



**FAQ LEVEL 3 DIPLOMA FOR  
RESIDENTIAL  
CHILDCARE  
(ENGLAND)**

**EVIDENCE LOGBOOK**

QN: **601/5174/2**

Qualification Reference: **L3DRCE**



**FutureQuals**<sup>®</sup>



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# Assessment Principles

## 1. Assessment Principles

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

Component Reference Number: F/506/7653

Level: 3

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the expected pattern of development for children and young people from birth to 19 years</b>			
1.1 Explain the sequence and rate of each aspect of development from birth to 19 years			
1.2 Explain the difference between sequence of development and rate of development			
1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours			
<b>2 Understand the factors that influence children and young people's development and how these affect practice</b>			
2.1 Explain how children and young people's development is influenced by personal factors			
2.2 Explain how children and young people's development is influenced by external factors			
2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting			

<b>3 Understand the cycle of monitoring, assessment and intervention for children and young people's development</b>			
3.1 Explain how to monitor children and young people's development using different methods			
3.2 Explain the importance of observation within the monitoring and assessment process			
3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern			
3.4 Explain how multi agency teams work together to address a child or young person's development needs			
3.5 Describe ways to ensure that day to day activities support the development of children and young people			
<b>4 Understand the importance of early intervention to support development needs of children and young people</b>			
4.1 Explain the importance of early identification of development issues			
4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders			
<b>5 Understand the effects of transitions on children and young people's development</b>			
5.1 Explain how times of transition can affect children and young people's development			

5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition			
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**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 2: Support risk management in residential childcare

Component Reference Number: J/506/7587

Level: 3

Credit: 2

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people</b>			
1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people			
1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting			
1.3 Explain how health and safety is monitored and maintained in the work setting			
1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely			
<b>2 Be able to support children and young people to manage risk</b>			
2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life			



2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion			
2.3 Work with children or young people and others to establish shared agreement on how to manage risks			
2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development			
2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being			
<b>3 Be able to manage risks to health, safety and security</b>			
3.1 Describe factors to consider to ensure the living environment is healthy and safe			
3.2 Undertake health and safety risk assessments			
3.3 Use the recommendations of risk assessments to manage hazards <ul style="list-style-type: none"> <li>• within the work setting</li> <li>• in off site visits</li> </ul>			
3.4 Explain how health and safety risk assessments are monitored and reviewed			

**4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits**

4.1 Explain the policies and procedures to follow in response to:

- accidents
- incidents
- injuries
- illness
- other emergencies

4.2 Describe the procedures for recording and reporting:

- accidents
- incidents
- injuries
- illness
- other emergencies

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### Component 3: Support group living in residential childcare

Component Reference Number: L/506/7588

Level: 3  
Credit: 3  
GL: 22

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand theories that underpin work with children and young people in group living</b>			
1.1 Summarise theories about groups as they relate to group living with children and young people			
1.2 Summarise theories about how the physical environment can support well-being in a group setting			
<b>2 Be able to support children and young people to live together as a group</b>			
2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living			
2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group			
2.3 Support children or young people to resolve conflict and disagreements			
2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them			
2.5 Work with children or young people to maintain the physical environment in ways that support well-being			

<b>3 Be able to plan with children and young people activities for sharing a living space</b>			
3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations			
3.2 Explain how planning daily living activities as a group links to individual plans for children and young people			
3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space			
<b>4 Be able to support children and young people to develop relationships through daily living activities</b>			
4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities			
4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities			
4.3 Support children and young people to maintain positive relationships with others through shared activities			
<b>5 Be able to support continuous improvement in group living arrangements</b>			
5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living			
5.2 Work with children and young people to evaluate activities and agreements for group living			

5.3 Propose improvements to group living arrangements and practices using reflections and evaluations			
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## Component 4: Understand how to support positive outcomes for children and young people in residential childcare

Component Reference Number: A/506/7618

Level: 3

Credit: 2

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people</b>			
1.1 Explain the impact of poverty on outcomes and life chances for children and young people			
1.2 Identify the impacts of social and cultural factors on the lives of children and young people			
1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances			
<b>2 Understand how those working with children and young people can support positive outcomes</b>			
2.1 Identify positive outcomes for children and young people that residential childcare services aim to achieve			
2.2 Explain the importance of active participation of children and young people in decisions affecting their lives			
2.3 Explain the importance of designing services around the needs of children and young people			

2.4 Explain how to support children and young people to make personal choices according to their needs and abilities			
2.5 Explain how social pedagogy aims to support positive outcomes for children and young people			
2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people			

**3 Understand how disability can impact on positive outcomes and life chances for children and young people**

3.1 Explain the impact disability can have on positive outcomes and life chances of children and young people			
3.2 Explain the importance of positive attitudes towards disability			
3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes			
3.4 Describe support available for children and young people with disabilities			

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

Component Reference Number: M/506/7616

Level: 3

Credit: 4

GL: 27

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of positive attachments for the well-being of children and young people</b>			
1.1 Summarise theories of attachment			
1.2 Explain why positive attachments are important for children and young people			
1.3 Analyse the short and long term impacts on the well-being of children and young people if they are not able to form positive attachments			
<b>2 Understand how to support positive attachments for children or young people in residential childcare</b>			
2.1 Analyse factors in the life of a child or young person which can present barriers to forming positive attachments			
2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments			
2.3 Explain the connection between positive attachments and positive relationships			
2.4 Explain how attachment impacts on own role			



2.5 Describe strategies for supporting children and young people to form positive attachments			
<b>3 Understand how to support positive relationships for children and young people in residential childcare</b>			
3.1 Describe features of positive relationships for children and young people			
3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships			
3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties			
3.4 Describe ways to support children and young people to develop positive relationships with their peers			
<b>4 Be able to develop positive relationships with children and young people</b>			
4.1 Engage with children or young people to develop positive relationships			
4.2 Build a connection with children or young people, using a range of skills, methods and approaches to develop positive relationships with them			
4.3 Maintain professional boundaries in relationships with children and young people in residential childcare			
<b>5 Be able to address concerns about attachments and relationships of children and young people</b>			

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

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

Component Reference Number: T/506/7617

Level: 3

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the well-being and resilience of children and young people</b>			
1.1 Explain factors that impact on the well-being of children and young people			
1.2 Explain why it is important for children and young people to develop resilience			
1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting			
1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people			
<b>2 Be able to support the development of children and young people's social and emotional identity and self esteem</b>			
2.1 Explain why social and emotional identity are important to the well-being and resilience of children and young people			
2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity			

2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests			
2.4 Support children or young people to recognise and value their own abilities, talents and achievements			
2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem			
<b>3 Be able to support children and young people to develop a positive outlook on their lives</b>			
3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives			
3.2 Support children or young people to respond positively to challenges and disappointments			
3.3 Support children or young people to express their feelings, views and hopes			
3.4 Use own actions and interactions to reflect a positive outlook for children or young people			
<b>4 Be able to recognise and respond to signs of distress in children and young people</b>			
4.1 Explain why children and young people may communicate distress through behaviour rather than verbally			

4.2 Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person			
4.3 Describe types of behaviour that may indicate distress or are likely to compromise a child or young person's wellbeing			
4.4 Take action to report, address and record concerns following agreed procedures			
4.5 Support children or young people to consider choices for positive change in their lives			

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

Component Reference Number: D/506/7594

Level: 3

Credit: 2

GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand health service provision in relation to children and young people in residential childcare</b>			
1.1 Describe the range and function of health agencies and services available locally			
1.2 Explain the impact on a child or young person if they are not able to register with primary health services			
1.3 Describe factors that may jeopardise access to health services for children and young people			
1.4 Describe ways to help children and young people overcome barriers to accessing health service provision			
<b>2 Be able to address concerns about the health of children and young people</b>			
2.1 Assess concerns about the health of children or young people to decide what action is necessary			
2.2 Take action to address concerns following agreed procedures			
2.3 Record and report concerns following agreed procedures			

2.4 Seek support where concerns are beyond own experience, competence or job role			
<b>3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding</b>			
3.1 Support children or young people to recognise their own health needs			
3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments			
3.3 Support children or young people to access health services and complete recommended treatments			
3.4 Support children or young people who manage their own medication or treatment to do this safely			
<b>4 Be able to support children and young people to make healthy lifestyle choices</b>			
4.1 Describe factors associated with a healthy lifestyle			
4.2 Evaluate how own actions model a healthy lifestyle			
4.3 Support children or young people to understand the choices they can make about their lifestyle			
4.4 Support children or young people to sustain healthy lifestyle choices			

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Signature:

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

Component Reference Number: R/506/7592

Level: 3  
Credit: 3  
GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the rights of children and young people</b>			
1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level			
1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people			
1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this			
1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people			
<b>2 Understand the implications of equalities legislation for children and young people in residential childcare</b>			
2.1 Explain how current equalities legislation affects work with children and young people in residential childcare			

2.2 Explain the effects of discrimination, stereotyping and labelling on children and young people			
2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination			
<b>3 Be able to address discriminatory practice</b>			
3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment			
3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice			
3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change			
<b>4 Be able to work in a culturally sensitive way</b>			
4.1 Describe differing cultural practices and beliefs			
4.2 Support children or young people to understand and value their cultural practices and beliefs			
4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs			
4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal			
4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal			

**5 Be able to support the right of children and young people to raise concerns and make complaints**

5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints			
5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed			
5.3 Support children or young people in raising concerns and making complaints			
5.4 Explain how to recognise when a child or young person is expressing concern indirectly			

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

Component Reference Number: F/506/7605

Level: 3

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how to work as part of a team</b>			
1.1 Explain the practices that support effective team working			
1.2 Define the roles and responsibilities of different team members in own work setting			
1.3 Describe ways to ensure that own responsibilities as a team member are met			
<b>2 Understand the local network for children and young people's services</b>			
2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare			
2.2 Explain how and why referrals are made between agencies			
<b>3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare</b>			
3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare			

3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews			
3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person			
<b>4 Be able to build working relationships with others involved in the care of children and young people</b>			
4.1 Build and maintain working relationships with others within and beyond the work setting			
4.2 Overcome barriers to partnership working			
4.3 Reflect on own practice in building and maintaining working relationships			
4.4 Identify where improvements can be made in own practice to support working relationships			
<b>5 Be able to participate in a multi-agency team around a child or young person</b>			
5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person			
5.2 Adapt own role and working practice to take account of responsibilities as a team member			
5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team			

5.4 Support the child or young person to understand the work of the team according to their level of understanding			
<b>6 Be able to communicate with others to facilitate multi-agency working</b>			
6.1 Use appropriate communication for different circumstances in multi-agency working			
6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies			
6.3 Prepare reports that meet legal requirements and are accurate, legible and concise			
6.4 Use information in reports prepared by other agencies to support multi-agency working			
6.5 Explain the value of using information prepared by other agencies			

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## Component 10: Engage in professional development in residential childcare settings

Component Reference Number: F/506/7782

Level: 3

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand what is required for competence in own job role in a residential childcare setting</b>			
1.1 Explain the duties, responsibilities and boundaries of own job role			
1.2 Explain expectations about own job role as expressed in relevant standards			
1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting			
1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work			
<b>2 Be able to reflect on own practice</b>			
2.1 Explain the cyclical process of reflection			
2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided			
2.3 Reflect on own practice			
2.4 Reflect on how work demands have impacted on self			

<b>3 Be able to evaluate own performance</b>			
3.1 Evaluate own knowledge and understanding against relevant standards			
3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace			
3.3 Evaluate own performance using feedback			
<b>4 Be able to engage with professional supervision to plan and review own development</b>			
4.1 Participate in supervision in accordance with requirements in the workplace			
4.2 Use supervision to review and prioritise own <ul style="list-style-type: none"> <li>• learning needs</li> <li>• professional interests</li> <li>• development opportunities</li> </ul>			
4.3 Use supervision to agree own professional development plan			
<b>5 Be able to use reflective practice to contribute to professional development</b>			
5.1 Use reflective practice to evaluate how learning activities have affected practice			
5.2 Demonstrate how reflective practice has contributed to improved ways of working			
5.3 Record progress in relation to professional development			



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

Component Reference Number: L/506/7798

Level: 3

Credit: 4

GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the context of learning for children and young people in residential childcare</b>			
1.1 Summarise theories about how children and young people learn			
1.2 Explain the differences between learning, learning potential and education			
1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning			
1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning			
1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning			
<b>2 Be able to engage children and young people in learning</b>			
2.1 Engage with children and young people to identify their interests, skills, talents and aspirations			

2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations			
2.3 Support children and young people to recognise how they can build on their interests, skills and talents			
2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them			
2.5 Manage the physical environment in ways that encourage learning			
<b>3 Understand the education system</b>			
3.1 Describe the legislation underpinning children and young people's access to education			
3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare			
3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential			
3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person			
<b>4 Be able to support children and young people to sustain engagement in learning and education</b>			
4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained			

learning and education			
4.2 Work with children and young people to set goals and targets for their learning			
4.3 Work with children and young people to monitor progress towards their learning goals and targets			
4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning			
4.5 Support children and young people to sustain their engagement in learning and education			
<b>5 Be able to work with children and young people to maximise learning</b>			
5.1 Support learning activities with children and young people			
5.2 Provide children and young people with positive feedback to celebrate achievement			
5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life			
<b>6 Understand how to work with others to support children and young people to maximise outcomes from learning</b>			
6.1 Explain the importance of engaging family members in children and young people's learning wherever possible			
6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and			

education			
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6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement			
6.4 Describe strategies for working with the local community to create opportunities and experiences for learning			

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

Component Reference Number: A/506/7828

Level: 3

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the purpose and principles of assessment and planning with children and young people</b>			
1.1 Describe the purpose of assessment and planning with children and young people in residential childcare			
1.2 Explain why a child centred model of assessment and planning is used			
1.3 Explain how assessment frameworks help to ensure holistic assessment			
1.4 Explain the legal requirements for recording assessment and planning information			
<b>2 Understand how to place children and young people at the centre of assessment and planning</b>			
2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people			
2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people			

2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people			
2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process			
<b>3 Be able to participate in assessment and planning for children and young people</b>			
3.1 Explain the boundaries of own role and responsibilities within assessment and planning			
3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process			
3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred			
3.4 Work with the child or young person to agree goals and targets			
3.5 Explain how the goals and targets identified will support the achievement of positive outcomes			
3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes			
3.7 Confirm that the child or young person and others understand and agree to plan			

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



6.2 Respond to requests for information to support the assessment in line with organisational requirements			
6.3 Support the child or young person to understand and contribute to external assessment			

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

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

Component Reference Number: T/506/8363

Level: 3

Credit: 7

GL: 63

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the context of safeguarding and protection of children and young people</b>			
1.1 Define the term safeguarding in relation to children and young people			
1.2 Explain how child protection relates to safeguarding			
1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people			
<b>2 Understand policies and practices for the protection of children and young people and the adults who work with them</b>			
2.1 Explain why it is important to ensure children and young people are protected from harm and abuse			
2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice			
2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them			

2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding			
2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse			
2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse			
2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed			
<b>3 Understand the nature of abuse that can affect children and young people in residential childcare</b>			
3.1 Describe types of abuse that a child or young person may experience			
3.2 Describe signs and indicators associated with each type of abuse			
3.3 Describe factors which increase the vulnerability of children and young people in residential childcare			
3.4 Summarise common myths about people who harm and abuse children and young people			

3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity			
<b>4 Understand how to address concerns about abuse</b>			
4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected			
4.2 Explain the importance of early identification of abuse			
4.3 Explain why warning signs may be mis-interpreted or ignored			
4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited			
4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited			
<b>5 Understand policies, procedures and practices to address bullying</b>			
5.1 Explain the effects of different types of bullying on children and young people			
5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying			
5.3 Explain why policies and procedures regarding bullying are necessary			

5.4 Explain how to support a child or young person when bullying is suspected or alleged			
<b>6 Understand principles for e-safety</b>			
6.1 Explain the risks and possible consequences for children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying and selling online</li> <li>• electronic communication devices</li> </ul>			
6.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying and selling online</li> <li>• electronic communication devices</li> </ul>			
<b>7 Understand how to minimise risk of harm to a child or young person who goes missing from care</b>			
7.1 Describe the risks to a child or young person who goes missing from care			
7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing			
7.3 Explain the importance of prompt and persistent action when a child or young person goes missing			

<b>8 Understand child sexual exploitation</b>			
8.1 Define child sexual exploitation and its relationship to human trafficking			
8.2 Describe how child sexual exploitation differs from non-abusive sexual activity			
8.3 Outline different patterns of child sexual exploitation in relation to: <ul style="list-style-type: none"> <li>• Gangs</li> <li>• Groups</li> <li>• Solo perpetrators</li> </ul>			
8.4 Describe typical behaviour patterns of those who sexually exploit children and young people			
8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation			
8.6 Explain the role of key partners in protecting children and young people from sexual exploitation			
<b>9 Understand the concept of multi-agency working to safeguard children and young people</b>			
9.1 Explain what is meant by multi-agency working in the context of safeguarding			
9.2 Identify multi agency forums which coordinate the safeguarding of children and young people locally			

<p>9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where</p> <ul style="list-style-type: none"> <li>• harm or abuse is suspected or disclosed</li> <li>• a child or young person has been abused or harmed</li> <li>• a child or young person has gone missing from care</li> </ul>			
<p><b>10 Understand how to empower children and young people to develop strategies to protect their own safety and well being</b></p>			
<p>10.1 Explain the importance of building children and young people’s resilience, self-confidence and self-esteem</p>			
<p>10.2 Describe ways to work with children and young people to enable them to develop protective strategies</p>			
<p>10.3 Describe ways of empowering children and young people to make informed choices that support their safety</p>			
<p><b>11 Understand process and procedures when there are concerns about practice</b></p>			
<p>11.1 Explain how to report concerns about practice in the work setting</p>			
<p>11.2 Describe ways in which whistleblowers are protected in the work setting</p>			
<p>11.3 Explain why those whose practice is being questioned are also protected and how this is achieved</p>			

11.4 Explain the process of escalating concerns about practice if they are not being addressed			
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**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this components.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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

Component Reference Number: A/506/8364

Level: 3

Credit: 3

GL:

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse</b>			
1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse			
1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse			
1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse			
<b>2 Understand how to support children and young people who disclose harm or abuse</b>			
2.1 Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse			
2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court			

<p>2.3 Explain the importance of supporting a child or young person to understand:</p> <ul style="list-style-type: none"> <li>• with whom the information they disclose will be shared</li> <li>• the reasons for sharing information they disclose</li> </ul>			
<p>2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced</p>			
<p>2.5 Explain why it is important to respond calmly to disclosures of harm or abuse</p>			
<p>2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed</p>			
<p>2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner</p>			
<p><b>3 Understand how to support children or young people who have experienced harm or abuse</b></p>			
<p>3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse</p>			
<p>3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse</p>			

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component

Assessor name:

Signature:

Date:

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

Component Reference Number: A/506/8526

Level: 3

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand effective communication in the work setting</b>			
1.1 Explain the reasons why people communicate			
1.2 Describe factors to consider for effective communication			
1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication			
1.4 Explain how communication affects relationships and effective practice in own work			
<b>2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people</b>			
2.1 Establish the communication and language needs, wishes and preferences of a child or young person			
2.2 Use communication methods and aids to meet the individual needs of children or young people			
2.3 Explain how children and young people use communication methods in different ways			

2.4 Respond to children or young people's reactions while communicating with them			
<b>3 Be able to reduce barriers to communication in residential childcare settings</b>			
3.1 Describe barriers to communication and their impact			
3.2 Reduce barriers to communication			
3.3 Adapt communication to resolve misunderstandings			
3.4 Explain how to access support or services to enable a child or young person to communicate effectively			
<b>4 Be able to use communication skills to de-escalate situations of tension or conflict</b>			
4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict			
4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict			
<b>5 Understand principles and practices relating to confidentiality in own work</b>			
5.1 Explain the term 'confidentiality'			
5.2 Explain the conflict between maintaining confidentiality and disclosing concerns			
5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure			
<b>6 Be able to implement organisational processes and procedures for recording, storing and sharing information</b>			

6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information			
6.2 Apply confidentiality in day to day communication, in line with policies and procedures			
6.3 Maintain data in line with policies and procedures that underpin integrated and multi-agency working			

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

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

Component Reference Number: Y/506/8193

Level: 3

Credit: 5

GL: 34

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand principles for supporting the development of socially aware behaviour in children and young people</b>			
1.1 Summarise theories of behaviour development in children and young people			
1.2 Explain the links between positive relationships and socially aware behaviour			
1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour			
1.4 Summarise own organisation's policies and procedures to support socially aware behaviour			
1.5 Explain the importance of using own actions to model socially aware behaviour			
<b>2 Be able to support children and young people to understand their actions relating to socially aware behaviour</b>			
2.1 Adapt communication with a child or young person according to their level of ability and understanding			



2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them			
2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable			
2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour			
2.5 Support a child or young person to understand the consequences of their behaviour			
2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations			
<b>3 Be able to agree expectations about socially aware behaviour</b>			
3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour			
3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations			
3.3 Support a child or young person to agree indicators that show they are meeting expectations			
3.4 Record agreed expectations, actions and indicators in relevant plans			

<b>4 Be able to support children and young people to achieve targets and adhere to agreed expectations</b>			
4.1 Provide consistent support to a child or young person to help them meet agreed expectations			
4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations			
4.3 Use activities to support a child or young person to meet agreed expectations			
4.4 Feedback to the child or young person about their behaviour			
4.5 Share observations about behaviour with key people and others to monitor progress			
4.6 Encourage progress towards agreed expectations through positive feedback and praise			
4.7 Explain why recognising and praising all observed progress towards agreed expectations is important			
<b>5 Be able to respond to instances of socially unacceptable behaviour</b>			
5.1 Access help and support where there are concerns about the behaviour of a child or young person			
5.2 Use agreed interventions when a child or young person is behaving in a socially unacceptable way			

5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations			
5.4 Record progress towards the achievement of expectations in line with work setting requirements			
5.5 Record instances of socially unacceptable behaviour in line with work setting requirements			
<b>6 Understand the use of physical intervention and restraint</b>			
6.1 Summarise the legal context and key principles relating to physical intervention and restraint			
6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting			
6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort			
6.4 Describe the post incident support needed for a child or young person after an instance of restraint			
6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint			

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Level 3 Diploma for Residential Childcare (England)

### Summary of Achievement

Learner Name		Future™ Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
F/506/7653	Understand the development of children and young people in residential childcare						
J/506/7587	Support risk management in residential childcare						
L/506/7588	Support group living in residential childcare						
A/506/7618	Understand how to support positive outcomes for children and young people in residential childcare						
M/506/7616	Support attachment and						

	positive relationships for children and young people in residential childcare						
T/506/7617	Support the well-being and resilience of children and young people in residential childcare						
D/506/7594	Support children and young people in residential childcare to manage their health						
R/506/7592	Support the rights, diversity and equality of children and young people in residential childcare						
F/506/7605	Participate in teams to benefit children and young people in residential childcare						
F/506/7782	Engage in professional development in residential						

	childcare settings						
L/506/7798	Support children and young people in residential childcare to achieve their learning potential						
A/506/7828	Assessment and planning with children and young people in residential childcare						
T/506/8363	Understand How to Safeguard and Protect Children and Young People in Residential Childcare						
A/506/8364	Understand How to Support Children and Young People Who Have Experienced Harm or Abuse						

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
A/506/8526	Promote effective communication and information handling in residential childcare settings						
Y/506/8193	Support the development of socially aware behaviour with children and young people in residential childcare						

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date



## Level 3 Diploma for Residential Childcare (England)

### Summary of Achievement Optional Components

Learner Name		Future™ Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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**FAQ LEVEL 3 DIPLOMA FOR  
RESIDENTIAL CHILDCARE (ENGLAND)**



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