FutureQuals
INSPIRING LEARNING AND SKILLS

Level 5 Diploma in

LEADERSHIP AND MANAGEMENT FOR RESIDENTIAL CHILDCARE (ENGLAND)

Specification

Qualification recognition number: 601/5175/4
Qualification Reference: L5DLMRCE

www.futurequals.com

Version Control Information

Document details	
Document name	FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) - Specification
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L5DLMRCE _V1_08/11/17
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L5DLMRCE_V2_05/06/19	June 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

Contents

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 5 Diploma in Leadership and Management 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 FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) is a new qualification designed to support learners who want to work in a management role in residential childcare, and 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 :650 hours
Guided Learning (GL) for this qualification is: 488 hours
Minimum credits required to achieve the qualification: 65

Suitable for age ranges: 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

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

After completing the Level 5 Diploma in Leadership and Management for Residential Childcare (England) learners can progress onto a Degree in a related discipline.

2.4 Assessment Principles

The **FAQ Level 5 Diploma in Leadership and Management 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 5 Diploma in Leadership and Management for Residential Childcare (England) learners must achieve 65 credits – 57 credits from Mandatory Group M, and a minimum of 8 credits from Optional Group O to make up a minimum of 65 credits. At least 51 of the credits must be achieved at Level 5 or above.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	M/506/7650	Understand children and young people's development in residential childcare	3	5
2	A/506/7652	Understand support for children and young people who are vulnerable and disadvantaged	2	4
3	L/506/7607	Lead and manage a team within a residential childcare setting	5	5
4	A/506/7585	Lead practice for communication and information management in residential childcare settings	4	5
5	J/506/7590	Manage risk in residential childcare	3	5
6	L/506/7591	Lead and manage group living in residential childcare	4	5
7	F/506/7619	Lead practice to achieve positive outcomes for children and young people in residential childcare	5	5

8	T/506/7620	Lead practice to support the well-being and resilience of children and young people in residential childcare	3	5
9	T/506/7584	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	3	5
10	R/506/7608	Lead networks and multi-agency work to benefit children and young people in residential childcare	4	5
11	H/506/7791	Undertake professional development in residential childcare settings	2	4
12	M/506/8362	Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare	8	5
13	F/506/8365	Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse	3	5
14	R/506/8192	Implement a Positive Relationship Policy in residential childcare	6	5
15	L/506/8367	Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People	2	4

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
16	H/506/7595	Understand the care system and its impact on children and young people	3	4
17	Y/506/7609	Lead a residential childcare service that can engage with the youth justice system	5	5
18	J/506/7606	Understand the youth justice system as it relates to residential childcare	3	4
19	A/506/7568	Principles for leading the transition of young people with complex disabilities or conditions to adult services	3	4
20	J/602/3499	Undertake a research project within services for health and social care or children and young people	10	5
21	Y/506/8114	Lead practice to support young people leaving care	4	5

22	J/506/8318	Understand the context of residential childcare for children and young people with complex disabilities or conditions	3	4
23	R/506/8158	Support others to understand models of disability and their effects on working practice with children and young people	2	4

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.

Assessment Principles and Component Specifications

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 or 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 organisations[1]

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 component 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 conduct[2] 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 qualified[3], 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 component.

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 component 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 component 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 component 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 component 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

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 (CTLLS)
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 children and young people's development in residential childcare

Level: 5
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 pattern of development that would usually be expected for children and young people from birth to 19 years.	1.1 Explain the sequence and rate of all **aspects of development** that would usually be expected in children and young people from birth to 19 years.
	1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction.
	1.3 Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours.
2 Understand the factors that impact on children and young people's development.	2.1 Analyse how children and young people's development is influenced by **personal factors**.
	2.2 Analyse how children and young people's development is influenced by **external factors**.
	2.3 Evaluate how **theories of development** and **frameworks to support development** influence current practice.
3 Understand how to support children and young people's development during transitions.	3.1 Analyse how and why children and young people's development can follow non-linear paths at **times of transition.**
	3.2 Analyse support to minimise disruption to development during periods of transition.
4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions.	4.1 Compare **methods of assessing**, recording and monitoring children and young people's development.
	4.2 Explain in what circumstances each method would be used.
	4.3 Explain how children and young people's own account of their development contributes to the assessment process.
	4.4 Explain how information from assessment and monitoring is used to select appropriate interventions.
	4.5 Explain the importance of accurate documentation in assessing, monitoring and

	recording the development of children and young people.
5 Understand the use of interventions to support the development of children and young people.	5.1 Explain the importance of early identification of development issues and the potential risks of late recognition.
	5.2 Analyse how **types of interventions** can achieve positive outcomes for children and young people where development is not following the pattern expected.
	5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people.

Component 2: Understand support for children and young people who are vulnerable and disadvantaged

Level: 4
Credit: 2
GL:

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 factors that impact on outcomes and life chances of children and young people.	1.1 Explain the critical impact that poverty has on outcomes and life chances.
	1.2 Describe how **factors** impact on outcomes and life chances for children and young people.
	1.3 Explain how children and young people can be marginalised by inequalities in society.
2 Understand how poverty and disadvantage can affect children and young people's development.	2.1 Explain what is meant by disadvantage and **vulnerability** in relation to children and young people.
	2.2 Analyse how poverty and disadvantage can affect children and young people's: • Physical development • Communication development • Intellectual/cognitive development • Social, emotional and behavioural development
3 Understand the strategic and policy context for improving outcomes for children and young people.	3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people.
	3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances.
	3.3 Analyse policies and guidance which inform support services for children and young people at national and local level.
4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage.	4.1 Explain how to engage **carers** in the planning of services so that children and young people are more likely to achieve positive outcomes.
	4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services.

5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people.
	5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage.
	5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people.
	5.4 Analyse why practitioners should act as agents of change in the work setting.

Component 3: Lead and manage a team within a residential childcare setting

Component Reference Number: L/506/7607

Level: 5
Credit: 5
GL: 36

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the concepts of management and leadership	1.1 Compare and contrast leadership and management
	1.2 Analyse theoretical models of leadership styles
	1.3 Analyse theoretical models of management styles
	1.4 Explain how both leadership and management involve a two way dynamic between the people involved
2 Understand the features of effective team performance within residential childcare	2.1 Compare models of team working
	2.2 Analyse the features of an effective team
	2.3 Analyse barriers to effective team performance
	2.4 Analyse how management and leadership styles influence team performance
	2.5 Analyse methods for conflict resolution within a team
3 Be able to lead the development of a positive organisational culture	3.1 Analyse components of a positive organisational culture
	3.2 Develop strategies to support a positive organisational culture in own team
	3.3 Implement strategies to support a positive organisational culture in own team
	3.4 Evaluate strategies used to develop a positive organisational structure
4 Be able to develop a plan with team members to meet agreed objectives	4.1 Support team members to understand and commit to the vision and strategic direction of the organisation
	4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction
	4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives
	4.4 Agree roles and responsibilities with team members
	4.5 Support sharing of skills and knowledge between team members

5 Be able to support individual team members to work towards agreed objectives	5.1 Carry out professional supervision with team members in accordance with organisational requirements
	5.2 Set individual work objectives with team members based on agreed team objectives
	5.3 Use a solution focussed approach to support team members in addressing challenges
	5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role
	5.5 Work with team members to identify opportunities for continuing professional development
6 Be able to manage performance	6.1 Involve children or young people in the monitoring and management of team performance
	6.2 Monitor progress towards agreed objectives
	6.3 Provide feedback on performance to: • the individual • the team
	6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives
	6.5 Explain processes for managing teams when their performance does not meet agreed objectives
	6.6 Recognise individual and team achievements
7 Understand how to lead a team through change	7.1 Analyse factors that drive change in residential childcare settings
	7.2 Compare theories of change management
	7.3 Evaluate tools and techniques that support team members to implement change

Component 4: Lead practice for communication and information management in residential childcare settings

Level: 5
Credit: 4
GL: 30

Assessment Guidance
This component must be assessed in line with the Skills for Development Assessment Principles. Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the theoretical context of communication in residential childcare settings	1.1 Compare theoretical models of communication relevant to residential childcare settings
	1.2 Analyse the links between communication, interaction and relationship
2 Be able to develop team members' knowledge and skills to support communication with children and young people	2.1 Support team members to develop their knowledge and skills about communication
	2.2 Support team members to develop strategies for overcoming barriers
	2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication
	2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person
	2.5 Support team members to reflect on the impact of their own communication with children or young people
3 Be able to support team members in addressing specific communication needs of children and young people	3.1 Research sources of support to address specific communication needs
	3.2 Evaluate the effectiveness of communication methods and aids used by children or young people in the work setting
	3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs
4 Be able to develop practices that support children and young people to communicate openly in the work setting	4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other
	4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group
	4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting

5 Understand approaches to conflict management	5.1 Analyse key communication skills in models of conflict resolution
	5.2 Assess the benefits of working with rather than resolving conflict in certain situations
6 Be able to develop communication to support professional networks and teams	6.1 Compare the effectiveness of approaches to communication for working with others in professional networks or teams
	6.2 Recommend improvements to communication for working in professional networks or teams
	6.3 Implement changes to communication to support professional networks and teams
7 Be able to manage systems for effective information management	7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation
	7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication

Component 5: Manage risk in residential childcare

Component Reference Number: J/506/7590

Level: 5
Credit: 3
GL: 22

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings.	1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings.
	1.2 Analyse the theoretical models of risk management in services supporting children and young people.
	1.3 Analyse the legal responsibilities of own role in relation to risk management.
	1.4 Analyse ethical principles associated with the management of risk.
2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people.	2.1 Analyse how risk-taking relates to the well-being and development of children and young people.
	2.2 Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people.
	2.3 Manage others to establish shared agreement on approaches to risk and risk management.
	2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management.
3 Be able to lead implementation of risk management procedures.	3.1 Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements.
	3.2 Work with others to manage risks and issues.
	3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements.
	3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with.
	4.1 Obtain feedback on health, safety and risk management policies, procedures and

4 Be able to review health, safety and risk management policies, procedures and practices.	practices from children and young people and others.
	4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting.
	4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting.
	4.4 Plan improvements to address the findings of the evaluations.

Component 6: Lead and manage group living in residential childcare

Level: 5
Credit: 4
GL: 31

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current theoretical frameworks for group living for children and young people.	1.1 Summarise theoretical approaches to group living for children and young people in residential childcare.
	1.2 Summarise theories about how the physical environment can support well-being in a group setting.
2 Understand the current legal, policy and rights frameworks for children and young people in group living.	2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people.
	2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people.
3 Be able to support positive outcomes in a group living environment.	3.1 Analyse how group living can support positive outcomes for children and young people.
	3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people.
	3.3 Support team members to understand group dynamics within the group living environment.
	3.4 Use different approaches to resolve conflicts and tensions in group living.
	3.5 Work with others to support children or young people to maintain and develop relationships within and beyond the group living environment.
	3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes.
4 Be able to lead the planning, implementation and review of group living activities for children and young people.	4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people.
	4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities.
	4.3 Support team members to understand how daily living activities can be used to

	develop attachment and positive relationships.
	4.4 Work with children or young people and others to review group living activities.
5 Be able to manage work schedules and patterns to maintain a positive environment for group living.	5.1 Evaluate the effects of work schedules and patterns on a group living environment.
	5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment.
	5.3 Recommend changes to work schedules and patterns as a result of evaluation.

Component 7: Lead practice to achieve positive outcomes for children and young people in residential childcare

Level: 5
Credit: 5
GL: 35

Assessment Guidance
This component must be assessed in line with the Skills for Development Assessment Principles.
Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand positive outcomes for children and young people in residential childcare	1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve
2 Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person
	2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities
	2.3 Plan provision that meets the identified needs of children or young people
	2.4 Implement provision that meets the identified needs of children or young people
3 Be able to lead engagement with families to benefit children or young people	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families
	3.2 Cultivate attitudes amongst team members that promote productive engagement with families
	3.3 Implement practices that support pro-active liaison and engagement with families
	3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person
4 Be able to lead practice that addresses the health needs of children or young people	4.1 Review the issues affecting access to health care services for children or young people in residential childcare
	4.2 Review the impact of limited access to health care services on the health of children and young people
	4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare
	4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare

	4.5 Support team members to enable children or young people to recognise and address their own health needs, as appropriate to their age and level of understanding
	4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting
	4.7 Establish a culture where choices for healthy living are promoted and modelled
5 Be able to lead practice that supports children or young people to learn	5.1 Summarise theories about how children and young people learn
	5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education
	5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's • circumstances • experiences • interests • skills and talents • aspirations
	5.4 Manage the physical environment in ways that encourage learning
6 Be able to lead practice that supports children or young people to enjoy their leisure time	6.1 Evaluate the benefits of leisure activities for children and young people
	6.2 Evaluate the importance of unstructured leisure time for children and young people
	6.3 Work with others to enable children or young people to choose how they use their leisure time
	6.4 Work with others to support children or young people to access leisure activities
7 Be able to lead practice that promotes participation in the community	7.1 Review the benefits for children and young people of forging links with the local community
	7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there
	7.3 Work with others within the work setting and in the community to overcome barriers to community participation
	7.4 Support team members to enable children or young people to participate in the community
8 Be able to lead continuous improvement to practice	8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families

	8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved
	8.3 Support team members to learn from challenges encountered in day to day work
	8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection

Component 8: Lead practice to support the well-being and resilience of children and young people in residential childcare

Component Reference Number: T/506/7620

Level: 5
Credit: 3
GL: 21

Assessment Guidance
This component must be assessed in line with the Skills for 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 well-being and resilience in children and young people in residential childcare	1.1 Explain the concepts and elements of a) well-being b) resilience
	1.2 Evaluate approaches to measuring a child or young person's well-being
	1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare
2 Understand support for well-being and resilience	2.1 Analyse approaches that support the well-being of children and young people
	2.2 Explain the importance of homeliness, friendship and fun in the childcare setting
	2.3 Analyse methods and approaches that help to build resilience in children and young people
	2.4 Explain the importance of engaging with family members who are supporting a child or young person
3 Be able to lead practice that supports children and young people's well-being and resilience	3.1 Lead practice that supports others to engage positively with children or young people
	3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem
	3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes
	3.5 Challenge practices that act as barriers to children or young people's well-being and resilience
	4.1 Analyse the role of children and young people in evaluating and improving

4 Be able to improve practice in promoting the well-being and resilience of children and young people	organisational practice to promote well-being and resilience
	4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience
	4.3 Evaluate own practice in promoting children or young people's well-being and resilience
	4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience

Component 9: Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

Level: 5
Credit: 3
GL: 25

Assessment Guidance
This component must be assessed in line with the Skills for Development Assessment Principles.
Learning outcomes 2, 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 legislative frameworks for children and young people's rights	1.1 Summarise national and international legislation that underpins the rights of children and young people
	1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people
2 Be able to develop policies and procedures that promote the rights of children and young people	2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures
	2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people
	2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people
3 Understand anti-discriminatory practice with children and young people	3.1 Analyse the impact of current equalities legislation on work with children and young people
	3.2 Evaluate models of anti-discriminatory practice in residential childcare settings for children or young people
4 Be able to lead anti-discriminatory practice	4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion
	4.2 Support team members to work in a culturally sensitive way
	4.3 Support team members to address tensions between anti-discriminatory practice and gender-specific issues
5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints	5.1 Explain the relationship between raising concerns or making complaints and the rights of children and young people
	5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting

	5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and others
	5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints
	5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed
6 Be able to lead continuous improvement to practice to promote the rights of children and young people	6.1 Monitor how effectively rights are upheld in the work setting
	6.2 Support team members to evaluate their own practice in promoting the rights of children or young people
	6.3 Review own practice in promoting the rights of children or young people
	6.4 Challenge self and others to continuously improve practice to promote the rights of children or young people
	6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people

Component 10: Lead networks and multi-agency work to benefit children and young people in residential childcare

Component Reference Number: R/506/7608

Level: 5
Credit: 4
GL: 26

Assessment Guidance

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people
	1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews
	1.3 Evaluate the use of networks to build a team around a child or young person
2 Understand the local network for children and young people's services	2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services
	2.2 Explain structures, key roles and methods for communication and decision making within these agencies
	2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person
3 Be able to build a multi-agency team around a child or young person	3.1 Recognise circumstances where a multi-agency team should be built around a child or young person
	3.2 Analyse factors that influence the involvement of family members in a team built around a child or young person
	3.3 Agree with others the task, role and boundaries of the team
	3.4 Negotiate the parameters of the team's work
	3.5 Influence the team to secure effective arrangements for practice
4 Be able to participate in the work of a multi-agency team built around a child or young person	4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person
	4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team
	4.3 Participate in agreed monitoring processes

5 Be able to continuously improve multi-agency work	5.1 Analyse factors that support effective collaboration and partnership with other agencies
	5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work
	5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work
	5.4 Implement improvements identified through monitoring and review of multi-agency work

Component 11: Undertake professional development in residential childcare settings

Component Reference Number: H/506/7791

Level: 4
Credit: 2
GL: 18

Assessment Guidance
This component needs to 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 of professional development	1.1 Explain the importance of continually improving own knowledge and practice
	1.2 Analyse potential barriers to professional development
	1.3 Compare the use of different **sources and systems of support** for professional development
	1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date
2 Understand how personal attributes and experiences can be used in professional development	2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice
	2.2 Review own emotional responses to situations encountered at work
	2.3 Analyse how personal factors can be strengthened and addressed through professional development
3 Be able to prioritise goals and targets for own professional development	3.1 Evaluate own knowledge and performance against: • **standards and benchmarks** • feedback
	3.2 Prioritise development goals and targets
4 Be able to prepare a professional development plan	4.1 Select learning opportunities to meet development objectives and reflect personal learning style
	4.2 Produce a plan for own professional development
	4.3 Establish a process to evaluate the effectiveness of own professional development plan
5 Be able to improve performance through reflective practice	5.1 Compare models of reflective practice
	5.2 Explain the purpose of reflective practice in continuous improvement of performance
	5.3 Use reflective practice and feedback from others to improve performance

	5.4 Evaluate how practice has been improved through:
	• reflection on best practice
	• reflection on failures and mistakes
	• reflection on personal factors

Component 12: Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare

Level: 5
Credit: 8
GL: 55

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the impact of current legislation for the safeguarding of children and young people	1.1 Explain the current legislative framework that underpins the safeguarding of children and young people
	1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect **working practices** with children and young people
	1.3 Review how processes used in the work setting comply with current legislation
	1.4 Explain the relationship between safeguarding and child protection
2 Be able to participate in local networks to safeguard children and young people	2.1 Identify the range of **agencies and organisations** involved in local networks for safeguarding of children and young people
	2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse
	2.3 Work with other agencies and organisations in local networks using agreed protocols
3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	3.1 Implement policies and legal requirements that support safe recruitment of team members
	3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused
	3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm
4 Be able to lead practice that minimises the risk of harm and abuse in the care setting	4.1 Lead a culture where the needs of children or young people are paramount
	4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard

	4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed
	4.4 Analyse the roles of advocates and **independent visitors** in relation to safeguarding children and young people in care
5 Be able to implement policies and procedures for safeguarding children and young people	5.1 Identify **policies and procedures** needed for comprehensive safeguarding in a residential childcare setting
	5.2 Lead the implementation of policies and procedures for safeguarding children or young people
	5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected
	5.4 Provide information and mentoring to team members about safeguarding
	5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse
	5.6 Challenge **poor practice and attitudes** in relation to safeguarding
	5.7 Support continuous improvement to practice and attitudes in relation to safeguarding
6 Understand situations that present high risk of harm for children and young people	6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people
	6.2 Analyse known characteristics of **perpetrators and their behaviours** that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity
	6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse
7 Understand approaches that address child sexual exploitation	7.1 Analyse research and official inquiries to identify **key features** of child sexual exploitation
	7.2 Analyse trends in child sexual exploitation in the context of human trafficking
	7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming
	7.4 Explain the roles of **key partners** involved in local networks to address sexual exploitation of children and young people

	7.5 Explain the purpose and key features of **problem profiling**
	7.6 Describe ways to contribute to **local strategies** to combat child sexual exploitation
8 Be able to review policies and procedures for safeguarding children and young people in residential childcare	8.1 Develop **a plan to review** the policies and procedures for safeguarding children or young people
	8.2 Implement a review of policies and procedures for safeguarding children or young people
	8.3 Analyse findings from a review of policies and procedures
	8.4 Work with others to implement an action plan to improve policies and procedures

Component 13: Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse

Level: 5
Credit: 3
GL: 24

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced **harm or abuse**
	1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse
2 Be able to prepare team members to respond to disclosure or detection of harm and abuse	2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse
	2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse
3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse	3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse
	3.2 Explain types of restriction that might be imposed on the involvement of **key people** with a child or young person following harm or abuse
	3.3 Analyse **areas of support** that may be needed when working with a child or young person following harm or abuse
	3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse
4 Be able to support team members to work with challenges relating to harm or abuse	4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues
	4.2 Challenge **unhelpful attitudes** in relation to harm and abuse
	4.3 Recommend sources of additional emotional support for team members

Component 14: Implement a Positive Relationship Policy in residential childcare

Level: 5
Credit: 6
GL: 41

Assessment Guidance
This component needs to 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 interconnection between relationships and behaviour	1.1 Critically analyse how socially aware behaviour and positive relationships interlink
	1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare
	1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships
	1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour
2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people	2.1 Research elements required in a **Positive Relationship Policy** and the rationale for each
	2.2 Work with children or young people and others to evaluate existing policies relating to positive relationships and behaviour management
	2.3 Develop a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation
3 Be able to establish systems to implement the positive relationship policy	3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy
	3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of **physical intervention** or **restraint**
	3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems
4 Be able to equip team members to implement the positive relationship policy	4.1 Evaluate the knowledge and skills team members have for:

	• building trusting and enduring relationships with **vulnerable** children or young people • supporting children or young people to develop socially aware behaviour
	4.2 Address gaps identified in knowledge and skills
	4.3 Arrange training in restraint that meets statutory requirements for team members
	4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour
5 Be able to review a Positive Relationship Policy	5.1 **Review** the impact of the Positive Relationship Policy on relationships and behaviour in the setting
	5.2 Propose improvements to the Positive Relationship Policy and systems
6 Understand the context for use of physical intervention and restraint	6.1 Explain principles for the use of **physical intervention** and **restraint** with children and young people in residential childcare
	6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint
	6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint
	6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements

Component 15: Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People

Component Reference Number: L/506/8367

Level: 4
Credit: 2
GL: 16

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the uses of technology by children and young people in society	1.1 Identify digital, internet and mobile technology used in society
	1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people
2 Understand benefits and risks for children and young people when using digital, internet and mobile technology	2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology
	2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology
	2.3 Describe signs and indicators of each risk
	2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers
3 Be able to support safe use of digital, internet and mobile technology by children and young people	3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology
	3.2 Support **others** to understand features of safe use of digital, internet and mobile services and technology
	3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology
	3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered
4 Be able to address risks to team members associated with use of digital, internet and mobile technology	4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people
	4.2 Develop policies and procedures for safe use of technology by team members

	4.3 Support team members to understand policies and procedures for safe use of technology
	4.4 Support team members to implement policies and procedures

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.

FutureQuals
INSPIRING LEARNING AND SKILLS

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

Telephone: 01530 836662
Email: info@futurequals.com
www.futurequals.com

www.futurequals.com