



# **City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare (England) (4340-51/91)**

**Version 2.4 (March 2025)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	1.5 Child development and well-being
<b>City &amp; Guilds number</b>	4340
<b>Age group approved</b>	19+
<b>Entry requirements</b>	There are no entry requirements
<b>Assessment</b>	Portfolio of evidence
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required
<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 5 Diploma in Leadership and Management for Residential Childcare (England)	4340-51/91	601/5267/9	488	650

Version and date	Change detail	Section
2.0 March 2015	Assessment criteria 2.1 for unit 513 and 3.1 for unit 520 amended.	Units
2.1 Feb 2022	Addition of TQT	Qualification at a glance
2.2 August 2023	Removed reference to the QCF throughout Updated link to RPL guidance Updated section  Update to range, AC 1.3 Update to range, AC3.3 Update to range, AC7.6	Throughout document Recognition of Prior Learning Appendix 2 General sources of information Unit 317 Unit 318 Unit 504
2.3 March 2024	Update of Quality Assurance Statement	Centre Requirements
2.4 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 is the qualification for?	<p>This qualification is specifically designed for learners wanting to work in residential care with children in a management role.</p> <p>This qualification is also a mandatory qualification in the Level 5 Children Young People and Families Manager apprenticeship standard for the Manager in Children’s Residential Care option.</p>
What does the qualification cover?	<p>The qualification covers a range of topics, see units for details.</p>
What opportunities for progression are there?	<p>This is recognised as a required qualification for learners wanting to work in residential care with children in a management role.</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 was 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 reports highlighting the shortfalls in residential childcare.</p> <p>It was 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?	<p>n/a</p>

## Structure

To achieve the **City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare (England)**, learners must achieve a minimum of **65** credits overall. **57** credits must be achieved from (501-515). Learners must also complete a minimum of **3 units** from (317, 318, 516-521) to achieve a **minimum of 8 credits**.

**NB Barred units: 318 and 516.**

UAN	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory units:</b>				
M/506/7650	501	Understand children and young people's development in residential childcare	3	25
A/506/7652	502	Understand support for children and young people who are vulnerable and disadvantaged	2	20
L/506/7607	503	Lead and manage a team within a residential childcare setting	5	36
M/506/8362	504	Lead practice to support the safeguarding and protection of children and young people in residential childcare	8	55
A/506/7585	505	Lead practice for communication and information management in residential childcare settings	4	30
J/506/7590	506	Manage risk in residential childcare	3	22
L/506/7591	507	Lead and manage group living in residential childcare	4	31
F/506/8365	508	Lead a service that can support children or young people who have experienced harm or abuse	3	24
F/506/7619	509	Lead practice to achieve positive outcomes for children and young people in residential childcare	5	35
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
R/506/8192	510	Implement a Positive Relationship Policy in residential childcare	6	41
T/506/7620	511	Lead practice to support the well-being and resilience of children and young people in residential childcare	3	21
L/506/8367	512	Lead practice in safe use of digital, internet and mobile technology with children and young people	2	16
H/506/7791	513	Undertake professional development in residential childcare settings	2	18
T/506/7584	514	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	3	25
R/506/7608	515	Lead networks and multi-agency work to benefit children and young people in residential childcare	4	26
<b>Optional units:</b>				
Y/506/7609	516	Lead a residential childcare service that can engage with the youth justice system	5	40
Y/506/8114	517	Lead practice to support young people leaving care	4	25
J/506/8318	518	Understand the context of residential childcare for children and young people with complex disabilities or conditions	3	24
A/506/7568	519	Principles for leading the transition of young people with complex disabilities or conditions to adult services	3	24
R/506/8158	520	Support others to understand models of disability and their effects on working practice with children and young people	2	17

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J/602/3499	521	Undertake a research project within services for health and social care or children and young people	10	80
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## 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
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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.

## 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/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 Quality Assurer.

### 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 quality assurer 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**

In line with Skills for Care and Development Assessment Principles, 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)**

### **Guidance for the assessment and verification for imported units**

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care and Development any specific assessment requirements will be detailed in the unit itself.

## **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**

This qualification is approved for learners aged 19 or above.

The City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare is not approved for learners under 19 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 Organisation.

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/these qualification(s):

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, e.g. 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 some or all of 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 verified 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 methods 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.

N.B Confidential records must not be included in learners' portfolio 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.

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 within the qualification.

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. Within the RPL process, an individual is able to 'claim' that they know or can do something already and does not need to attend a course to learn it again. If they 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: 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 5 Diploma in Leadership and Management 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 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

- Independent Advocates

---

## 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** 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

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### **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** may 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

---

### 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 in your local area
-

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## 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

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## 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
-

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## 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

AC6.2 **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 501

## Understand children and young people's development in residential childcare

<b>UAN:</b>	M/506/7650
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the underpinning knowledge required to understand the development of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB6
<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 pattern of development that would usually be expected for children and young people from birth to 19 years

### Assessment criteria

The learner can:

AC1.1 Explain the sequence and rate of all **aspects of development** that would usually be expected in children and young people from birth to 19 years

AC1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction

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

---

### Range

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

- Physical
- Communication
- intellectual / cognitive
- Social, emotional and behavioural

- Moral
- Identity

---

## Learning outcome

The learner will:

LO2 Understand the factors that impact on children and young people's development

## Assessment criteria

The learner can:

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

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

AC2.3 Evaluate how theories of development and **frameworks to support development** influence current practice.

---

## Range

AC2.1 **Personal factors** including:

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

AC2.2 **External factors** including:

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

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

- Cognitive
- Psychoanalytic
- Humanist
- Social Learning
- Operant conditioning
- Behaviourist
- Attachment
- Transition sociology
- Frameworks to support development including social pedagogy

---

## Learning outcome

The learner will:

LO3 Understand how to support children and young people's development during transitions

### Assessment criteria

The learner can:

AC3.1 Analyse how and why children and young people's development can follow non-linear paths at **times of transition**

AC3.2 Analyse support to minimise disruption to development during periods of transition.

---

### Range

AC3.1 **Times of transitions** eg:

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

### Learning outcome

The learner will:

LO4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

### Assessment criteria

The learner can:

AC4.1 Compare **methods of assessing**, recording and monitoring children and young people's development

AC4.2 Explain in what circumstances each method would be used

AC4.3 Explain how children and young people's own account of their development contributes to the assessment process

AC4.4 Explain how information from assessment and monitoring is used to select appropriate interventions

AC4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people.

---

### Range

AC4.1 **Methods of assessing** development needs eg:

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

### Learning outcome

The learner will:

LO5 Understand the use of interventions to support the development of children and young people

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## Assessment criteria

The learner can:

- AC5.1 Explain the importance of early identification of development issues and the potential risks of late recognition
  - AC5.2 Analyse how **types of interventions** can achieve positive outcomes for children and young people where development is not following the pattern expected
  - AC5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people.
- 

## Range

AC5.2 **Types of interventions** eg those offered through:

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

## **Unit 501**

# **Understand children and young people's development in residential childcare**

## Supporting information

### **Assessment requirement**

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

## Unit 502

## Understand support for children and young people who are vulnerable and disadvantaged

<b>UAN:</b>	A/506/7652
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged
<b>Relationship to NOS:</b>	SCDHSC0044, SCDLMCB1, SCDLMCB2
<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 factors that impact on outcomes and life chances of children and young people

### Assessment criteria

The learner can:

AC1.1 Explain the critical impact that poverty has on outcomes and life chances

AC1.2 Describe how **factors** impact on outcomes and life chances for children and young people

AC1.3 Explain how children and young people can be marginalised by inequalities in society

---

### Range

AC1.1 **Factors** eg:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect

- Violent and/or offending family or personal backgrounds
  - Race, gender, sexual orientation
  - Asylum seeking or victims of trafficking
- 

## Learning outcome

The learner will:

LO2 Understand how poverty and disadvantage can affect children and young people's development

## Assessment criteria

The learner can:

AC2.1 Explain what is meant by disadvantage and **vulnerability** in relation to children and young people

AC2.2 Analyse how poverty and disadvantage can affect children and young people:

- a) Physical development
  - b) Communication development
  - c) Intellectual/cognitive development
  - d) Social, emotional and behavioural development
- 

## Range

AC2.1 **Vulnerability** is where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances.

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## Learning outcome

The learner will:

LO3 Understand the strategic and policy context for improving outcomes for children and young people

## Assessment criteria

The learner can:

AC3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people

AC3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances

AC3.3 Analyse policies and guidance which inform support services for children and young people at national and local level

---

## Learning outcome

The learner will:

LO4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage

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## Assessment criteria

The learner can:

- AC4.1 Explain how to engage **carers** in the planning of services so that children and young people are more likely to achieve positive outcomes
  - AC4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services
- 

## Range

- AC4.1 **Carers** are parents, family members and others who care for a child or young person at home.
- 

## Learning outcome

The learner will:

- LO5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

## Assessment criteria

The learner can:

- AC5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people
- AC5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage
- AC5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
- AC5.4 Analyse why practitioners should act as agents of change in the work setting

## **Unit 502**

# **Understand support for children and young people who are vulnerable and disadvantaged**

Supporting information

### **Assessment requirements**

Units need to be assessed in line with the Skills for Care & Development Assessment Principles.

## Unit 503

## Lead and manage a team within a residential childcare setting

<b>UAN:</b>	L/506/7607
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead and manage a team within a residential childcare setting
<b>Relationship to NOS:</b>	SCDLMCA1, SCDLMCA2, SCDLMCA5 SCDLMCE2, SCDLMCE10
<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 concepts of management and leadership

### Assessment criteria

The learner can:

AC1.1 Compare and contrast leadership and management

AC1.2 Analyse theoretical models of leadership styles

AC1.3 Analyse theoretical models of management styles

AC1.4 Explain how both leadership and management involve a two way dynamic between the people involved.

### Learning outcome

The learner will:

LO2 Understand the features of effective team performance within residential childcare

### Assessment criteria

The learner can:

AC2.1 Compare models of team working

AC2.2 Analyse the features of an effective team

AC2.3 Analyse barriers to effective team performance

AC2.4 Analyse how management and leadership styles influence team performance

AC2.5 Analyse methods for conflict resolution within a team.

---

### **Learning outcome**

The learner will:

LO3 Be able to lead the development of a positive organisational culture

### **Assessment criteria**

The learner can:

AC3.1 Analyse components of a positive organisational culture

AC3.2 Develop strategies to support a positive organisational culture in own team

AC3.3 Implement strategies to support a positive organisational culture in own team

AC3.4 Evaluate strategies used to develop a positive organisational structure.

---

### **Learning outcome**

The learner will:

LO4 Be able to develop a plan with team members to meet agreed objectives

### **Assessment criteria**

The learner can:

AC4.1 Support team members to understand and commit to the vision and strategic direction of the organisation

AC4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction

AC4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives

AC4.4 Agree roles and responsibilities with team members

AC4.5 Support sharing of skills and knowledge between team members.

---

### **Learning outcome**

The learner will:

LO5 Be able to support individual team members to work towards agreed objectives

### **Assessment criteria**

The learner can:

AC5.1 Carry out professional supervision with team members in accordance with organisational requirements

AC5.2 Set individual work objectives with team members based on agreed team objectives

AC5.3 Use a solution focused approach to support team members in addressing challenges

AC5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role

AC5.5 Work with team members to identify opportunities for continuing professional development.

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## **Learning outcome**

The learner will:

LO6 Be able to manage performance

## **Assessment criteria**

The learner can:

AC6.1 Involve children or young people in the monitoring and management of team performance

AC6.2 Monitor progress towards agreed objectives

AC6.3 Provide feedback on performance to:

a) the individual

b) the team

AC6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives

AC6.5 Explain processes for managing teams when their performance does not meet agreed objectives

AC6.6 Recognise individual and team achievements

---

## **Learning outcome**

The learner will:

LO7 Understand how to lead a team through change

## **Assessment criteria**

The learner can:

AC7.1 Analyse factors that drive change in residential childcare settings

AC7.2 Compare theories of change management

AC7.3 Evaluate tools and techniques that support team members to implement change

## **Unit 503**

## **Lead and manage a team within a residential childcare setting**

### 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 504

# Lead practice to support the safeguarding and protection of children and young people in residential

<b>UAN:</b>	M/506/8362
<b>Unit level:</b>	5
<b>Credit value:</b>	8
<b>GLH:</b>	55
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0044, SCDMCB1
<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 of current legislation for the safeguarding of children and young people

### Assessment criteria

The learner can:

AC1.1 Explain the current legislative framework that underpins the safeguarding of children and young people

AC1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect **working practices** with children and young people

AC1.3 Review how processes used in the work setting comply with current legislation

AC1.4 Explain the relationship between safeguarding and child protection.

### Range

AC1.2 **Working practices** eg:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)

- Supporting children and young people and others who may be expressing concerns
  - Working practices that protect practitioners and children/ young people
- 

## Learning outcome

The learner will:

LO2 Be able to participate in local networks to safeguard children and young people

## Assessment criteria

The learner can:

AC2.1 Identify the range of **agencies and organisations** involved in local networks for safeguarding of children and young people

AC2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse

AC2.3 Work with other agencies and organisations in local networks using agreed protocols.

---

## Range

AC2.1 **Agencies and organisations** may include:

- Social services
  - NSPCC
  - Health visitors
  - GP
  - Probation
  - Police
  - School
  - Psychology service
- 

## Learning outcome

The learner will:

LO3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members

## Assessment criteria

The learner can:

AC3.1 Implement policies and legal requirements that support safe recruitment of team members

AC3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused

AC3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm

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## Learning outcome

The learner will:

LO4 Be able to lead practice that minimises the risk of harm and abuse in the care setting

## Assessment criteria

The learner can:

AC4.1 Lead a culture where the needs of children or young people are paramount

AC4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard

AC4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed

AC4.4 Analyse the roles of advocates and **independent visitors** in relation to safeguarding children and young people in care.

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## Range

AC4.4 **Independent visitors** are specially trained volunteers with the designated role of befriending and advising a looked after child or young person.

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## Learning outcome

The learner will:

LO5 Be able to implement policies and procedures for safeguarding children and young people

## Assessment criteria

The learner can:

AC5.1 Identify **policies and procedures** needed for comprehensive safeguarding in a residential childcare setting

AC5.2 Lead the implementation of policies and procedures for safeguarding children or young people

AC5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected

5.4 Provide information and mentoring to team members about safeguarding

5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse

5.6 Challenge **poor practice and attitudes** in relation to safeguarding

5.7 Support continuous improvement to practice and attitudes in relation to safeguarding.

---

## Range

AC5.1 Policies and procedures required for safeguarding eg:

- Listening to children and young people
- Sharing concerns and recording/ reporting incidents
- Dealing with allegations
- Duty of care
- Whistleblowing
- Propriety and behaviour
- Physical contact/ Intimate personal care
- Off site visits

- Photography and video
- Bullying
- Use of the internet and mobile phones
- Missing from care
- Visitors
- Timely and accurate information sharing
- Partnership working
- Safer recruitment

AC5.6 **Poor practice and attitudes** eg:

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

## Learning outcome

The learner will:

LO6 Understand situations that present high risk of harm for children and young people

## Assessment criteria

The learner can:

AC6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people

AC6.2 Analyse known characteristics of **perpetrators** and their behaviours that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity

AC6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse.

## Range

AC6.2 Perpetrators and their behaviours eg:

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

---

## Learning outcome

The learner will:

LO7 Understand approaches that address child sexual exploitation

## Assessment criteria

The learner can:

AC7.1 Analyse research and official inquiries to identify **key features** of child sexual exploitation

AC7.2 Analyse trends in child sexual exploitation in the context of human trafficking

AC7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming

AC7.4 Explain the roles of **key partners** involved in local networks to address sexual exploitation of children and young people

AC7.5 Explain the purpose and key features of **problem profiling**

AC7.6 Describe ways to contribute to **local strategies** to combat child sexual exploitation.

---

## Range

AC7.1 **Key features** include:

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

AC7.4 **Key Partners** include:

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

AC7.5 **Problem profiling** ie building a picture:

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

AC7.6 **Local strategies** may involve:

- local authorities,
  - Safeguarding Children Partnerships
  - Multi Agency Safeguarding Hubs (MASH).
- 

## Learning outcome

The learner will:

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LO8 Be able to review policies and procedures for safeguarding children and young people in residential childcare

### Assessment criteria

The learner can:

AC8.1 Develop a **plan to review** the policies and procedures for safeguarding children or young people

AC8.2 Implement a review of policies and procedures for safeguarding children or young people

AC8.3 Analyse findings from a review of policies and procedures

AC8.4 Work with others to implement an action plan to improve policies and procedures.

---

### Range

AC8.1 A **plan to review** should include:

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

## **Unit 504**

# **Lead practice to support the safeguarding and protection of children and young people in residential**

## Supporting information

### **Assessment requirements**

Units need to be assessed in line with the Skills for Care & Development Assessment Principles.

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

## Unit 505

## Lead practice for communication and information management in residential childcare settings

<b>UAN:</b>	A/506/7585
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0041
<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 theoretical context of communication in residential childcare settings

### Assessment criteria

The learner can:

AC1.1 Compare theoretical models of communication relevant to residential childcare settings

AC1.2 Analyse the links between communication, interaction and relationship.

---

### Learning outcome

The learner will:

LO2 Be able to develop team members' knowledge and skills to support communication with children and young people

### Assessment criteria

The learner can:

AC2.1 Support team members to develop their knowledge and skills about communication

AC2.2 Support team members to develop strategies for overcoming barriers

AC2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication

AC2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person

AC2.5 Support team members to reflect on the impact of their own communication with children or young people.

---

## Learning outcome

The learner will:

LO3 Be able to support team members in addressing specific communication needs of children and young people

## Assessment criteria

The learner can:

AC3.1 Research **sources of support** to address specific communication needs

AC3.2 Evaluate the effectiveness of **communication methods** and aids used by children or young people in the work setting

AC3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs.

---

## Range

AC3.1 Sources of support may be:

- Professional
- Technological
- Within the organisation
- Beyond the organisation

AC3.2 Communication methods and aids may include:

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

## Learning outcome

The learner will:

LO4 Be able to develop practices that support children and young people to communicate openly in the work setting

## Assessment criteria

The learner can:

AC4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other

AC4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group

AC4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting

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---

## Learning outcome

The learner will:

LO5 Understand approaches to conflict management

## Assessment criteria

The learner can:

AC5.1 Analyse key communication skills in models of conflict resolution

AC5.2 Assess the benefits of working with rather than resolving conflict in certain situations.

---

## Learning outcome

The learner will:

LO6 Be able to develop communication to support professional networks and teams

## Assessment criteria

The learner can:

AC6.1 Compare the effectiveness of **approaches to communication** for working with **others** in professional networks or teams

AC6.2 Recommend improvements to communication for working in professional networks or teams

AC6.3 Implement changes to communication to support professional networks and teams

---

## Range

AC6.1 **Approaches to communication** may be:

- Personal
- Organisational
- Formal
- Informal
- Public (information/promotional)

AC6.1 **Others** may include:

- Team members
  - Other professionals
  - Family members
  - Advocates
- 

## Learning outcome

The learner will:

LO7 Be able to manage systems for effective information management

---

## **Assessment criteria**

The learner can:

AC7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation

AC7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication

## **Unit 505**

# **Lead practice for communication and information management 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, 6 and 7 must be assessed in a real work environment

## Unit 506

## Manage risk in residential childcare

<b>UAN:</b>	J/506/7590
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit provides the knowledge and skills required to manage risk in residential childcare settings
<b>Relationship to NOS:</b>	SCDLMCC1
<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 legal, ethical and theoretical context for health, safety and risk management in residential childcare settings

### Assessment criteria

The learner can:

AC1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings

AC1.2 Analyse the theoretical models of risk management in services supporting children and young people

AC1.3 Analyse the legal responsibilities of own role in relation to risk management

AC1.4 Analyse ethical principles associated with the management of risk

---

### Learning outcome

The learner will:

LO2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people

### Assessment criteria

The learner can:

- AC2.1 Analyse how risk-taking relates to the well-being and development of children and young people
- AC2.2 Support **others** to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people
- AC2.3 Manage others to establish shared agreement on approaches to risk and risk management
- AC2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management
- 

## Range

AC2.2 **Others** may include:

- Children and young people
  - Workers / Practitioners
  - Other professionals
  - Carers
  - Visitors to the work setting
  - Inspectors / Regulators
- 

## Learning outcome

The learner will:

LO3 Be able to lead implementation of risk management procedures

## Assessment criteria

The learner can:

- AC3.1 Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements
- AC3.2 Work with others to manage risks and issues
- AC3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements
- AC3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with.
- 

## Learning outcome

The learner will:

LO4 Be able to review health, safety and risk management policies, procedures and practices

## Assessment criteria

The learner can:

- AC4.1 Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and others
- AC4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting
- AC4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting
- AC4.4 Plan improvements to address the findings of the evaluations.
-

## **Unit 506**

## **Manage risk 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.

## Unit 507

## Lead and manage group living in residential childcare

<b>UAN:</b>	L/506/7591
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead and manage group living in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB7
<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 current theoretical frameworks for group living for children and young people

### Assessment criteria

The learner can:

AC1.1 Summarise theoretical approaches to group living for children and young people in residential childcare

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

---

### Learning outcome

The learner will:

LO2 Understand the current legal, policy and rights frameworks for children and young people in group living

### Assessment criteria

The learner can:

AC2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people

AC2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people

---

### Learning outcome

The learner will:

LO3 Be able to support positive outcomes in a group living environment

### Assessment criteria

The learner can:

AC3.1 Analyse how group living can support positive outcomes for children and young people

AC3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people

AC3.3 Support team members to understand group dynamics within the group living environment

AC3.4 Use different approaches to resolve conflicts and tensions in group living

AC3.5 Work with others to support children or young people to maintain and develop relationships within and beyond the group living environment

AC3.6 Work with children or young people and **others** to ensure the physical environment supports positive outcomes

---

### Range

AC3.6 **Others** may include:

- Family members
  - Team members
  - Advocates
  - Other professionals
- 

### Learning outcome

The learner will:

LO4 Be able to lead the planning, implementation and review of group living activities for children and young people

### Assessment criteria

The learner can:

AC4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people

AC4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities

AC4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships

AC4.4 Work with children or young people and others to review group living activities

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## **Learning outcome**

The learner will:

LO5 Be able to manage work schedules and patterns to maintain a positive environment for group living

## **Assessment criteria**

The learner can:

AC5.1 Evaluate the effects of work schedules and patterns on a group living environment

AC5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment

AC5.3 Recommend changes to work schedules and patterns as a result of evaluation

## **Unit 507**

# **Lead and manage 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 3, 4 and 5 must be assessed in a real work environment.

## Unit 508

## Lead a service that can support children or young people who have experienced harm or abuse

<b>UAN:</b>	F/506/8365
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse
<b>Relationship to NOS:</b>	SCDHSC0044, SCDSLMB1
<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 roles and responsibilities when supporting children or young people who have experienced harm or abuse

### Assessment criteria

The learner can:

AC1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced **harm or abuse**

AC1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse

---

### Range

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

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self harm

- Neglect
  - Exploitation by gangs or groups
- 

## Learning outcome

The learner will:

LO2 Be able to prepare team members to respond to disclosure or detection of harm and abuse

## Assessment criteria

The learner can:

AC2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse

AC2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse

---

## Learning outcome

The learner will:

LO3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse

## Assessment criteria

The learner can:

AC3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse

AC3.2 Explain types of restriction that might be imposed on the involvement of **key people** with a child or young person following harm or abuse

AC3.3 Analyse **areas of support** that may be needed when working with a child or young person following harm or abuse

AC3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse

---

## Range

AC3.2 **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

AC3.3 Areas of support may include supporting the child or young person to:

- Deal with distress, fear and anxieties caused by the harm or abuse
  - Understand the implications of harm and abuse they have experienced
  - Develop positive coping strategies following harm or abuse
  - Understand why boundaries may need to be set for contact between themselves and key people
- 

## Learning outcome

The learner will:

LO4 Be able to support team members to work with challenges relating to harm or abuse

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## Assessment criteria

The learner can:

AC4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues

AC4.2 Challenge **unhelpful attitudes** in relation to harm and abuse

AC4.3 Recommend sources of additional emotional support for team members

---

## Range

AC4.2 **Unhelpful attitudes** eg:

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

## **Unit 508**

# **Lead a service that can support children or 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.

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

## Unit 509

## Lead practice to achieve positive outcomes for children and young people in residential childcare

<b>UAN:</b>	F/506/7619
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB4
<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 positive outcomes for children and young people in residential childcare

### Assessment criteria

The learner can:

AC1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve.

---

### Learning outcome

The learner will:

LO2 Be able to lead practice that puts children or young people at the centre

### Assessment criteria

The learner can:

AC2.1 Establish a culture that focuses on the wellbeing of the child or young person

AC2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities

AC2.3 **Plan** provision that meets the **identified needs** of children or young people

AC2.4 Implement provision that meets the identified needs of children or young people.

---

## Range

AC2.3 **Plan**: to plan provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation

AC2.3 **Identified needs** may relate to:

- Health and well-being
  - Relationships
  - Learning
  - Leisure
  - Play
- 

## Learning outcome

The learner will:

LO3 Be able to lead engagement with families to benefit children or young people

## Assessment criteria

The learner can:

AC3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families

AC3.2 Cultivate attitudes amongst team members that promote productive engagement with families

AC3.3 Implement practices that support pro-active liaison and engagement with families

AC3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person.

---

## Learning outcome

The learner will:

LO4 Be able to lead practice that addresses the health needs of children or young people

## Assessment criteria

The learner can:

AC4.1 Review the issues affecting access to health care services for children or young people in residential childcare

AC4.2 Review the impact of limited access to health care services on the health of children and young people

AC4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare

AC4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare

AC4.5 Support team members to enable children or young people to recognise and address their own **health needs**, as appropriate to their age and level of understanding

AC4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting

AC4.7 Establish a culture where choices for healthy living are promoted and modelled.

---

## Range

AC4.5 **Health needs** eg:

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- Physical
  - Mental
  - Emotional
  - Sexual
- 

## Learning outcome

The learner will:

LO5 Be able to lead practice that supports children or young people to learn

## Assessment criteria

The learner can:

AC5.1 Summarise theories about how children and young people learn

AC5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education

AC5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's

- a) circumstances
- b) experiences
- c) interests
- d) skills and talents
- e) aspirations

AC5.4 Manage the physical environment in ways that encourage learning.

---

## Learning outcome

The learner will:

LO6 Be able to lead practice that supports children or young people to enjoy their leisure time

## Assessment criteria

The learner can:

AC6.1 Evaluate the **benefits** of leisure activities for children and young people

AC6.2 Evaluate the importance of unstructured leisure time for children and young people

AC6.3 Work with **others** to enable children or young people to choose how they use their leisure time

AC6.4 Work with others to support children or young people to access leisure activities

---

## Range

AC6.1 **Benefits** eg:

- Fun and enjoyment
  - Friendships
  - Achievement
  - Self esteem
  - Personal identity
  - Mental health and wellbeing
  - Learning opportunities
  - Community links
-

- Future employment or entrepreneurial possibilities

AC6.3 **Others** eg:

- Team members
  - Other professionals
  - Family members
- 

### **Learning outcome**

The learner will:

LO7 Be able to lead practice that promotes participation in the community

### **Assessment criteria**

The learner can:

AC7.1 Review the benefits for children and young people of forging links with the local community

AC7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there

AC7.3 Work with others within the work setting and in the community to overcome barriers to community participation

AC7.4 Support team members to enable children or young people to participate in the community.

---

### **Learning outcome**

The learner will:

LO8 Be able to lead continuous improvement to practice

### **Assessment criteria**

The learner can:

AC8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families

AC8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved

AC8.3 Support team members to learn from challenges encountered in day to day work

AC8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection.

---

## **Unit 509**

# **Lead practice to achieve 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.

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

## Unit 510

## Implement a Positive Relationship Policy in residential childcare

<b>UAN</b>	R/506/8192
<b>Unit level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Unit aim:</b>	This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare
<b>Relationship to NOS:</b>	SCDLMCB8
<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 interconnection between relationships and behaviour

### Assessment criteria

The learner can:

AC1.1 Critically analyse how socially aware behaviour and positive relationships interlink

AC1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare

AC1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships

AC1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour

---

### Learning outcome

The learner will:

LO2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people

### Assessment criteria

The learner can:

- AC2.1 Research elements required in a **Positive Relationship Policy** and the rationale for each
- AC2.2 Work with children or young people and **others** to evaluate existing policies relating to positive relationships and behaviour management
- AC2.3 **Develop** a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation.
- 

## Range

- AC2.1 **Positive Relationship Policy** may previously have been called a Behaviour Management Strategy
- AC2.2 **Others** may include:
- Team members
  - Other professionals
  - Family members
  - Advocates
  - Independent visitors
- AC2.3 **Develop**: to develop a policy may be to develop directly or to propose developments to others (eg in a larger organisation) for consideration
- 

## Learning outcome

The learner will:

LO3 Be able to establish systems to implement the positive relationship policy

## Assessment criteria

The learner can:

- AC3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy
- AC3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of physical intervention or restraint
- AC3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems.
- 

## Learning outcome

The learner will:

LO4 Be able to equip team members to implement the positive relationship policy

## Assessment criteria

The learner can:

- AC4.1 Evaluate the knowledge and skills team members have for
- a) building trusting and enduring relationships with **vulnerable** children or young people
  - b) supporting children or young people to develop socially aware behaviour
- AC4.2 Address gaps identified in knowledge and skills
- AC4.3 Arrange training in restraint that meets statutory requirements for team members
-

AC4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour

---

### Range

AC4.1 **Vulnerable**: Children and young people may be vulnerable due to factors such as:

- Social, economic, physical, emotional or family circumstances
  - Previous experience of traumatic or dysfunctional relationships
  - Disability or specific conditions
- 

### Learning outcome

The learner will:

LO5 Be able to review a Positive Relationship Policy

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### Assessment criteria

The learner can:

AC5.1 **Review** the impact of the Positive Relationship Policy on relationships and behaviour in the setting

AC5.2 Propose improvements to the Positive Relationship Policy and systems.

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### Range

AC5.1 **Review** may involve children or young people, families and carers, team members and other professionals

---

### Learning outcome

The learner will:

LO6 Understand the context for use of physical intervention and restraint

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### Assessment criteria

The learner can:

AC6.1 Explain principles for the use of **physical intervention** and restraint with children and young people in residential childcare

AC6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint.

AC6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint

AC6.4 Review the range of checks needed to ensure that training in **restraint** addresses all legal, ethical and statutory requirements

---

### Range

AC6.1 **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger

---

AC6.4 **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 510**

# **Implement a Positive Relationship Policy 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 511

## Lead practice to support the well-being and resilience of children and young people in residential childcare

<b>UAN:</b>	T/506/7620
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDHSC044
<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 well-being and resilience in children and young people in residential childcare

### Assessment criteria

The learner can:

AC1.1 Explain the concepts and elements of

- a) **well-being**
- b) **resilience**

AC1.2 Evaluate approaches to measuring a child or young person's well-being

AC1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare

### Range

AC1.1 **Well-being** - elements of well-being eg:

- The opportunity to flourish
- Positive relationships and social networks
- Positive personal identity and self esteem
- Aspiration and optimism

- Happiness
- Mental, physical and sexual health
- Financial and emotional security

AC1.1 **Resilience** - elements relating to resilience eg:

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

## Learning outcome

The learner will:

LO2 Understand support for well-being and resilience

## Assessment criteria

The learner can:

AC2.1 Analyse approaches that support the well-being of children and young people

AC2.2 Explain the importance of homeliness, friendship and fun in the childcare setting

AC2.3 Analyse methods and approaches that help to build resilience in children and young people

AC2.4 Explain the importance of engaging with family members who are supporting a child or young person

## Learning outcome

The learner will:

LO3 Be able to lead practice that supports children and young people's well-being and resilience

## Assessment criteria

The learner can:

AC3.1 Lead practice that supports **others** to engage positively with children or young people

AC3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable

AC3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem

AC3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes

AC3.5 Challenge practices that act as barriers to children or young people's well-being and resilience.

## Range

AC3.1 **Others** may include:

- Team members
- Other professionals

- Children and young people
  - Families and carers
- 

### **Learning outcome**

The learner will:

LO4 Be able to improve practice in promoting the well-being and resilience of children and young people

### **Assessment criteria**

The learner can:

AC4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience

AC4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience

AC4.3 Evaluate own practice in promoting children or young people's well-being and resilience

AC4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience.

## **Unit 511**

# **Lead practice to 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.

## Unit 512

## Lead practice in safe use of digital, internet and mobile technology with children and young people

<b>UAN:</b>	L/506/8367
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead safe use of digital, internet and mobile technology with children and young people
<b>Relationship to NOS:</b>	SCDLMCB1, SCDLMCB2
<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 uses of technology by children and young people in society

### Assessment criteria

The learner can:

AC1.1 Identify digital, internet and mobile technology used in society

AC1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people.

---

### Learning outcome

The learner will:

LO2 Understand benefits and risks for children and young people when using digital, internet and mobile technology

### Assessment criteria

The learner can:

AC2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology

- AC2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology
- AC2.3 Describe signs and indicators of each risk
- AC2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers.
- 

### Learning outcome

The learner will:

- LO3 Be able to support safe use of digital, internet and mobile technology by children and young people

### Assessment criteria

The learner can:

- AC3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology
- AC3.2 Support **others** to understand features of safe use of digital, internet and mobile services and technology
- AC3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology
- AC3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered.
- 

### Range

AC3.2 **Others** could include:

- Children and young people
  - Team members
  - Other professionals
  - Carers/family members
  - Advocates
- 

### Learning outcome

The learner will:

- LO4 Be able to address risks to team members associated with use of digital, internet and mobile technology

### Assessment criteria

The learner can:

- AC4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people
- AC4.2 Develop policies and procedures for safe use of technology by team members
- AC4.3 Support team members to understand policies and procedures for safe use of technology
- AC4.4 Support team members to implement policies and procedures
-

## **Unit 512**

# **Lead practice in safe use of digital, internet and mobile technology with children and young people**

### 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 513

## Undertake professional development in residential childcare settings

<b>UAN:</b>	H/506/7791
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit provides the knowledge and skills required to undertake professional development in residential childcare settings
<b>Relationship to NOS:</b>	SCDHSC0043, SCDLMCA1
<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 principles of professional development

### Assessment criteria

The learner can:

AC1.1 Explain the importance of continually improving own knowledge and practice

AC1.2 Analyse potential barriers to professional development

AC1.3 Compare the use of different **sources** and systems of support for professional development

AC1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date.

---

### Range

AC1.3 **Sources** and systems of support may include:

- Supervision
- Appraisal
- Formal support
- Informal support
- Mentoring
- Within the organisation

- Beyond the organisation
- 

### Learning outcome

The learner will:

LO2 Understand how personal attributes and experiences can be used in professional development

### Assessment criteria

The learner can:

AC2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice

AC2.2 Review own emotional responses to situations encountered at work

AC2.3 Analyse how personal factors can be strengthened or addressed through professional development

---

### Learning outcome

The learner will:

LO3 Be able to prioritise goals and targets for own professional development

### Assessment criteria

The learner can:

AC3.1 Evaluate own knowledge and performance against:

- a) **standards** and benchmarks
- b) feedback

AC3.2 Prioritise development goals and targets.

---

### Range

AC3.1 **Standards** and benchmarks may include:

- Codes of practice
  - Regulations
  - Minimum / essential standards
  - National occupational standards
- 

### Learning outcome

The learner will:

LO4 Be able to prepare a professional development plan

### Assessment criteria

The learner can:

AC4.1 Select learning opportunities to meet development objectives and reflect personal learning style

AC4.2 Produce a plan for own professional development

AC4.3 Establish a process to evaluate the effectiveness of own professional development plan.

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## **Learning outcome**

The learner will:

LO5 Be able to improve performance through reflective practice

## **Assessment criteria**

The learner can:

AC5.1 Compare models of reflective practice

AC5.2 Explain the purpose of reflective practice in continuous improvement of performance

AC5.3 Use reflective practice and feedback from others to improve performance

AC5.4 Evaluate how practice has been improved through:

- a) reflection on best practice
- b) reflection on failures and mistakes
- c) reflection on personal factors

## **Unit 513**

# **Undertake 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 3, 4 and 5 must be assessed in a real work environment.

## Unit 514

# Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

<b>UAN:</b>	T/506/7584
<b>Unit level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice that promotes the rights, diversity and equality of children and young people in residential childcare settings
<b>Relationship to NOS:</b>	SCDLMCE9
<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 legislative frameworks for children and young people's rights

### Assessment criteria

The learner can:

AC1.1 Summarise national and international legislation that underpins the rights of children and young people

AC1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people.

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### Learning outcome

The learner will:

LO2 Be able to develop policies and procedures that promote the rights of children and young people

### Assessment criteria

The learner can:

- AC2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures
- AC2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people
- AC2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people.
- 

### Learning outcome

The learner will:

- LO3 Understand anti-discriminatory practice with children and young people

### Assessment criteria

The learner can:

- AC3.1 Analyse the impact of current equalities legislation on work with children and young people
- AC3.2 Evaluate models of **anti-discriminatory practice** in residential childcare settings for children or young people.
- 

### Range

AC3.2 **Anti-discriminatory practice**: seeks not to discriminate on the basis of one or more of the following:

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

AC3.2 **Discrimination** may occur at one or more of the following levels:

- Individual
  - Institutional
  - Societal.
- 

### Learning outcome

The learner will:

- LO4 Be able to lead anti-discriminatory practice

### Assessment criteria

The learner can:

- AC4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion
- AC4.2 Support team members to work in a **culturally sensitive** way
- AC4.3 Support team members to address tensions between anti-discriminatory practice and **gender-specific issues**
-

---

## Range

AC4.2 **Culturally sensitive** include:

- Recognising cultural similarities and differences
- Avoiding value judgements (eg better or worse, right or wrong)
- Respecting beliefs and practices while being alert to any heightened risks

AC4.3 **Gender-specific issues** are those with specific relevance to male, female or trans-gender children and young people.

---

## Learning outcome

The learner will:

LO5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints

## Assessment criteria

The learner can:

AC5.1 Explain the relationship between **raising concerns or making complaints** and the rights of children and young people

AC5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting

AC5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and **others**

AC5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints

AC5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed

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## Range

AC5.1 **Raising concerns or making complaints**: Raising concerns or making complaints may be done formally or informally

AC5.3 **Others** may include colleagues, other agencies, children and young people or their families and friends

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## Learning outcome

The learner will:

LO6 Be able to lead continuous improvement to practice to promote the rights of children and young people

## Assessment criteria

The learner can:

AC6.1 **Monitor** how effectively rights are upheld in the work setting

AC6.2 Support team members to evaluate their own practice in promoting the rights of children or young people

AC6.3 Review own practice in promoting the rights of children or young people

AC6.4 Challenge self and others to continuously improve practice to promote the rights of children or young people

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AC6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people

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**Range**

AC6.1 **Monitor:** to monitor will involve children or young people and others.

## **Unit 514**

# **Lead practice to promote 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 2, 4, 5 and 6 must be assessed in a real work environment.

## Unit 515

## Lead networks and multi-agency work to benefit children and young people in residential childcare

<b>UAN:</b>	R/506/7608
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare
<b>Relationship to NOS:</b>	SCDLMCD1
<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 role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

### Assessment criteria

The learner can:

- AC1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people
- AC1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews
- AC1.3 Evaluate the use of networks to build a **team around a child or young person**

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### Range

- AC1.3 A **team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time.

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## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

AC2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services

AC2.2 Explain structures, key roles and methods for communication and decision making within these agencies

AC2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person.

---

## Learning outcome

The learner will:

LO3 Be able to build a multi-agency team around a child or young person

## Assessment criteria

The learner can:

AC3.1 Recognise circumstances where a multi-agency team should be built around a child or young person

AC3.2 Analyse factors that influence the involvement of family members in a team built around a child or young person

AC3.3 Agree with **others** the task, role and boundaries of the team

AC3.4 Negotiate the **parameters** of the team's work

AC3.5 Influence the team to secure **effective arrangements** for practice

---

## Range

AC3.3 **Others** may include:

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

AC3.4 **Parameters** eg:

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

AC3.5 **Effective arrangements** must be:

- Focused on the needs of the child or young person
- Appropriate to the nature and purpose of the task
- Likely to be effective in establishing and maintaining relationships
- Respectful of confidentiality while balancing risks of sharing or not sharing information.

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## Learning outcome

The learner will:

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LO4 Be able to participate in the work of a multi-agency team built around a child or young person

### **Assessment criteria**

The learner can:

AC4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person

AC4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team

AC4.3 Participate in agreed monitoring processes

---

### **Learning outcome**

The learner will:

LO5 Be able to continuously improve multi-agency work

### **Assessment criteria**

The learner can:

AC5.1 Analyse factors that support effective collaboration and partnership with other agencies

AC5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work

AC5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work

AC5.4 Implement improvements identified through monitoring and review of multi-agency work

## **Unit 515**

# **Lead networks and multi-agency work 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 3, 4 and 5 must be assessed in a real work environment.

## Unit 516

## Lead a residential childcare service that can engage with the youth justice system

<b>UAN:</b>	Y/506/7609
<b>Unit level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system
<b>Relationship to NOS:</b>	SCDLMCB2, SCDLMCB3, SCDLMCD1
<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 the youth justice system

### Assessment criteria

The learner can:

AC1.1 Analyse the political and legal context of the youth justice system

AC1.2 Evaluate theories relating to youth justice and offending behaviour.

---

### Range

Theories including:

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

---

### Learning outcome

The learner will:

LO2 Be able to support team members to work with the court system relating to youth justice

### Assessment criteria

The learner can:

AC2.1 Provide information to team members on the court system, the sentencing process and **disposal options**

AC2.2 Work with team members to

- a) **support compliance** with disposal requirements
- b) respond to breaches of disposal requirements

AC2.3 Review team's practice in working with the court system

---

### Range

AC2.1 **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

AC2.2 Support compliance eg:

- Accompanying young people to and from appointments
  - Providing a corporate parent role in court.
- 

### Learning outcome

The learner will:

LO3 Be able to work in partnership with agencies involved in the youth justice system

### Assessment criteria

The learner can:

AC3.1 Explain the importance of working in partnership with **agencies** involved in the youth justice system

AC3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system

AC3.3 Develop team members' understanding of the rights and responsibilities of an Appropriate Adult

AC3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement.

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### 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)
- 

### Learning outcome

The learner will:

LO4 Be able to provide a service that reduces the risk of criminalisation of children and young people

### Assessment criteria

The learner can:

- AC4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system
  - AC4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours
  - AC4.3 Develop systems that prevent the premature escalation of responses to offending behaviour
  - AC4.4 Explain **tensions and risks** that can be created by close work with youth justice agencies.
- 

### Range

AC4.4 **Tensions** and risks eg:

- Premature escalation of behaviour
  - Bias towards use of the justice system
  - Differing values and priorities
- 

### Learning outcome

The learner will:

LO5 Understand the experience of the secure estate

### Assessment criteria

The learner can:

- AC5.1 Analyse why children and young people in secure settings are at high risk of experiencing poor outcomes
  - AC5.2 Evaluate approaches that improve outcomes for children and young people in secure settings.
- 

### Range

Poor outcomes include those in relation to:

- Physical health and wellbeing
  - Mental health
  - Learning and educational achievement
  - Establishing and maintaining positive relationships with family and friends
-

---

## Learning outcome

The learner will:

LO6 Be able to achieve successful transfer within and out of the secure estate

## Assessment criteria

The learner can:

AC6.1 Analyse factors for the successful **transfer** of children and young people between settings within the secure estate

AC6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate

AC6.3 Develop systems to support the successful resettlement of children and young people.

---

## Range

AC6.1 **Transfer** including transfer to adult secure estates and to specialist services.

## **Unit 516**

# **Lead a residential childcare service that can engage with the youth justice system**

## 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 6 must be assessed in a real work environment.

## Unit 517

## Lead practice to support young people leaving care

<b>UAN</b>	Y/506/8114
<b>Unit level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit provides the knowledge and skills required to lead practice to support young people leaving care
<b>Relationship to NOS:</b>	SCDLMCB3
<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 theoretical, statutory and legal frameworks in relation to young people leaving care to live independently

### Assessment criteria

The learner can:

- AC1.1 Explain the statutory and legal frameworks that apply to young people as they leave care
- AC1.2 Evaluate how theories of change management can be applied to supporting young people leaving care
- AC1.3 Evaluate the importance of a planned and phased approach to leaving care.

---

### Learning outcome

The learner will:

- LO2 Be able to recognise factors that impact on the experience of leaving care

### Assessment criteria

The learner can:

- AC2.1 Analyse aspirations and concerns that young people leaving care can experience

- AC2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care
- AC2.3 Research the features of practice that affect young people's experience of leaving care
- AC2.4 Review the importance of interactions and relationships between young people and **others** as they prepare to leave care.
- 

### Range

AC2.4 **Others** may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person

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### Learning outcome

The learner will:

LO3 Be able to lead support for young people as they prepare for independent living

### Assessment criteria

The learner can:

- AC3.1 Allocate **resources** to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living
- AC3.2 Support team members to work with young people to develop the **practical abilities**, social skills and emotional resilience needed in more independent living
- AC3.3 Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation
- AC3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process.
- 

### Range

AC3.1 **Resources**: team members' time, financial resources, physical resources in the setting

AC3.2 **Practical abilities** eg to:

- Manage and maintain accommodation
  - Manage personal finances
  - Maintain health and well being
  - Manage daily living tasks
  - Access training or education
  - Seek employment (including entrepreneurial options)
  - Manage risks
  - Engage as a citizen and make a contribution to society
- 

### Learning outcome

The learner will:

LO4 Be able to work with others to support young people leaving care

### Assessment criteria

The learner can:

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- AC4.1 Research local agencies and professionals who can contribute information, advice or to young people leaving care
  - AC4.2 Build positive working relationships with others within and beyond the organisation
  - AC4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role
  - AC4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount
- 

### **Learning outcome**

The learner will:

- LO5 Be able to review support in relation to young people leaving care

### **Assessment criteria**

The learner can:

- AC5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting
- AC5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements
- AC5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition
- AC5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care.

## **Unit 517**

## **Lead practice to 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 2, 3, 4 and 5 must be assessed in a real work environment.

## Unit 518

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

<b>UAN</b>	J/506/8318
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions
<b>Relationship to NOS:</b>	SCDLMCB4, SCDLMCE3
<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 of complex disabilities and conditions on children and young people and their families

### Assessment criteria

The learner can:

AC1.1 Compare the prevalence, causes and impacts of **complex disabilities and conditions** in children and young people

AC1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families

AC1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families

### 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

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## Learning outcome

The learner will:

LO2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions

## Assessment criteria

The learner can:

AC2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions

AC2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions

AC2.3 Analyse features of provision that reflect **good practice** in terms of current theories, legislation, regulations and policies

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## Range

AC2.3 **Good practice** will reflect aspects including:

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

---

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

AC3.1 Compare the range of residential childcare services for children and young people with complex disabilities or conditions

AC3.2 Analyse how different types of **residential childcare** require a different focus in partnership working with carers

AC3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their **carers**

AC3.4 Evaluate the importance of ensuring a **residential childcare service's** provision meets stated aims and objectives.

---

## Range

AC3.2 **Residential childcare** services eg:

- Short break

- Shared care
- 52 week

AC3.3 **Carers** are parents, family members and others who care for a child or young person at home

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

## **Unit 518**

# **Understand the context of 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 519

# Principles for leading the transition of young people with complex disabilities or conditions to adult services

<b>UAN:</b>	A/506/7568
<b>Unit level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services
<b>Relationship to NOS:</b>	SCDLMCB3
<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 theoretical, statutory and legal frameworks in relation to young people making the transition to adult services

### Assessment criteria

The learner can:

- AC1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services
- AC1.2 Summarise legislation that affects the rights of young people with **complex disabilities or conditions** to make decisions about their lives
- AC1.3 Evaluate how theories of change management can be applied to support the transition to adult services.

### Range

- AC1.2 **Complex disabilities or conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.

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## Learning outcome

The learner will:

LO2 Understand the impact of complex disabilities or conditions on the transition into adulthood

## Assessment criteria

The learner can:

AC2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families

AC2.2 Analyse **factors** that affect a young person's capacity to manage transitions and changes

AC2.3 Explain how **cultural** considerations can impact on the process of moving from childhood into adulthood.

---

## Range

AC2.2 **Factors** may include:

- Positive/negative identity and self esteem
- Stable/unstable relationships and networks
- Secure/insecure attachments
- Experience of discrimination/social exclusion
- Experience of abuse or harm
- Cognitive capacity

AC2.3 **Cultural**: the ideas, customs and social behaviours of a particular society or community.

---

## Learning outcome

The learner will:

LO3 Understand adult care provision

## Assessment criteria

The learner can:

AC3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services

AC3.2 Identify funding sources, eligibility criteria and application processes for each

AC3.3 Evaluate how personal budgets support the transition to adult services.

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## Learning outcome

The learner will:

LO4 Understand how to work with others to support young people making the transition to adult services

## Assessment criteria

The learner can:

AC4.1 Describe knowledge, skills and attitudes required by team members to support the transition process

- AC4.2 Analyse the role and contribution of family members in the transition process
- AC4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services
- AC4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition.
- 

### **Learning outcome**

The learner will:

LO5 Understand person centered support for transition to adult services

### **Assessment criteria**

The learner can:

- AC5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services
- AC5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount
- AC5.3 Describe processes needed to secure additional support to meet the individual requirements of young people
- AC5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement
- 

### **Range**

Additional support may include:

- Training in practical skills
  - Emotional support
  - Support to manage tensions and dilemmas
- 

### **Learning outcome**

The learner will:

LO6 Understand how to review support in relation to young people making the transition to adult services

### **Assessment criteria**

The learner can:

- AC6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition
- AC6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition
- AC6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services.
-

## **Unit 519**

# **Principles for leading the transition of young people with complex disabilities or conditions to adult services**

Supporting information

### **Assessment requirements**

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

## Unit 520

# Support others to understand models of disability and their effects on working practice with children and young people

<b>UAN</b>	R/506/8158
<b>Unit level:</b>	4
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	This unit provides the knowledge and skills required to support others to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus
<b>Relationship to NOS:</b>	SCDHSC0043
<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 models of disability

### Assessment criteria

The learner can:

AC1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability

AC1.2 Compare theoretical models of disability

AC1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people

AC1.4 Explain how different models of disability shape organisational structures and outcomes.

---

### Learning outcome

The learner will:

LO2 Be able to review how models of disability underpin organisational practice with children and young people

## Assessment criteria

The learner can:

- AC2.1 Explain how policies, procedures and working practices are underpinned by a model of disability
  - AC2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation
  - AC2.3 Use the review to propose improvements to policies, procedures and working practices
- 

## Learning outcome

The learner will:

- LO3 Be able to develop others' awareness of models of disability

## Assessment criteria

The learner can:

- AC3.1 Plan activities that increase **others'** understanding of:
    - a) models of disability
    - b) how they are experienced by children and young people
    - c) how models of disability shape organisational structure and ways of working
  - AC3.2 Implement planned activities
  - AC3.3 Review the outcomes of planned activities.
- 

## Range

AC3.1 **Others** could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

## **UnitUnit 520**

# **Support others to understand models of disability and their effects on working practice with children and young people**

## 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 521

## Undertake a research project within services for health and social care or children and young people

<b>UAN</b>	J/602/3499
<b>Unit level:</b>	5
<b>Credit value:</b>	10
<b>GLH:</b>	80
<b>Unit aim:</b>	The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.
<b>Relationship to NOS:</b>	CCLD 420
<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 Be able to justify a topic for research within services for health and social care or children and young people

### Assessment criteria

The learner can:

AC1.1 Identify the area for the research project

AC1.2 Develop the **aims and objectives** of the research project

AC1.3 Explain **ethical considerations** that apply to the area of the research project

AC1.4 Complete a literature review of chosen area of research

### Range

AC1.2 Aims and objectives: the reasons, understanding and methods for conducting the research project

AC1.3 Ethical considerations: confidentiality, sensitivity of data, seeking agreements with participants

---

## Learning outcome

The learner will:

LO2 Understand how the components of research are used

## Assessment criteria

The learner can:

AC2.1 Critically compare different types of research

AC2.2 Evaluate a range of methods that can be used to collect data

AC2.3 Identify a range of tools that can be used to analyse data

AC2.4 Explain the importance of validity and reliability of data used within research.

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## Learning outcome

The learner will:

LO3 Be able to conduct a research project within services for health and social care or children and young people

## Assessment criteria

The learner can:

AC3.1 Identify sources of support whilst conducting a research project

AC3.2 Formulate a detailed plan for a research project

AC3.3 Select research methods for the project

AC3.4 Develop research questions to be used within project

AC3.5 Conduct the research using identified research methods

AC3.6 Record and collate data.

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## Learning outcome

The learner will:

LO4 Be able to analyse research findings

## Assessment criteria

The learner can:

AC4.1 Use data analysis methods to analyse the data

AC4.2 Draw conclusions from findings

AC4.3 Reflect how own research findings substantiate initial literature review

AC4.4 Make recommendations related to area of research

AC4.5 Identify potential uses for the research findings within practice.

---

## **Unit 521**

# **Undertake a research project within services for health and social care or children and young people**

## Supporting information

### **Assessment requirements**

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

# 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**

This qualification 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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