



Level 3 Diploma For
RESIDENTIAL CHILDCARE (ENGLAND)

Qualification Specification

Qualification recognition number: 601/5174/2
Qualification Reference: L3DRCE

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Version Control Information

| Document details | |
|------------------------------------|---|
| Document name | FAQ Level 3 Diploma for Residential Childcare (England – Specification) 601/5174/2 |
| Purpose of document | Qualification specification, component contents, assessment guidelines and information for centres. |
| Change applied to existing version | L3DRCE _V2_09/11/18 |
| Document owner | Product Development Team |

| Version history | | | |
|------------------------------------|---------------|-----------------------------|--|
| New version number after amendment | Date amended | Section | Details of change/s |
| L3DRCE _V2_09/11/18 | November 2018 | Component 2 Component 11 | Amendment to LO4. Amendment to credit value. |
| L3DRCE _V3_13/06/19 | June 2019 | Throughout | Administration updates, correcting typos, web links and Assessment Principles. |

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com/>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 3 Diploma for Residential Childcare (England)**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com/>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **FAQ Level 3 Diploma for Residential Childcare (England)** is to support learners who want to work in residential childcare and who have not previously achieved an existing relevant qualification. Learners who want to work in residential childcare will need to take this qualification.

The Total Qualification Time (TQT) for this qualification is 610

Guided Learning (GL) for this qualification is 466 hours

Minimum credits required to achieve the qualification: 61

Suitable for age ranges: 18+ 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals' *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals' website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

For information, regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.economy-ni.gov.uk>

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

Learners can progress on to the Level 5 Diploma in Leadership and Management for Residential Childcare (England), or a Foundation Degree in a related discipline.

2.4 Assessment Principles

The FAQ Level 3 Diploma for Residential Childcare (England) must be assessed according to the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 3 Diploma for Residential Childcare (England). Learners must achieve 61 credits - 53 credits from Mandatory Group M, and a minimum of 8 credits from Optional Group O to make up a minimum of 61 credits.

| Group M – Mandatory | | | | |
|---------------------|------------|--|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 1 | F/506/7653 | Understand the development of children and young people in residential childcare | 3 | 3 |
| 2 | J/506/7587 | Support risk management in residential childcare | 2 | 3 |
| 3 | L/506/7588 | Support group living in residential childcare | 3 | 3 |
| 4 | A/506/7618 | Understand how to support positive outcomes for children and young people in residential childcare | 2 | 3 |
| 5 | M/506/7616 | Support attachment and positive relationships for children and young people in residential childcare | 4 | 3 |
| 6 | T/506/7617 | Support the well-being and resilience of children and young people in residential childcare | 3 | 3 |
| 7 | D/506/7594 | Support children and young people in residential childcare to manage their health | 2 | 3 |

| | | | | |
|----|------------|---|---|---|
| 8 | R/506/7592 | Support the rights, diversity and equality of children and young people in residential childcare | 3 | 3 |
| 9 | F/506/7605 | Participate in teams to benefit children and young people in residential childcare | 3 | 3 |
| 10 | F/506/7782 | Engage in professional development in residential childcare settings | 3 | 3 |
| 11 | L/506/7798 | Support children and young people in residential childcare to achieve their learning potential | 4 | 3 |
| 12 | A/506/7828 | Assessment and planning with children and young people in residential childcare | 3 | 3 |
| 13 | T/506/8363 | Understand How to Safeguard and Protect Children and Young People in Residential Childcare | 7 | 3 |
| 14 | A/506/8364 | Understand How to Support Children and Young People Who Have Experienced Harm or Abuse | 3 | 3 |
| 15 | A/506/8526 | Promote effective communication and information handling in residential childcare settings | 3 | 3 |
| 16 | Y/506/8193 | Support the development of socially aware behaviour with children and young people in residential childcare | 5 | 3 |

| Group O1 – Optional Components | | | | |
|--------------------------------|------------|--|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 17 | H/506/7595 | Understand the care system and its impact on children and young people | 3 | 4 |
| 18 | J/506/7606 | Understand the youth justice system as it relates to residential childcare | 3 | 4 |
| 19 | K/506/7596 | Work with the families of children and young people in residential childcare | 2 | 3 |
| 20 | F/601/4056 | Support use of medication in social care settings | 5 | 3 |
| 21 | K/506/8540 | Support young people leaving care | 6 | 3 |
| 22 | R/506/8502 | Understand residential childcare for children and young people with complex disabilities or conditions | 3 | 3 |
| 23 | L/506/8501 | Understand support for young people with complex disabilities or conditions making the transition into adulthood | 3 | 3 |

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹

1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:

<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>

1.5 Throughout this document the term unit is used for simplicity, but this can mean module, component or any other similar term.

1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct² and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

¹ See Appendix A for links to SfC&D partner organisations' websites

² See Appendix B for links to standards for conduct in UK nations

2. Assessment Principles

Good practice dictates the following

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified³, competent and knowledgeable assessor.

2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

³ See Appendix C for links to guidance on qualifications for occupational competence in UK nations

2.11 Assessment of knowledge based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable: This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance

4.5 Expert witness: An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- Have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.6 Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Skills for Care and Development partnership website links

<http://www.ccwales.org.uk>

<http://www.niscc.info>

<http://www.skillsforcare.org.uk>

<http://www.sssc.uk.com>

<http://www.skillsforcareanddevelopment.org.uk>

Appendix B Codes and Standards of Conduct

<http://www.ccwales.org.uk/code-of-professional-practice/>

https://niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf

<http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-ofConduct.aspx>

<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-ofpractice>

Appendix C Guidance on Occupational Competence Qualifications

- Qualification Framework for the Social Care Sector in Wales
<http://www.ccwales.org.uk/qualification-framework/>
- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
<http://www.ccwales.org.uk/early-years-and-childcare-worker/>
- N Ireland:
http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf
- England:
<http://www.skillsforcare.org.uk/Learning-development/Qualifications/Qualifications.aspx>
- Scotland
<http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group – assessor qualifications

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|---|
| D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence |
| A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' performance through Observation |
| Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only) |
| Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only) |
| Level 3 Certificate in Assessing Vocational Achievement Qualified Teacher Status |
| Certificate in Education in Post Compulsory Education (PCE) |
| Social Work Post Qualifying Award in Practice Teaching |
| Certificate in Teaching in the Lifelong Learning Sector (CTLTS) |
| Diploma in Teaching in the Lifelong Learning sector (DTLLS) |
| Mentorship and Assessment in Health and Social Care Settings |
| Mentorship in Clinical/Health Care Practice |
| L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland) |
| L&D9D - Assessing workplace competence using Direct methods (Scotland) |
| NOCN – Tutor/Assessor Award |
| Level 3 Awards and Certificate in Assessing the Quality of Assessment |
| Level 4 Awards and Certificates in Assuring the Quality of Assessment |
| Level 3 Award in Education and Training JABQG Sept 2014 - Version 5 |
| Level 4 Certificate in Education and Training |
| Level 5 Diploma in Educations and Training |



3.2 Component Specifications

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

Component Reference Number: F/506/7653

Level: 3

Credit: 3

GL: 25

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1 Understand the expected pattern of development for children and young people from birth to 19 years. | 1.1 Explain the sequence and rate of each aspect of development from birth to 19 years. |
| | 1.2 Explain the difference between sequence of development and rate of development. |
| | 1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours. |
| 2 Understand the factors that influence children and young people's development and how these affect practice. | 2.1 Explain how children and young people's development is influenced by personal factors. |
| | 2.2 Explain how children and young people's development is influenced by external factors. |
| | 2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting. |
| 3 Understand the cycle of monitoring, assessment and intervention for children and young people's development. | 3.1 Explain how to monitor children and young people's development using different methods. |
| | 3.2 Explain the importance of observation within the monitoring and assessment process. |
| | 3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern. |
| | 3.4 Explain how multi agency teams work together to address a child or young person's development needs. |
| | 3.5 Describe ways to ensure that day-to-day activities support the development of children and young people. |
| | 3.2 Explain the importance of observation within the monitoring and assessment process. |

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| 4 Understand the importance of early intervention to support development needs of children and young people. | 4.1 Explain the importance of early identification of development issues. |
| | 4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders. |
| 5 Understand the effects of transitions on children and young people's development. | 5.1 Explain how times of transition can affect children and young people's development. |
| | 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition. |

Component 2: Support risk management in residential childcare

Component Reference Number: J/506/7587

Level: 3

Credit: 2

GL: 18

Assessment Guidance

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

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

| | |
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| 4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits | 4.1 Explain the policies and procedures to follow in response to: <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies |
| | 4.2 Describe the procedures for recording and reporting: <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies |

Component 3: Support group living in residential childcare

Component Reference Number: L/506/7588

Level: 3

Credit: 3

GL: 22

Assessment Guidance

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

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

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| 5 Be able to support continuous improvement in group living arrangements | 5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living |
| | 5.2 Work with children and young people to evaluate activities and agreements for group living |
| | 5.3 Propose improvements to group living arrangements and practices using reflections and evaluations |

Component 4: Understand how to support positive outcomes for children and young people in residential childcare

Component Reference Number: A/506/7618

Level: 3

Credit: 2

GL: 20

Assessment Guidance

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

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

Component 5: Support attachment and positive relationships for children and young people in residential childcare

Component Reference Number: M/506/7616

Level: 3

Credit: 4

GL: 27

Assessment Guidance

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

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Understand the importance of positive attachments for the well-being of children and young people | 1.1 Summarise theories of attachment |
| | 1.2 Explain why positive attachments are important for children and young people |
| | 1.3 Analyse the short and long term impacts on the well-being of children and young people if they are not able to form positive attachments |
| 2 Understand how to support positive attachments for children or young people in residential childcare | 2.1 Analyse factors in the life of a child or young person which can present barriers to forming positive attachments |
| | 2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments |
| | 2.3 Explain the connection between positive attachments and positive relationships |
| | 2.4 Explain how attachment impacts on own role |
| | 2.5 Describe strategies for supporting children and young people to form positive attachments |
| 3 Understand how to support positive relationships for children and young people in residential childcare | 3.1 Describe features of positive relationships for children and young people |
| | 3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships |
| | 3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties |
| | 3.4 Describe ways to support children and young people to develop positive relationships with their peers |
| 4 Be able to develop positive relationships with children and young people | 4.1 Engage with children or young people to develop positive relationships |
| | 4.2 Build a connection with children or young people, using a range of skills, methods and approaches to develop positive relationships with them |
| | 4.3 Maintain professional boundaries in relationships with children and young people in residential childcare |

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| 5 Be able to address concerns about attachments and relationships of children and young people | 5.1 Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person |
| | 5.2 Implement agreed strategies with a child or young person to promote positive attachments and relationships |
| 6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people | 6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships |
| | 6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people |
| | 6.3 Use reflection to inform improvements in own practice |

Component 6: Support the well-being and resilience of children and young people in residential childcare

Component Reference Number: T/506/7617

Level: 3

Credit: 3

GL: 20

Assessment Guidance

This component 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.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand the well-being and resilience of children and young people | 1.1 Explain factors that impact on the well-being of children and young people |
| | 1.2 Explain why it is important for children and young people to develop resilience |
| | 1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting |
| | 1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people |
| 2 Be able to support the development of children and young people's social and emotional identity and self esteem | 2.1 Explain why social and emotional identity are important to the well-being and resilience of children and young people |
| | 2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity |
| | 2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests |
| | 2.4 Support children or young people to recognise and value their own abilities, talents and achievements |
| | 2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem |

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| 3 Be able to support children and young people to develop a positive outlook on their lives | 3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives |
| | 3.2 Support children or young people to respond positively to challenges and disappointments |
| | 3.3 Support children or young people to express their feelings, views and hopes |
| | 3.4 Use own actions and interactions to reflect a positive outlook for children or young people |
| 4 Be able to recognise and respond to signs of distress in children and young people | 4.1 Explain why children and young people may communicate distress through behaviour rather than verbally |
| | 4.2 Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person |
| | 4.3 Describe types of behaviour that may indicate distress or are likely to compromise a child or young person's wellbeing |
| | 4.4 Take action to report, address and record concerns following agreed procedures |
| | 4.5 Support children or young people to consider choices for positive change in their lives |

Component 7: Support children and young people in residential childcare to manage their health

Component Reference Number: D/506/7594

Level: 3

Credit: 2

GL: 17

Assessment Guidance

This component 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.

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

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| 4 Be able to support children and young people to make healthy lifestyle choices | 4.1 Describe factors associated with a healthy lifestyle |
| | 4.2 Evaluate how own actions model a healthy lifestyle |
| | 4.3 Support children or young people to understand the choices they can make about their lifestyle |
| | 4.4 Support children or young people to sustain healthy lifestyle choices |

Component 8: Support the rights, diversity and equality of children and young people in residential childcare

Component Reference Number: R/506/7592

Level: 3

Credit: 3

GL: 24

Assessment Guidance

This component 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.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1 Understand the rights of children and young people | 1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level |
| | 1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people |
| | 1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this |
| | 1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people |
| 2 Understand the implications of equalities legislation for children and young people in residential childcare | 2.1 Explain how current equalities legislation affects work with children and young people in residential childcare |
| | 2.2 Explain the effects of discrimination, stereotyping and labelling on children and young people |
| | 2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination |
| 3 Be able to address discriminatory practice | 3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment |
| | 3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice |
| | 3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change |

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| 4 Be able to work in a culturally sensitive way | 4.1 Describe differing cultural practices and beliefs |
| | 4.2 Support children or young people to understand and value their cultural practices and beliefs |
| | 4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs |
| | 4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal |
| | 4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal |
| 5 Be able to support the right of children and young people to raise concerns and make complaints | 5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints |
| | 5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed |
| | 5.3 Support children or young people in raising concerns and making complaints |
| | 5.4 Explain how to recognise when a child or young person is expressing concern indirectly |

Component 9: Participate in teams to benefit children and young people in residential childcare

Component Reference Number: F/506/7605

Level: 3

Credit: 3

GL: 20

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1 Understand how to work as part of a team | 1.1 Explain the practices that support effective team working |
| | 1.2 Define the roles and responsibilities of different team members in own work setting |
| | 1.3 Describe ways to ensure that own responsibilities as a team member are met |
| 2 Understand the local network for children and young people's services | 2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare |
| | 2.2 Explain how and why referrals are made between agencies |
| 3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare | 3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare |
| | 3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews |
| | 3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person |
| 4 Be able to build working relationships with others involved in the care of children and young people | 4.1 Build and maintain working relationships with others within and beyond the work setting |
| | 4.2 Overcome barriers to partnership working |
| | 4.3 Reflect on own practice in building and maintaining working relationships |
| | 4.4 Identify where improvements can be made in own practice to support working relationships |

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| 5 Be able to participate in a multi-agency team around a child or young person | 5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person |
| | 5.2 Adapt own role and working practice to take account of responsibilities as a team member |
| | 5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team |
| | 5.4 Support the child or young person to understand the work of the team according to their level of understanding |
| 6 Be able to communicate with others to facilitate multi-agency working | 6.1 Use appropriate communication for different circumstances in multi-agency working |
| | 6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies |
| | 6.3 Prepare reports that meet legal requirements and are accurate, legible and concise |
| | 6.4 Use information in reports prepared by other agencies to support multi-agency working |
| | 6.5 Explain the value of using information prepared by other agencies |

Component 10: Engage in professional development in residential childcare settings

Component Reference Number: F/506/7782

Level: 3

Credit: 3

GL: 20

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand what is required for competence in own job role in a residential childcare setting | 1.1 Explain the duties, responsibilities and boundaries of own job role |
| | 1.2 Explain expectations about own job role as expressed in relevant standards |
| | 1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting |
| | 1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work |
| 2 Be able to reflect on own practice | 2.1 Explain the cyclical process of reflection |
| | 2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided |
| | 2.3 Reflect on own practice |
| | 2.4 Reflect on how work demands have impacted on self |
| 3 Be able to evaluate own performance | 3.1 Evaluate own knowledge and understanding against relevant standards |
| | 3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace |
| | 3.3 Evaluate own performance using feedback |
| 4 Be able to engage with professional supervision to plan and review own development | 4.1 Participate in supervision in accordance with requirements in the workplace |
| | 4.2 Use supervision to review and prioritise own <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities |
| | 4.3 Use supervision to agree own professional development plan |
| 5 Be able to use reflective practice to contribute to professional development | 5.1 Use reflective practice to evaluate how learning activities have affected practice |
| | 5.2 Demonstrate how reflective practice has contributed to improved ways of working |
| | 5.3 Record progress in relation to professional development |

Component 11: Support children and young people in residential childcare to achieve their learning potential

Component Reference Number: L/506/7798

Level: 3

Credit: 4

GL: 30

Assessment Guidance

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

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand the context of learning for children and young people in residential childcare | 1.1 Summarise theories about how children and young people learn |
| | 1.2 Explain the differences between learning, learning potential and education |
| | 1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning |
| | 1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning |
| | 1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning |
| 2 Be able to engage children and young people in learning | 2.1 Engage with children and young people to identify their interests, skills, talents and aspirations |
| | 2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations |
| | 2.3 Support children and young people to recognise how they can build on their interests, skills and talents |
| | 2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them |
| | 2.5 Manage the physical environment in ways that encourage learning |

