explain the emotional importance of having somewhere that is 'home'

AC3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care

AC3.4 Describe **strategies to reduce anxiety** for young people preparing to leave care.

---

## Range

AC3.1 **Additional reasons** eg:

- 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
- Fear of particular individuals or networks they may encounter

AC3.4 **Strategies to reduce anxiety** eg:

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

## Learning outcome

The learner will:

LO4 Be able to support young people to plan their move from care

## Assessment criteria

The learner can:

AC4.1 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

---

- AC4.2 Support young people to explore their own views, perceptions and choices about leaving care
- AC4.3 Support young people to understand the potential outcomes of their choices
- AC4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices
- AC4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances
- AC4.6 Source information and support designed for young people leaving care
- 

## Learning outcome

The learner will:

LO5 Be able to prepare young people for practical aspects of daily living as they leave care

## Assessment criteria

The learner can:

- AC5.1 Explain why practical support and advice for leaving care is a long term task
- AC5.2 Support young people to access sources of information and advice on
- housing
  - financial support
  - further or higher education
  - employment**
- AC5.3 Support young people to plan for a future income
- AC5.4 Provide young people with information about how to **manage personal finances**
- AC5.5 Provide young people with information to prepare them to **manage and maintain accommodation**
- AC5.6 Prepare plans with young people that will assist them in **maintaining their own health and well being**
- AC5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet
- 

## Range

AC5.2 Employment including information and advice about:

- Finding work
- Pursuing a career
- Self-employment and entrepreneurial opportunities
- Dealing with unemployment

AC5.4 Manage personal finances eg:

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

AC5.5 Manage and maintain accommodation eg:

- 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
- Landlord/tenant responsibilities

AC5.6 Maintaining health and well being eg:

- 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
- Rest and sleep

## Learning outcome

The learner will:

LO6 Be able to support young people with the emotional challenges of leaving care

## Assessment criteria

The learner can:

- AC6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care
- AC6.2 Communicate reassurance and confidence to the young person about their capacity to succeed
- AC6.3 Support young people to plan and prepare for their future social life and relationships
- AC6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them
- AC6.5 Support young people to understand how resilience can help them face challenges and disappointments
- AC6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care

## Learning outcome

The learner will:

LO7 Be able to prepare young people to manage personal risks when they have moved on from care

## Assessment criteria

The learner can:

- AC7.1 Support young people to develop skills in how to assess **risks** to their personal safety and well being
- AC7.2 Support young people to understand ways to minimise risks
- AC7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help

---

## Range

AC7.1 **Risks** eg:

- 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
- Bullying and harassment

---

## Learning outcome

The learner will:

LO8 Understand how to provide a continued welcome in the care setting after young people have left

## Assessment criteria

The learner can:

- 8.1 Identify **reasons** why a young person may visit the care setting after they have left
- 8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left
- 8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left
- 8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting.

---

## Range

AC8.1 **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 (eg crisis or celebration)
- Underlying reasons that may indicate difficulties with current living arrangements.

## **Unit 319**                      **Support young people leaving care**

### **Supporting Information**

#### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 320

# Understand residential childcare for children and young people with complex disabilities or conditions

<b>UAN:</b>	UAN
<b>Unit level:</b>	Unit level:
<b>Credit value:</b>	Credit value:
<b>GLH:</b>	GLH:
<b>Unit aim:</b>	Unit aim:
<b>Relationship to NOS:</b>	Relationship to NOS:
<b>Endorsed by</b>	Endorsed by
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- LO1 Understand the nature of complex disabilities and conditions and their impact on children and young people

### Assessment criteria

The learner can:

- AC1.1 Describe the causes and effects of **complex disabilities and conditions**  
AC1.2 Describe the typical impacts of complex disabilities and conditions on children and young people

---

### Range

- AC1.1 **Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.

---

### Learning outcome

The learner will:

- LO2 Understand the impact on families of having a child with a complex disability or condition

## Assessment criteria

The learner can:

- AC2.1 Describe ways in which having a child with a complex disability or condition can impact on **different aspects** of families' lives
  - AC2.2 Describe how and why the impact of a child's disability or condition may change over time
  - AC2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions
  - AC2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions
- 

## Range

AC2.1 **Different aspects** may include:

- Practical
  - Emotional
  - Financial
  - Social
  - Accommodation
  - Health
  - Family relationships
  - Employment
- 

## Learning outcome

The learner will:

- LO3 Understand residential services for children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

- AC3.1 Describe **types of residential childcare** for children and young people with complex disabilities or conditions
  - AC3.2 Describe how different types of residential childcare seek to work in partnership with families
  - AC3.3 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
  - AC3.4 Explain the aims and objectives of a **residential childcare service** and what it seeks to achieve for children or young people
- 

## Range

AC3.1 **Types of residential childcare** eg:

