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| Unit Title: Understand the care system and its impact on children and young people | | |
| URN: H/506/7595 |  |  |
| Credit Value: 3 |  |  |
| Level: 4 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand the process by which a child or young person comes into care** | | | |
| 1.1 Analyse factors in a child’s circumstances that can lead to them entering the care system |  |  |  |
| 1.2 Summarise the legal process by which children and young people become ‘looked after’ |  |  |  |
| 1.3 Explain the role of key professionals in the care system |  |  |  |
| 1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare |  |  |  |
| **2 Understand the entitlements of children and young people in care** | | | |
| 2.1 Explain the legal and statutory entitlements of children and young people in care |  |  |  |
| 2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them |  |  |  |
| **3 Understand the context of residential services for children and young people in care** | | | |
| 3.1 Summarise current theoretical approaches relating to residential childcare services |  |  |  |
| 3.2 Summarise legislative and policy frameworks underpinning care for ‘looked after’ children and young people |  |  |  |

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| 3.3 Compare types of care arrangements for ‘looked after’ children and young people |  |  |  |
| 3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services |  |  |  |
| 3.5 Explain the aims and objectives of a residential childcare service |  |  |  |
| 3.6 Describe characteristics of provision that reflect good practice |  |  |  |
| **4 Understand the impact of residential childcare services on children and young people** | | | |
| 4.1 Describe how being in care presents additional challenges for children and young people |  |  |  |
| 4.2 Compare the life chances and outcomes of children and young people in residential childcare with  • children and young people in other types of care  • children and young people outside the care system |  |  |  |
| **5 Understand how to support a positive experience of care services for children and young people** | | | |
| 5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable |  |  |  |
| 5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting |  |  |  |
| 5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting |  |  |  |
|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **6 Understand planning frameworks for children and young people in residential childcare** | | | |
| 6.1 Describe the purpose and features of plans required for children and young people in residential childcare |  |  |  |
| 6.2 Explain why children and young people should be supported to understand their own plans |  |  |  |
| 6.3 Explain the importance of ‘permanency planning’ for children and young people in care |  |  |  |

**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: