



FAQ LEVEL 5 DIPLOMA IN

LEADERSHIP AND MANAGEMENT FOR RESIDENTIAL CHILDCARE (ENGLAND)

OVERVIEW SPECIFICATION

Qualification Number: **601/5175/4**

Qualification Reference: **L5DLMRCE**



FutureQuals



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Document Details and Version History

Document Details	
Document Name	FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) Full Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
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Document Owner	The Qualification Development Team
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Version History			
New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)
V1.0	01.06.23	Throughout	Creation of Overview Specification using information from Full Specification.

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)
Qualification Level:	5
Qualification Product Code:	L5DLMRCE
Qualification Number:	601/5175/4
Qualification Type:	RQF
Regulated by:	Ofqual

Purpose and Aims

The purpose of the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** is to provide Learners with the skills, knowledge and understanding required to work in a management role in residential childcare, and whom have not previously achieved an existing relevant qualification. Learners who want to work in residential childcare will need to take this qualification.

This qualification forms part of the FutureQuals Child Development and Well-being Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **65**

Guided Learning (GL) for this qualification: **488 hours**

Total Qualification Time for this qualification (TQT): **650 hours**

Registration Length: **2 years**

Qualification Fees

Please visit our website for information on registrations fees, applicable assessment resit fees, and to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	M/506/7650	Understand Children and Young People's Development in Residential Childcare	3	25	5
2	A/506/7652	Understand Support for Children and Young People Who Are Vulnerable and Disadvantaged	2	20	4
3	L/506/7607	Lead and Manage a Team Within a Residential Childcare Setting	5	36	5
4	A/506/7585	Lead Practice for Communication and Information Management in Residential Childcare Settings	4	30	5
5	J/506/7590	Manage Risk in Residential Childcare	3	22	5
6	L/506/7591	Lead and Manage Group Living in Residential Childcare	4	31	5
7	F/506/7619	Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare	5	35	5
8	T/506/7620	Lead Practice to Support the Well-being and Resilience of Children and Young People in Residential Childcare	3	21	5
9	T/506/7584	Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare	3	25	5
10	R/506/7608	Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare	4	26	5
11	H/506/7791	Undertake Professional Development in Residential Childcare Settings	2	18	4

12	M/506/8362	Lead Practice to Support the Safeguarding and Protection of Children and Young People in Residential Childcare	8	55	5
13	F/506/8365	Lead a Service That Can Support Children or Young People Who Have Experienced Harm or Abuse	3	24	5
14	R/506/8192	Implement a Positive Relationship Policy in Residential Childcare	6	41	5
15	L/506/8367	Lead Practice in Safe Use of Digital, Internet and Mobile Technology with Children and Young People	2	16	4

Group O - Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
16	H/506/7595	Understand the Care System and Its Impact on Children and Young People	3	22	4
17	Y/506/7609	Lead a Residential Childcare Service That Can Engage With the Youth Justice System	5	40	5
18	J/506/7606	Understand the Youth Justice System as It Relates to Residential Childcare	3	30	4
19	A/506/7568	Principles for Leading the Transition of Young People With Complex Disabilities or Conditions to Adult Services	3	24	4
20	J/602/3499	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	10	80	5
21	Y/506/8114	Lead Practice to Support Young People Leaving Care	4	25	5
22	J/506/8318	Understand the Context of Residential Childcare for Children and Young People With Complex Disabilities or Conditions	3	24	4
23	R/506/8158	Support Others to Understand Models of Disability and Their	2	17	4

		Effects on Working Practice With Children and Young People			
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Rules of Combination - Learners must achieve all of the Components in *Group M - Mandatory Components* and a minimum of 8 credits from *Group O – Optional Components* to make up a minimum of 65 credits. At least 51 of the credits must be achieved at Level 5 or above.

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

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all of the learning outcomes and assessment criteria.

Method of Assessment

Detailed information relating to Component-specific assessments and assessment methods for the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** can be found within the full qualification specification. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>

Any Assessment Principles specific to a qualification will always be reproduced in the specification they relate to. The **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** must be assessed according to the *FutureQuals Assessment Principles* and the *Skills for Care and Development Assessment Principles* – see *Appendix 1*.

Grading

The overall qualification is graded as Pass or Fail.

Qualification Resources

Learning Resources and Sample Assessments

In support of delivering this qualification, FutureQuals has created the following resources and assessments:

- *FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) Full Specification (including assessment principles)*
- *FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) Overview Specification (including assessment principles)*
- *FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) Evidence Log*
- *FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England) Optional Component Sheets*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the Evidence Log.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 19 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a 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 or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals Evidence Log, the same information must be captured as in the FutureQuals-issued Evidence Log i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)** certificate does not expire. However, it is advised that Learners complete refresher training, as and when appropriate and in line with government guidelines, in order to continue working with children and young people.

Progression Opportunities

After completing the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)**, Learners can progress onto a degree in a related discipline.

Centre Requirements and Information

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 5 Diploma in Leadership and Management for Residential Childcare (England)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs).

Component Specifications – Mandatory Components

Component 1: Understand Children and Young People’s Development in Residential Childcare

Component Reference Number: M/506/7650

Credit Value: 3

GL: 25 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the pattern of development that would usually be expected for children and young people from birth to 19 years	Sequence and rate of development
	Difference between sequence of development and rate of development
	Adolescent development
2. Understand the factors that impact on children and young people’s development	Personal factors
	External factors
	Theories of development
3. Understand how to support children and young people’s development during transitions	Non-linear paths
	Minimising disruption
4. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	Methods of assessing
	Circumstances of methods being used
	Child’s account of their own development
	Selecting appropriate interventions
5. Understand the use of interventions to support the development of children and young people	Accurate documentation
	Identification of development issues and the potential risks of late recognition
	Achieving positive outcomes for children
	Role of multi-agency teams

Component 2: Understand Support for Children and Young People Who Are Vulnerable and Disadvantaged

Component Reference Number: A/506/7652

Credit Value: 2

GL: 20 hours

Level: 4

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand factors that impact on outcomes and life chances of children and young people	Poverty
	Factors impacting outcomes
	Marginalisation by inequalities in society
2. Understand how poverty and disadvantage can affect children and young people's development	What is meant by disadvantage and vulnerability?
	Effects of poverty and disadvantage
3. Understand the strategic and policy context for improving outcomes for children and young people	National or local policy
	Addressing factors impacting on outcomes and life chances
	Support services at national and local level
4. Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage	Engage carers
	Working with other agencies
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	Principles of social pedagogy
	Resilience and self-confidence
	High expectations and ambitions
	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

Credit Value: 5

GL: 36 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the concepts of management and leadership	Comparing leadership and management
	Theoretical models of leadership styles
	Theoretical models of management styles
	Two way dynamic
2. Understand the features of effective team performance within residential childcare	Models of team working
	Features of an effective team
	Barriers to effective team performance
	Effects of styles
	Resolving conflict
3. Be able to lead the development of a positive organisational culture	Aspects of a positive culture
	Developing strategies
	Implementing strategies
	Evaluating strategies
4. Be able to develop a plan with team members to meet agreed objectives	Vision and direction of organisation
	Working with team members
	Skills, interests, knowledge, creativity and expertise within the team
	Roles and responsibilities of team members
	Share skills and knowledge
5. Be able to support individual team members to work towards agreed objectives	Professional supervision in line with organisational requirements
	Individual work objectives
	Addressing challenges
	Manage their emotional responses
	Continuing professional development
6. Be able to manage performance	Team performance
	Monitoring progress
	Providing feedback
	Personal objectives
	Processes for managing teams
	Individual and team achievements
7. Understand how to lead a team through change	Factors that drive change
	Theories of change management
	Tools and techniques

Component 4: Lead Practice for Communication and Information Management in Residential Childcare Settings

Component Reference Number: A/506/7585

Credit Value: 4

GL: 30 hours

Level: 5

Assessment Guidance

Learning Outcomes 2, 3, 4, 6 and 7 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the theoretical context of communication in residential childcare settings	Theoretical models of communication Links between communication, interaction and relationships
2. Be able to develop team members knowledge and skills to support communication with children and young people	Knowledge and skills about communication Strategies for overcoming barriers Behaviour as conscious or unconscious communication Factors affecting verbal communication Impact of communication
3. Be able to support team members in addressing specific communication needs of children and young people	Sources of support Effectiveness of communication methods Multi-agency team
4. Be able to develop practices that support children and young people to communicate openly in the work setting	Work culture Existing practices and channels of communication Improvements to practice
5. Understand approaches to conflict management	Communication skills Benefits of conflict in certain situations
6. Be able to develop communication to support professional networks and teams	Approaches to communication Improvements in communication Changes in communication
7. Be able to manage systems for effective information management	Legal and ethical conflicts Meeting legal and ethical requirements

Component 5: Manage Risk in Residential Childcare

Component Reference Number: J/506/7590

Credit Value: 3

GL: 22 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings	Legislative framework
	Theoretical models
	Legal responsibilities
	Ethical principles
2. Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people	Well-being and development
	Supporting others
	Establishing shared agreements
	Benefits of positive risk-taking
3. Be able to lead implementation of risk management procedures	Health and safety requirements
	Working with others
	Records and reports
	Actions for non-compliance
4. Be able to review health, safety and risk management policies, procedures and practices	Obtaining feedback
	Work setting policies
	Accident reports
	Address improvements

Component 6: Lead and Manage Group Living in Residential Childcare

Component Reference Number: L/506/7591

Credit Value: 4

GL: 31 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand current theoretical frameworks for group living for children and young people	Theoretical approaches
	Physical environment supporting well-being
2. Understand the current legal, policy and rights frameworks for children and young people in group living	Legislative, policy and rights frameworks
	Impact of legislation, policy and rights frameworks
3. Be able to support positive outcomes in a group living environment	Effects of group living
	Ethos and culture
	Group dynamics
	Resolving conflicts and tensions
	Building and maintaining positive relationships
4. Be able to lead the planning, implementation and review of group living activities for children and young people	Working with others
	Needs, preferences and aspirations
	Decisions about daily activities
	Attachment and positive relationships
	Reviewing group living activities
5. Be able to manage work schedules and patterns to maintain a positive environment for group living	Effects of work schedules
	Personal management
	Recommended changes

Component 7: Lead Practice to Achieve Positive Outcomes for Children and Young People in Residential Childcare

Component Reference Number: F/506/7619

Credit Value: 5

GL: 35 hours

Level: 5

Assessment Guidance

Learning Outcomes 2, 3, 4, 5, 6 and 7 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand positive outcomes for children and young people in residential childcare	Achieving positive outcomes
2. Be able to lead practice that puts children or young people at the centre	Culture and well-being
	Strengths and abilities
	Meeting children's needs
	Implementing provision to meet children's needs
3. Be able to lead engagement with families to benefit children or young people	Aims and objectives of the organisation
	Productive engagement
	Supporting proactive liaison
	Addressing situations
4. Be able to lead practice that addresses the health needs of children or young people	Issues affecting access to health care services
	Impact of limited access to health care services
	Mental health needs
	Early identification of mental health needs
	Helping children address their own health needs
	Safe use of medication policy
5. Be able to lead practice that supports children or young people to learn	Choices for healthy living
	Theories about how children learn
	Life experiences and personal factors
	Consider a range of factors such as circumstances
6. Be able to lead practice that supports children or young people to enjoy their leisure time	Physical environment
	Benefits of leisure activities
	Unstructured leisure time
	Children choose how they use their leisure time
7. Be able to lead practice that promotes participation in the community	Accessing leisure activities
	Benefits of forging links with local community
	Barriers to links
	Overcoming barriers to community participation
	Active participation in the community
	Impact of services provided

8. Be able to lead continuous improvement to practice	Comments and suggestions
	Learn from daily challenges
	Changes to team practice

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

Credit Value: 3

GL: 21 hours

Level: 5

Assessment Guidance

Learning Outcomes 2, 3 and 4 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand well-being and resilience in children and young people in residential childcare	What is well-being and resilience?
	Approaches to measuring well-being
	Well-being may fluctuate over time
2. Understand support for well-being and resilience	Approaches supporting well-being
	Homeliness, friendship and fun
	Methods and approaches
	Engaging with family members
3. Be able to lead practice that supports children and young people's well-being and resilience	Engaging positively with children
	Supporting others to work in a manner that is open, trustworthy, respectful and reliable
	Solution focused approaches for building social and emotional identity and self-esteem
	Expression of feelings, views and hopes
	Barriers to well-being and resilience
4. Be able to improve practice in promoting the well-being and resilience of children and young people	Role of children and young people
	Evaluation of organisational practice
	Evaluation of own practice
	Working with others

Component 9: Lead Practice to Promote the Rights, Diversity and Equality of Children and Young People in Residential Childcare

Component Reference Number: T/506/7584

Credit Value: 3

GL: 25 hours

Level: 5

Assessment Guidance

Learning Outcomes 2, 4, 5 and 6 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the legislative frameworks for children and young people's rights	National and international legislation
	Legislative and rights frameworks
2. Be able to develop policies and procedures that promote the rights of children and young people	Evidence-based principles
	Policies and procedures
	Improvements policies and procedures
3. Understand anti-discriminatory practice with children and young people	Current equalities legislation
	Models of anti-discriminatory practice
4. Be able to lead anti-discriminatory practice	Supporting equality, diversity and inclusion
	Culturally sensitive working
	Addressing tensions
5. Be able to lead practice that supports the rights of children and young people to raise concerns and make complaints	Relationship between raising concerns or making complaints
	Difficulties raising concerns
	Providing information
	Support required is given
	Culture of transparency and openness that promotes confidence
6. Be able to lead continuous improvement to practice to promote the rights of children and young people	Upholding rights
	Evaluation of own practice
	Review own practice
	Challenge self and others to continuously improve practice
	Recommendations from concern and complaint investigations

Component 10: Lead Networks and Multi-agency Work to Benefit Children and Young People in Residential Childcare

Component Reference Number: R/506/7608

Credit Value: 4

GL: 26 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	Delivering better outcomes
	Inquiries and serious case reviews
	Build a team around a child or young person
2. Understand the local network for children and young people's services	Nature, role and function of agencies
	Structures, key roles and methods for communication and decision making
	Effect of structure and culture
3. Be able to build a multi-agency team around a child or young person	Recognise circumstances
	Factors that influence the involvement of family members
	Task, role and boundaries of the team
	Parameters of the teams work
	Effective arrangements for practice
4. Be able to participate in the work of a multi-agency team built around a child or young person	Changes in role
	Purpose, processes and progress of the team
	Agreed monitoring processes
5. Be able to continuously improve multi-agency work	Collaboration and partnership
	Resolve conflict
	Challenge practice
	Improvements through monitoring and review

Component 11: Undertake Professional Development in Residential Childcare Settings

Component Reference Number: H/506/7791

Credit Value: 2

GL: 18 hours

Level: 4

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles of professional development	Improving practice
	Potential barriers
	Sources and systems of support
	Opportunities and activities
2. Understand how personal attributes and experiences can be used in professional development	Values and life experiences
	Emotional responses
	Strengthening personal factors
3. Be able to prioritise goals and targets for own professional development	Standards and feedback
	Goals and targets
4. Be able to prepare a professional development plan	Learning styles
	Creating a plan
	Effectiveness of plan
5. Be able to improve performance through reflective practice	Models of reflective practice
	Purpose of reflective practice
	Feedback and development
	Consider personal factors, failures and mistakes

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

Component Reference Number: M/506/8362

Credit Value: 8

GL: 55 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the impact of current legislation for the safeguarding of children and young people	Legislative framework
	National and local guidelines, policies and procedures
	Processes in the work setting
	Safeguarding and child protection
2. Be able to participate in local networks to safeguard children and young people	Agencies and organisations
	Protocols in relation to suspected harm or abuse
	Work with other agencies and organisations
3. Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	Safe recruitment of team members
	Position of power and its responsibilities
	Allegations and complaints
4. Be able to lead practice that minimises the risk of harm and abuse in the care setting	Child's needs
	Positive relationships
	Raising concerns and complaints
	Advocates and independent visitors
5. Be able to implement policies and procedures for safeguarding children and young people	Identify policies and procedures
	Implementing policies and procedures
	Training about harm and abuse
	Mentoring team members
	Responding to suspicions of harm or abuse
	Challenging poor practice
6. Understand situations that present high risk of harm for children and young people	Situations and circumstances
	Characteristics and behaviour of perpetrators
	Groups and gangs
7. Understand approaches that address child sexual exploitation	Research and official inquiries
	Trends in child sexual exploitation
	Children in care
	Roles of key partners
	Purpose and key features of problem profiling
	Local strategies to combat
8. Be able to review policies and procedures for safeguarding children and young people in residential childcare	Develop a plan
	Implement a review
	Findings from a review
	Working with others

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

Component Reference Number: F/506/8365

Credit Value: 3

GL: 24 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	Roles and responsibilities within the organisation
	Roles and responsibilities of other agencies
2. Be able to prepare team members to respond to disclosures or detection of harm and abuse	Policies and procedures
	Recognise, record and share information
3. Understand how to provide a service that addresses both the safety and the well-being of children and young people who have experienced harm or abuse	Sources of information
	Types of restriction
	Areas of support
4. Be able to support team members to work with challenges relating to harm or abuse	Characteristics and behaviour
	Reflective supervision
	Challenge unhelpful attitudes
	Sources of additional emotional support

Component 14: Implement a Positive Relationship Policy in Residential Childcare

Component Reference Number: F/506/8365

Credit Value: 6

GL: 41 hours

Level: 5

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the interconnection between relationships and behaviour	Socially aware behaviour and positive relationships
	Supporting children and young people
	Strategies used in strengthening relationships
	Restorative approaches
2. Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people	Elements of a positive relationship policy
	Working with children or young people and others
	Legal, ethical and statutory requirements
3. Be able to establish systems to implement the positive relationship policy	Systems for risk management and record keeping
	Access to support and feedback
	Timeframes for regular review
4. Be able to equip team members to implement the Positive Relationship Policy	Knowledge and skills of team members
	Address gaps identified
	Training in restraint
	Reflection on own practice
5. Be able to review a Positive Relationship Policy	Apply to work setting
	Propose improvements
6. Understand the context for use of physical intervention and restraint	Principles for the use of physical intervention and restraint
	Child development and individual needs
	Culture of the setting and the approach to support
	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

Credit Value: 2

GL: 16 hours

Level: 4

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the uses of technology by children and young people in society	Digital, internet and mobile technology
	Role of digital, internet and mobile technology
2. Understand benefits and risks for children and young people when using digital, internet and mobile technology	Benefits of using technology
	Potential risks
	Signs and indicators of each risk
	Restrictions imposed
3. Be able to support safe use of digital, internet and mobile technology by children and young people	Mechanisms and guidance for safe use of technology
	Features of safe use of technology
	Principles of positive risk taking
	Safeguarding policies and procedures
4. Be able to address risks to team members associated with use of digital, internet and mobile technology	Risks and benefits
	Policies and procedures for safe use of technology
	Support team members
	Implementation of policies

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.

Appendix 1 – Skills for Care and Development Assessment Principles

(March 2016)

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 organisations.*
- 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, Skills 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 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** and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

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

**See *Appendix B* for links to standards for conduct in UK nations.

- 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.

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***, 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.

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

- 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.
- 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 (e.g. 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/>
- http://www.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-of-Conduct.aspx>
- <https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/>

Appendix C - Guidance on Occupational Competence Qualifications:

Wales:

- 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:

- <https://niscc.info/standards-and-guidance/>

England:

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

- <https://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
QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/ skills learning outcomes only)
QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
QCF 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 (QCF) Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF) Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
Level 4 Certificate in Education and Training Level 5 Diploma in Education and Training



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