- Short break
- Shared care
- 52 week

AC3.4 A **residential childcare service** should be the learner's own workplace where there is one; otherwise a service local to the learner

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## Learning outcome

The learner will:

LO4 Understand principles for working with children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

AC4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions

AC4.2 Explain the importance of the child-led model of provision

AC4.3 Analyse how the social model and medical model of disability affect provision

AC4.4 Describe how different cultural views of disability can impact on practice

---

## Learning outcome

The learner will:

LO5 Understand how to support the participation of children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

AC5.1 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

AC5.2 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

AC5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services

AC5.4 Describe **types of support** used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations

AC5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on:

- a) individual strengths and needs
  - b) building resilience
- 

## Range

AC5.4 **Types of support** eg:

- Communication systems
- Technological aids
- Advocacy
- Facilitated advocacy

## **Unit 320**

# **Understand residential childcare for children and young people with complex disabilities or conditions**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 321

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

<b>UAN</b>	L/506/8501
<b>Unit level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge required to understand support for young people with complex disabilities or conditions making the transition into adulthood
<b>Relationship to NOS:</b>	SCDHSC0310, SCDHSC0325
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

LO1 Understand the changes involved in moving from childhood into adulthood

### Assessment criteria

The learner can:

AC1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood

AC1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood

AC1.3 Explain how **culture** can impact on the process of moving from childhood into adulthood

AC1.4 Analyse how theories about change apply for a young person moving into adulthood

---

### Range

AC1.3 **Culture** the ideas, customs and social behaviours of a particular society or community

---

## Learning outcome

The learner will:

LO2 Understand how having a complex disability or condition can affect the transition into adulthood

## Assessment criteria

The learner can:

AC2.1 Describe examples of how the transition into adulthood can affect young people with **complex disabilities or conditions** and their **families**

AC2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change

---

## Range

AC2.1 **Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

AC2.1 **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc

---

## Learning outcome

The learner will:

LO3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood

## Assessment criteria

The learner can:

AC3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life

AC3.2 Explain how **legislation and local and national practice guidelines** affect transition planning for young people with complex disabilities or conditions

AC3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life

---

## Range

AC3.2 **Legislation and local and national practice guidelines**: 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

---

## Learning outcome

The learner will:

LO4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood

## Assessment criteria

The learner can:

AC4.1 Explain factors to consider when planning support for the transition into adulthood

---

- AC4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood
- AC4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change
- AC4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services
- AC4.5 Explain the role of **key agencies and professionals** likely to be involved in the transition process
- AC4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services
- AC4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services
- 

### Range

- AC4.5 **Key agencies and professionals** may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc
- 

### Learning outcome

The learner will:

- LO5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk

### Assessment criteria

The learner can:

- AC5.1 Describe attitudes and approaches that support young people to explore **options for their future**
- AC5.2 Analyse how **person centred thinking** supports young people
- to identify their needs and aspirations
  - to develop a plan of support for the transition process
- AC5.3 Explain how and why the role of families in supporting the transition process can vary
- AC5.4 Identify ways to access **resources** to meet needs
- AC5.5 Explain how risk management processes support young people making the transition into adulthood
- AC5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them
- 

### Range

- AC5.1 **Options for their future:** may include accommodation, support services, paid or voluntary work, continued education and development, relationships, and social needs etc
- AC5.2 **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
- AC5.4 **Resources** may include personal budgets, conventional services, support of family and friends
-

---

## Learning outcome

The learner will:

LO6 Understand how to use reflection to learn from the transition process

## Assessment criteria

The learner can:

AC6.1 Explain why it is important for practitioners to reflect on

- a) support provided during the transition process
- b) young people's experience of the transition process

AC6.2 Describe how **person centred approaches** are used with young people to review their transition plans at agreed points

AC6.3 Explain how young people's records of their experiences during transition can be used to plan for their future support

---

## Range

AC6.2 **Person centred approaches** include person centred transition planning

## **Unit 321**

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

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 322

## Work with the families of children and young people in residential childcare

<b>UAN:</b>	K/506/7596
<b>Unit level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	This unit provides the knowledge and skills required to work with the families of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC0387, SCDHSC0389
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>Assessment type:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

LO1 Understand the impact on families when a child or young person is in residential childcare

### Assessment criteria

The learner can:

AC1.1 Describe how having a child in residential childcare can impact on a family's life

AC1.2 Explain how and why impacts can change over time

AC1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare

---

### Learning outcome

The learner will:

LO2 Understand principles of working with families

### Assessment criteria

The learner can:

AC2.1 Explain the principles of partnership working with families in own work setting

AC2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives

AC2.3 Describe attitudes and approaches that support positive relationships with families

- AC2.4 Explain the importance of regarding families as partners with expertise in the care of their child
- AC2.5 Describe situations with families where it may be necessary to advocate for the rights of the child
- AC2.6 Explain the importance of having agreed roles and responsibilities for liaising with families
- 

### Learning outcome

The learner will:

- LO3 Be able to support families to maintain their relationship with their child

### Assessment criteria

The learner can:

- AC3.1 Build relationships with families of children or young people
- AC3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare
- AC3.3 Encourage family members to maintain contact and sustain their relationship with their child
- AC3.4 Support family members to engage with their child in ways that support their child's well-being and resilience
- AC3.5 Monitor the involvement of family members in supporting their child's well-being and resilience
- 

### Learning outcome

The learner will:

- LO4 Be able to work in partnership with families

### Assessment criteria

The learner can:

- AC4.1 Work with families on **specific activities** in line with agreed role
- AC4.2 Inform families in line with agreed role about changes, challenges and successes encountered in working with their child
- AC4.3 Encourage families to share their own information about changes, challenges and successes encountered with their child
- AC4.4 Adapt working practice with the child or young person in light of shared information using agreed processes
- AC4.5 Supply families with **additional support and information** they require
- 

### Range

AC4.1 **Specific activities** may include:

- Assessment
- Planning
- Review
- Day to day living
- Agreed contact time

AC4.5 **Additional support and information** eg:

- Social and emotional
-

- Financial
- Practical (eg learning to use sign language with the child)
- Support for trauma or inter-generational family issues
- Information about services and availability
- Information about children's and families rights.

## **Unit 322**

# **Work with the families of children and young people in residential childcare**

## Supporting Information

### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 323

## Support use of medication in social care settings

<b>UAN:</b>	F/601/4056
<b>Unit level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting
<b>Relationship to NOS:</b>	HSC375, HSC221, and HSC236
<b>Endorsed by</b>	Skills for Care and Development and Department for Education
<b>UAN:</b>	F/601/4056

---

### Learning outcome

The learner will:

LO1 Understand the legislative framework for the use of medication in social care settings

### Assessment criteria

The learner can:

AC1.1 Identify legislation that governs the use of medication in social care settings

AC1.2 Outline the legal classification system for medication

AC1.3 Explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements

---

### Range

AC1.3 **Agreed ways of working** include policies and procedures, where these exist.

---

### Learning outcome

The learner will:

LO2 Know about common types of medication and their use

## Assessment criteria

The learner can:

AC2.1 Identify common types of medication

AC2.2 List conditions for which each type of medication may be prescribed

AC2.3 Describe changes to **an individual's** physical or mental well-being that may indicate an adverse reaction to a medication

---

## Range

AC2.3 **An individual** is someone requiring care or support

---

## Learning outcome

The learner will:

LO3 Understand roles and responsibilities in the use of medication in social care settings

## Assessment criteria

The learner can:

AC3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication

AC3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements

---

## Learning outcome

The learner will:

LO4 Understand techniques for administering medication

## Assessment criteria

The learner can:

AC4.1 Describe the routes by which medication can be administered

AC4.2 Describe different forms in which medication may be presented

AC4.3 Describe materials and equipment that can assist in administering medication

---

## Learning outcome

The learner will:

LO5 Be able to receive, store and dispose of medication supplies safely

## Assessment criteria

The learner can:

AC5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working

AC5.2 Demonstrate how to store medication safely

AC5.3 Demonstrate how to dispose of un-used or unwanted medication safely.

---

## Learning outcome

The learner will:

LO6 Know how to promote the rights of the individual when managing medication

---

## Assessment criteria

The learner can:

AC6.1 Explain the importance of the following principles in the use of medication:

- a) consent
- b) self-medication or **active participation**
- c) dignity and privacy
- d) confidentiality

AC6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication

AC6.3 Describe how ethical issues that may arise over the use of medication can be addressed.

---

## Range

AC6.1 **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

---

## Learning outcome

The learner will:

LO7 Be able to support use of medication

## Assessment criteria

The learner can:

AC7.1 Demonstrate how to access information about an individual's medication

AC7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation

AC7.3 Demonstrate strategies to ensure that **medication is used or administered correctly**

AC7.4 Demonstrate how to address any **practical difficulties** that may arise when medication is used

AC7.5 Demonstrate how and when to access further information or support about the use of medication.

---

## Range

AC7.3 **Medication used or administered correctly** must ensure that the individual receives the correct medication:

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

AC7.4 **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
  - Discrepancies in records or directions for use.
- 

### **Learning outcome**

The learner will:

LO8 Be able to record and report on use of medication

### **Assessment criteria**

The learner can:

AC8.1 Demonstrate how to record use of medication and any changes in an individual associated with it

AC8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

## **Unit 323**

## **Support use of medication in social care settings**

### Supporting Information

#### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

Learning Outcomes 5, 7 and 8 must be assessed in the workplace. Simulation is not allowed.

# Appendix 1 Relationships to other qualifications

## Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

## Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)

Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)

Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw).

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **Contact us** section of the City & Guilds website.

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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