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| 3 Understand the education system | 3.1 Describe the legislation underpinning children and young people's access to education |
| | 3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare |
| | 3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential |
| | 3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person |
| 4 Be able to support children and young people to sustain engagement in learning and education | 4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education |
| | 4.2 Work with children and young people to set goals and targets for their learning |
| | 4.3 Work with children and young people to monitor progress towards their learning goals and targets |
| | 4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning |
| | 4.5 Support children and young people to sustain their engagement in learning and education |
| 5 Be able to work with children and young people to maximise learning | 5.1 Support learning activities with children and young people |
| | 5.2 Provide children and young people with positive feedback to celebrate achievement |
| | 5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life |
| 6 Understand how to work with others to support children and young people to maximise outcomes from learning | 6.1 Explain the importance of engaging family members in children and young people's learning wherever possible |
| | 6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education |
| | 6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement |
| | 6.4 Describe strategies for working with the local community to create opportunities and experiences for learning |

Component 12: Assessment and planning with children and young people in residential childcare

Component Reference Number: A/506/7828

Level: 3

Credit: 3

GL: 20

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Understand the purpose and principles of assessment and planning with children and young people | 1.1 Describe the purpose of assessment and planning with children and young people in residential childcare |
| | 1.2 Explain why a child centred model of assessment and planning is used |
| | 1.3 Explain how assessment frameworks help to ensure holistic assessment |
| | 1.4 Explain the legal requirements for recording assessment and planning information |
| 2 Understand how to place children and young people at the centre of assessment and planning | 2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people |
| | 2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people |
| | 2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people |
| | 2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process |
| 3 Be able to participate in assessment and planning for children and young people | 3.1 Explain the boundaries of own role and responsibilities within assessment and planning |
| | 3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process |
| | 3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred |
| | 3.4 Work with the child or young person to agree goals and targets |
| | 3.5 Explain how the goals and targets identified will support the achievement of positive outcomes |
| | 3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes |
| | 3.7 Confirm that the child or young person and others understand and agree to plan |

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

Component 13: Understand How to Safeguard and Protect Children and Young People in Residential Childcare

Component Reference Number: T/506/8363

Level: 3

Credit: 7

GL: 63

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Understand the context of safeguarding and protection of children and young people | 1.1 Define the term safeguarding in relation to children and young people |
| | 1.2 Explain how child protection relates to safeguarding |
| | 1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people |
| 2 Understand policies and practices for the protection of children and young people and the adults who work with them | 2.1 Explain why it is important to ensure children and young people are protected from harm and abuse |
| | 2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice |
| | 2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them |
| | 2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding |
| | 2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse |
| | 2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse |
| | 2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed |

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| 3 Understand the nature of abuse that can affect children and young people in residential childcare | 3.1 Describe types of abuse that a child or young person may experience |
| | 3.2 Describe signs and indicators associated with each type of abuse |
| | 3.3 Describe factors which increase the vulnerability of children and young people in residential childcare |
| | 3.4 Summarise common myths about people who harm and abuse children and young people |
| | 3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity |
| 4 Understand how to address concerns about abuse | 4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected |
| | 4.2 Explain the importance of early identification of abuse |
| | 4.3 Explain why warning signs may be misinterpreted or ignored |
| | 4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited |
| | 4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited |
| 5 Understand policies, procedures and practices to address bullying | 5.1 Explain the effects of different types of bullying on children and young people |
| | 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying |
| | 5.3 Explain why policies and procedures regarding bullying are necessary |
| | 5.4 Explain how to support a child or young person when bullying is suspected or alleged |
| 6 Understand principles for e-safety | 6.1 Explain the risks and possible consequences for children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices |
| | 6.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices |

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| 7 Understand how to minimise risk of harm to a child or young person who goes missing from care | 7.1 Describe the risks to a child or young person who goes missing from care |
| | 7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing |
| | 7.3 Explain the importance of prompt and persistent action when a child or young person goes missing |
| 8 Understand child sexual exploitation | 8.1 Define child sexual exploitation and its relationship to human trafficking |
| | 8.2 Describe how child sexual exploitation differs from non-abusive sexual activity |
| | 8.3 Outline different patterns of child sexual exploitation in relation to: <ul style="list-style-type: none"> • Gangs • Groups • Solo perpetrators |
| | 8.4 Describe typical behaviour patterns of those who sexually exploit children and young people |
| | 8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation |
| | 8.6 Explain the role of key partners in protecting children and young people from sexual exploitation |
| 9 Understand the concept of multi-agency working to safeguard children and young people | 9.1 Explain what is meant by multi-agency working in the context of safeguarding |
| | 9.2 Identify multi agency forums which coordinate the safeguarding of children and young people locally |
| | 9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where <ul style="list-style-type: none"> • harm or abuse is suspected or disclosed • a child or young person has been abused or harmed • a child or young person has gone missing from care |
| 10 Understand how to empower children and young people to develop strategies to protect their own safety and well being | 10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem |
| | 10.2 Describe ways to work with children and young people to enable them to develop protective strategies |
| | 10.3 Describe ways of empowering children and young people to make informed choices that support their safety |

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| 11 Understand process and procedures when there are concerns about practice | 11.1 Explain how to report concerns about practice in the work setting |
| | 11.2 Describe ways in which whistle-blowers are protected in the work setting |
| | 11.3 Explain why those whose practice is being questioned are also protected and how this is achieved |
| | 11.4 Explain the process of escalating concerns about practice if they are not being addressed |

Component 14: Understand How to Support Children and Young People Who Have Experienced Harm or Abuse

Component Reference Number: A/506/8364

Level: 3

Credit: 3

GL: 22

Assessment Guidance

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

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

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| 3 Understand how to support children or young people who have experienced harm or abuse | 3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse |
| | 3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse |
| | 3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced |
| | 3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse |
| | 3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed |
| 4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse | 4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse |
| | 4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained |
| 5 Understand how to address the practitioners support needs in relation to harm or abuse | 5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person |
| | 5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse |

Component 15: Promote effective communication and information handling in residential childcare settings

Component Reference Number: A/506/8526

Level: 3

Credit: 3

GL: 21

Assessment Guidance

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

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1 Understand effective communication in the work setting | 1.1 Explain the reasons why people communicate |
| | 1.2 Describe factors to consider for effective communication |
| | 1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication |
| | 1.4 Explain how communication affects relationships and effective practice in own work |
| 2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people | 2.1 Establish the communication and language needs, wishes and preferences of a child or young person |
| | 2.2 Use communication methods and aids to meet the individual needs of children or young people |
| | 2.3 Explain how children and young people use communication methods in different ways |
| | 2.4 Respond to children or young people's reactions while communicating with them |
| 3 Be able to reduce barriers to communication in residential childcare settings | 3.1 Describe barriers to communication and their impact |
| | 3.2 Reduce barriers to communication |
| | 3.3 Adapt communication to resolve misunderstandings |
| | 3.4 Explain how to access support or services to enable a child or young person to communicate effectively |
| 4 Be able to use communication skills to de-escalate situations of tension or conflict | 4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict |
| | 4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict |

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| 5 Understand principles and practices relating to confidentiality in own work | 5.1 Explain the term 'confidentiality' |
| | 5.2 Explain the conflict between maintaining confidentiality and disclosing concerns |
| | 5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure |
| 6 Be able to implement organisational processes and procedures for recording, storing and sharing information | 6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information |
| | 6.2 Apply confidentiality in day to day communication, in line with policies and procedures |
| | 6.3 Maintain data in line with policies and procedures that underpin integrated and multi- agency working |

Component 16: Support the development of socially aware behaviour with children and young people in residential childcare

Component Reference Number: Y/506/8193

Level: 3

Credit: 5

GL: 34

Assessment Guidance

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

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Understand principles for supporting the development of socially aware behaviour in children and young people | 1.1 Summarise theories of behaviour development in children and young people |
| | 1.2 Explain the links between positive relationships and socially aware behaviour |
| | 1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour |
| | 1.4 Summarise own organisation's policies and procedures to support socially aware behaviour |
| | 1.5 Explain the importance of using own actions to model socially aware behaviour |
| 2 Be able to support children and young people to understand their actions relating to socially aware behaviour | 2.1 Adapt communication with a child or young person according to their level of ability and understanding |
| | 2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them |
| | 2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable |
| | 2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour |
| | 2.5 Support a child or young person to understand the consequences of their behaviour |
| | 2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations |
| 3 Be able to agree expectations about socially aware behaviour | 3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour |
| | 3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations |
| | 3.3 Support a child or young person to agree indicators that show they are meeting expectations |
| | 3.4 Record agreed expectations, actions and indicators in relevant plans |

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

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- Diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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INSPIRING LEARNING AND SKILLS

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