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| Unit Title: Support young people leaving care | | |
| URN: K/506/8540 |  |  |
| Credit Value: 6 |  |  |
| Level: 3 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand the statutory and legal frameworks in relation to young people who are leaving care.** | | | |
| 1.1 Describe the statutory and legal frameworks that apply to young people when they leave care. |  |  |  |
| 1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently. |  |  |  |
| 1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care. |  |  |  |
| **2 Understand emotional responses to change.** | | | |
| 2.1 Describe common emotional responses to change and uncertainty about the future. |  |  |  |
| **3 Understand young people’s emotional responses about leaving care.** | | | |
| 3.1 Explain why young people in residential childcare may have additional reasons for anxiety when they are expected to leave care to live independently. |  |  |  |
| 3.2 Explain the emotional importance of having somewhere that is ‘home’. |  |  |  |

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| 3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care. |  |  |  |
| 3.4 Describe strategies to reduce anxiety for young people preparing to leave care. |  |  |  |
| **4 Be able to support young people to plan their move from care.** | | | |
| 4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition. |  |  |  |
| 4.2 Support young people to explore their own views, perceptions and choices about leaving care. |  |  |  |
| 4.3 Support young people to understand the potential outcomes of their choices. |  |  |  |
| 4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices. |  |  |  |
| 4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances. |  |  |  |
| 4.6 Source information and support designed for young people leaving care. |  |  |  |

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| **5 Be able to prepare young people for practical aspects of daily living as they leave care.** | | | |
| 5.1 Explain why practical support and advice for leaving care is a long term task. |  |  |  |
| 5.2 Support young people to access sources of information and advice on:  • housing  • financial support  • further or higher education  • employment. |  |  |  |
| 5.3 Support young people to plan for a future income. |  |  |  |
| 5.4 Provide young people with information about how to manage personal finances. |  |  |  |
| 5.5 Provide young people with information to prepare them to manage and maintain accommodation. |  |  |  |
| 5.6 Prepare plans with young people that will assist them in maintaining their own health and well being. |  |  |  |
| 5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet. |  |  |  |
| **6 Be able to support young people with the emotional challenges of leaving care.** | | | |
| 6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care. |  |  |  |
| 6.2 Communicate reassurance and confidence to the young person about their capacity to succeed. |  |  |  |

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| 6.3 Support young people to plan and prepare for their future social life and relationships. |  |  |  |
| 6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them. |  |  |  |
| 6.5 Support young people to understand how resilience can help them face challenges and disappointments. |  |  |  |
| 6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care. |  |  |  |
| **7 Be able to prepare young people to manage personal risks when they have moved on from care.** | | | |
| 7.1 Support young people to develop skills in how to assess risks to their personal safety and well being. |  |  |  |
| 7.2 Support young people to understand ways to minimise risks. |  |  |  |
| 7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help. |  |  |  |

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| **8 Understand how to provide a continued welcome in the care setting after young people have left.** | | | |
| 8.1 Identify reasons why a young person may visit the care setting after they have left. |  |  |  |
| 8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left. |  |  |  |
| 8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left. |  |  |  |
| 8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting. |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: