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| Unit Title: Lead practice to support young people leaving care | | |
| URN: Y/506/8114 |  |  |
| Credit Value: 4 |  |  |
| Level: 5 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently** | | | |
| 1.1 Explain the statutory and legal frameworks that apply to young people as they leave care |  |  |  |
| 1.2 Evaluate how theories of change management can be applied to supporting young people leaving care |  |  |  |
| 1.3 Evaluate the importance of a planned and phased approach to leaving care |  |  |  |
| **2 Be able to recognise factors that impact on the experience of leaving care** | | | |
| 2.1 Analyse aspirations and concerns that young people leaving care can experience |  |  |  |
| 2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care |  |  |  |
| 2.3 Research the features of practice that affect young people’s experience of leaving care |  |  |  |
| 2.4 Review the importance of interactions and relationships between young people and others as they prepare to leave care |  |  |  |
| **3 Be able to lead support for young people as they prepare for independent living** | | | |
| 3.1 Allocate resources to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living |  |  |  |

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| 3.2 Support team members to work with young people to develop the practical abilities, social skills and emotional resilience needed in more independent living |  |  |  |
| 3.3 Implement approaches for building self-confidence assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation |  |  |  |
| 3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process |  |  |  |
| **4 Be able to work with others to support young people leaving care** | | | |
| 4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care |  |  |  |
| 4.2 Build positive working relationships with others within and beyond the organisation |  |  |  |
| 4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role |  |  |  |
| 4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount |  |  |  |
| **5 Be able to review support in relation to young people leaving care** | | | |
| 5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting |  |  |  |

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| 5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements |  |  |  |
| 5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition |  |  |  |
| 5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving 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: