



Handbook

RCD5 – VTCT (Skillsfirst) Level 5 Diploma in Leadership
and Management for Residential Childcare (England)
(RQF)

601/4841/X

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	8
4.1 Resources	8
4.2 Skills for Care and Development.....	8
4.3 Occupational expertise of those who assess performance, and moderate and verify assessments	8
4.3.1 Assessor and Internal Verifier requirements	9
4.3.2 Teachers/Trainers/Tutors	9
4.3.3 Expert Witness	9
4.3.4 Internal verifiers/Internal Quality Assurance	9
4.3.5 Guidance for the assessment and verification for imported units	9
4.4 Employer direct model.....	10
4.5 Learner entry requirements and progression.....	10
4.6 Competence based units	10
4.7 Knowledge based units	11
4.8 Confidentiality and images of minors being used as evidence.....	11
4.9 Continuous professional development (CPD).....	11
4.10 Total Qualification Time (TQT)	11
5 Assessment	12
5.1 Summary of assessment methods	12
5.2 Assessment principles.....	12
5.3 Characteristics of assessment guidance	12
5.4 Simulation and witness testimony.....	12
5.4.1 Simulation	13
5.4.2 Witness testimony	13
5.5 Recognition of prior learning (RPL).....	13
6 Units – Group M.....	14
7 Units – Group O.....	93

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Residential Childcare (England) (RQF)
Qualification number	601/4841/X
Product code	RCD5
Age range	This qualification is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector.
Credits	65
Total Qualification Time (TQT)	650
Guided Learning (GL) hours	498
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	Learners should not be entered for this qualification if they already hold a qualification of the same type, content and level. Centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification provides the skills and knowledge needed to manage practice and lead others in residential childcare settings for children and young people. The qualification enables the learner to gain essential skills and knowledge for leading in a residential childcare setting, including:

- leading and managing a team
- leading and managing group living
- leading practice to support children and young people
- implementing policies and procedures

2.2 Progression opportunities

This qualification provides progression onto the VTCT (Skillsfirst) Level 5 NVQ Diploma in Management and Leadership (RQF) or to the following possible job roles:

- Managers of residential services
- Assistant managers of residential services
- Assistant managers
- Senior care workers
- Day service managers
- Day service assistant managers
- Managers domiciliary services
- Assistant managers domiciliary services
- Managers community based services

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Residential Childcare (England) (RQF) learners must achieve all mandatory units. All **65** credits must be achieved.

- All 57 credits must be achieved from Group M
- A minimum of **3** units from Group O in order to achieve the **8** credits required from this group

The minimum TQT required to achieve this qualification is **650**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 57 Credits				
RCD23	Understand children and young people's development in residential childcare	5	3	M/506/7650
RCD24	Understand support for children and young people who are vulnerable and disadvantaged	4	2	A/506/7652
RCD25	Lead and manage a team within a residential childcare setting	5	5	L/506/7607
RCD26	Lead practice for communication and information management in residential childcare settings	5	4	A/506/7585
RCD27	Manage risk in residential childcare	5	3	J/506/7590
RCD28	Lead and manage group living in residential childcare	5	4	L/506/7591
RCD29	Lead practice to achieve positive outcomes for children and young people in residential childcare	5	5	F/506/7619
RCD30	Lead practice to support the well-being and resilience of children and young people in residential childcare	5	3	T/506/7620
RCD31	Lead practice to promote the rights, diversity and equality of children and young people in residential childcare	5	3	T/506/7584
RCD32	Lead networks and multi-agency work to benefit children and young people in residential childcare	5	4	R/506/7608
RCD33	Undertake professional development in residential childcare settings	4	2	H/506/7791
RCD34	Lead practice to support the safeguarding and protection of children and young people in residential childcare	5	8	M/506/8362
RCD35	Lead a service that can support children or young people who have experienced harm or abuse	5	3	F/506/8365
RCD36	Implement a Positive Relationship Policy in residential childcare	5	6	R/506/8192
RCD37	Lead practice in safe use of digital, internet and mobile technology with children and young people	4	2	L/506/8367

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): A minimum of 3 units from Group O in order to achieve the 8 credits required from this group.				
RCD17	Understand the care system and its impact on children and young people	4	3	H/506/7595
RCD18	Understand the youth justice system as it relates to residential childcare	4	3	J/506/7606
RCD38	Lead a residential childcare service that can engage with the youth justice system	5	5	Y/506/7609
RCD39	Principles for leading the transition of young people with complex disabilities or conditions to adult services	4	3	A/506/7568
LHS29	Undertake a research project within services for health and social care or children and young people	5	10	J/602/3499
RCD40	Lead practice to support young people leaving care	5	4	Y/506/8114
RCD41	Understand the context of residential childcare for children and young people with complex disabilities or conditions	4	3	J/506/8318
RCD42	Support others to understand models of disability and their effects on working practice with children and young people	4	2	R/506/8158

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care and Development

VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Residential Childcare (England) (RQF) is based on the units developed by Skills for Care and Development who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor
City Exchange
11 Albion Street
Leeds
LS1 5ES
Phone: 01133907666

Email: sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details from Skills for Care and Development assessment strategy, which centres will need to apply in order to assess and quality assure the VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Residential Childcare (England) (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care and Development website www.skillsforcareanddevelopment.org.uk

4.3 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, Assessors and Internal Verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the External Verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

4.3.1 Assessor and Internal Verifier requirements

Assessors and internal verifiers must hold the relevant qualifications (D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

4.3.2 Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

4.3.3 Expert Witness

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

4.3.4 Internal verifiers/Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a D34, V1 or Level 4 TAQA for internal verifiers or be working towards an appropriate TAQA qualification.

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance.

4.3.5 Guidance for the assessment and verification for imported units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for Assessors and Internal Verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Learner entry requirements and progression

In line with the current Children's Homes and Looked After Children (Miscellaneous Amendments) (England) Regulations 2013, and the new The Children's Homes (England) Regulations 2015 to be implemented in April 2015, care workers have two years from commencing the role to complete this qualification.

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. Learners should choose optional units that are appropriate to their chosen work role.

This Level 5 Diploma is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

The following legal considerations apply to this qualification:

Learners entering the residential childcare sector may be legally required to undergo a formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the

4.6 Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an expert witness testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

4.7 Knowledge based units

Learners may choose to undertake the knowledge via portfolio of evidence, using diverse range of assessment methods

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

4.8 Confidentiality and images of minors being used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents should provide and where the evidence is located.

External Verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the learners have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the learner of the following:

- The need for the learner to obtain permission from the minor's parent/guardian prior to
- collecting the evidence
- The purpose of the use of photographs or video recordings
- The period of time for which the photographs or video recordings are to be kept
- Their obligation to keep photographs or video recordings secure from unauthorised access
- Their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- Associated child protection legislation

4.9 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.10 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a health and social care RQF unit.

The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

5.4 Simulation and witness testimony

There are occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.4.1 Simulation

Simulation may be necessary for specific elements of the units. Skillsfirst guidance to centres is to ensure that demands on the learner during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- All simulations should follow these documented plans
- A centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of learners successfully colluding is reduced
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- The nature of the contingency must be realistic.

5.4.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units – Group M

Unit Handbook

RCD23 – Understand children and young people's development in residential childcare

Unit reference number: M/506/7650

Level: 5

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit provides the underpinning knowledge required to understand the development of children and young people in residential childcare.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the pattern of development that would usually be expected for children and young people from birth to 19 years

LO2 Understand the factors that impact on children and young people's development

LO3 Understand how to support children and young people's development during transitions

LO4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

LO5 Understand the use of interventions to support the development of children and young people

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB6

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence

Assessment guidance

Aspects of development include:

- Physical
- Communication
- Intellectual / cognitive
- Social, emotional and behavioural
- Moral
- Identity

Personal factors include:

- Health status
- Disability
- Sensory impairment
- Learning difficulties
- Genetic
- Trauma
- Grief and loss

External factors include:

- Poverty and deprivation
- History of abuse and neglect
- Family environment and background
- Behaviour of mother during pregnancy
- Personal choices
- Looked after/ care status
- Education

Theories of development include:

- Cognitive
- Psychoanalytic
- Humanist
- Social Learning
- Operant conditioning
- Behaviourist
- Attachment
- Transition sociology

Frameworks to support development include:

- Social pedagogy

Times of transition including:

- Emotional, affected by personal experience e.g. Bereavement, entering/ leaving care
- Physical e.g. Moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis
- Physiological e.g. Puberty, long term medical conditions
- Intellectual e.g. Moving from pre-school to primary to post primary

Methods of assessing development include:

- Assessment Framework/s
- Observation
- Standard measurements
- Information from carers and colleagues
- Listening to the child or young person's own account of their development

Types of interventions include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor
- Counsellor / therapist
- Foster carers
- Residential care workers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the pattern of development that would usually be expected for children and young people from birth to 19 years	1.1 Explain the sequence and rate of all aspects of development that would usually be expected in children and young people from birth to 19 years
	1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction
	1.3 Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours

Learning Outcome	Assessment Criteria
LO2 Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by personal factors
	2.2 Analyse how children and young people's development is influenced by external factors
	2.3 Evaluate how theories of development and frameworks to support development influence current practice

Learning Outcome	Assessment Criteria
LO3 Understand how to support children and young people's development during transitions	3.1 Analyse how and why children and young people's development can follow non-linear paths at times of transition
	3.2 Analyse support to minimise disruption to development during periods of transition

Learning Outcome	Assessment Criteria
LO4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	4.1 Compare methods of assessing , recording and monitoring children and young people's development
	4.2 Explain in what circumstances each method would be used
	4.3 Explain how children and young people's own account of their development contributes to the assessment process
	4.4 Explain how information from assessment and monitoring is used to select appropriate interventions
	4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people

Learning Outcome	Assessment Criteria
LO5 Understand the use of interventions to support the development of children and young people	5.1 Explain the importance of early identification of development issues and the potential risks of late recognition
	5.2 Analyse how types of interventions can achieve positive outcomes for children and young people where development is not following the pattern expected
	5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people

RCD23 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD24 – Understand support for children and young people who are vulnerable and disadvantaged

Unit reference number: A/506/7652

Level: 4

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand factors that impact on outcomes and life chances of children and young people

LO2 Understand how poverty and disadvantage can affect children and young people's development

LO3 Understand the strategic and policy context for improving outcomes for children and young people

LO4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage

LO5 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0044, SCDLMCB1 and SCDLMCB2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

Learners must provide a portfolio of evidence

Assessment guidance

Factors. e.g.

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

Vulnerability: where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances

Carers are parents, family members and others who care for a child or young person at home.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand factors that impact on outcomes and life chances of children and young people	1.1 Explain the critical impact that poverty has on outcomes and life chances
	1.2 Describe how factors impact on outcomes and life chances for children and young people
	1.3 Explain how children and young people can be marginalised by inequalities in society

Learning Outcome	Assessment Criteria
LO2 Understand how poverty and disadvantage can affect children and young people's development	2.1 Explain what is meant by disadvantage and vulnerability in relation to children and young people
	2.2 Analyse how poverty and disadvantage can affect children and young people's: <ul style="list-style-type: none"> • physical development • communication development • intellectual/cognitive development • social, emotional and behavioural development

Learning Outcome	Assessment Criteria
LO3 Understand the strategic and policy context for improving outcomes for children and young people	3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people
	3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances
	3.3 Analyse policies and guidance which inform support services for children and young people at national and local level

Learning Outcome	Assessment Criteria
LO4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Explain how to engage carers in the planning of services so that children and young people are more likely to achieve positive outcomes
	4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services

Learning Outcome	Assessment Criteria
LO5 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage	5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people
	5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage
	5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
	5.4 Analyse why practitioners should act as agents of change in the work setting

RCD24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD25 – Lead and manage a team within a residential childcare setting

Unit reference number: L/506/7607

Level: 5

Credit value: 5

Guided Learning (GL) hours: 36

Unit aim

This unit provides the knowledge and skills required to lead and manage a team within a residential childcare setting. This includes the implementation of a shared vision for the service provision and using leadership skills to inspire those involved in the service delivery to adapt to changing needs in order to achieve positive outcomes for individuals.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the concepts of management and leadership

LO2 Understand the features of effective team performance within residential childcare

LO3 Be able to lead the development of a positive organisational culture

LO4 Be able to develop a plan with team members to meet agreed objectives

LO5 Be able to support individual team members to work towards agreed objectives

LO6 Be able to manage performance

LO7 Understand how to lead a team through change

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCA1, SCDLMCA2, SCDLMCA5, SCDLMCE2 and SCDLMCE10

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Learners must provide a portfolio of evidence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the concepts of management and leadership	1.1 Compare and contrast leadership and management
	1.2 Analyse theoretical models of leadership styles
	1.3 Analyse theoretical models of management styles
	1.4 Explain how both leadership and management involve a two way dynamic between the people involved

Learning Outcome	Assessment Criteria
LO2 Understand the features of effective team performance within residential childcare	2.1 Compare models of team working
	2.2 Analyse the features of an effective team
	2.3 Analyse barriers to effective team performance
	2.4 Analyse how management and leadership styles influence team performance
	2.5 Analyse methods for conflict resolution within a team

Learning Outcome	Assessment Criteria
LO3 Be able to lead the development of a positive organisational culture	3.1 Analyse components of a positive organisational culture
	3.2 Develop strategies to support a positive organisational culture in own team
	3.3 Implement strategies to support a positive organisational culture in own team
	3.4 Evaluate strategies used to develop a positive organisational structure

Learning Outcome	Assessment Criteria
LO4 Be able to develop a plan with team members to meet agreed objectives	4.1 Support team members to understand and commit to the vision and strategic direction of the organisation
	4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction
	4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives
	4.4 Agree roles and responsibilities with team members
	4.5 Support sharing of skills and knowledge between team members

Learning Outcome	Assessment Criteria
LO5 Be able to support individual team members to work towards agreed objectives	5.1 Carry out professional supervision with team members in accordance with organisational requirements
	5.2 Set individual work objectives with team members based on agreed team objectives
	5.3 Use a solution focussed approach to support team members in addressing challenges
	5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role
	5.5 Work with team members to identify opportunities for continuing professional development

Learning Outcome	Assessment Criteria
LO6 Be able to manage performance	6.1 Involve children or young people in the monitoring and management of team performance
	6.2 Monitor progress towards agreed objectives
	6.3 Provide feedback on performance to: <ul style="list-style-type: none"> the individual the team
	6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives
	6.5 Explain processes for managing teams when their performance does not meet agreed objectives
	6.6 Recognise individual and team achievements

Learning Outcome	Assessment Criteria
LO7 Understand how to lead a team through change	7.1 Analyse factors that drive change in residential childcare settings
	7.2 Compare theories of change management
	7.3 Evaluate tools and techniques that support team members to implement change

RCD25 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD26 – Lead practice for communication and information management in residential childcare settings

Unit reference number: A/506/7585

Level: 5

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the theoretical context of communication in residential childcare settings

LO2 Be able to develop team members' knowledge and skills to support communication with children and young people

LO3 Be able to support team members in addressing specific communication needs of children and young people

LO4 Be able to develop practices that support children and young people to communicate openly in the work setting

LO5 Understand approaches to conflict management

LO6 Be able to develop communication to support professional networks and teams

LO7 Be able to manage systems for effective information management

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0041

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4, 6 and 7 must be assessed in in a real work environment.

Learners must provide a portfolio of evidence.

Assessment guidance

Sources of support may be

- Professional
- Technological
- Within the organisation
- Beyond the organisation

Communication methods and aids may include:

- Verbal
- Non-verbal
- Sign
- Pictorial
- Written
- Electronic/technological
- Assisted

Approaches to communication may be

- Personal
- Organisational
- Formal
- Informal
- Public (information/promotional)

Others may include

- Team members
- Other professionals
- Family members
- Advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the theoretical context of communication in residential childcare settings	1.1 Compare theoretical models of communication relevant to residential childcare settings
	1.2 Analyse the links between communication, interaction and relationship

Learning Outcome	Assessment Criteria
LO2 Be able to develop team members' knowledge and skills to support communication with children and young people	2.1 Support team members to develop their knowledge and skills about communication
	2.2 Support team members to develop strategies for overcoming barriers
	2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication
	2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person
	2.5 Support team members to reflect on the impact of their own communication with children or young people

Learning Outcome	Assessment Criteria
LO3 Be able to support team members in addressing specific communication needs of children and young people	3.1 Research sources of support to address specific communication needs
	3.2 Evaluate the effectiveness of communication methods and aids used by children or young people in the work setting
	3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs

Learning Outcome	Assessment Criteria
LO4 Be able to develop practices that support children and young people to communicate openly in the work setting	4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other
	4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group
	4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting

Learning Outcome	Assessment Criteria
LO5 Understand approaches to conflict management	5.1 Analyse key communication skills in models of conflict resolution
	5.2 Assess the benefits of working with rather than resolving conflict in certain situations

Learning Outcome	Assessment Criteria
LO6 Be able to develop communication to support professional networks and teams	6.1 Compare the effectiveness of approaches to communication for working with others in professional networks or teams
	6.2 Recommend improvements to communication for working in professional networks or teams
	6.3 Implement changes to communication to support professional networks and teams

Learning Outcome	Assessment Criteria
LO7 Be able to manage systems for effective information management	7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation
	7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication

RCD26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD27 – Manage risk in residential childcare

Unit reference number: J/506/7590

Level: 5

Credit value: 3

Guided Learning (GL) hours: 22

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings

LO2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people

LO3 Be able to lead implementation of risk management procedures

LO4 Be able to review health, safety and risk management policies, procedures and practices

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCC1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners must provide a portfolio of evidence

Assessment guidance

Others may include:

- Children and young people
- Workers / Practitioners
- Other professionals
- Carers
- Visitors to the work setting
- Inspectors / Regulators

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings	1.1 Explain key points of the legislative framework for health, safety and risk management in residential childcare settings
	1.2 Analyse the theoretical models of risk management in services supporting children and young people
	1.3 Analyse the legal responsibilities of own role in relation to risk management
	1.4 Analyse ethical principles associated with the management of risk

Learning Outcome	Assessment Criteria
LO2 Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people	2.1 Analyse how risk-taking relates to the well-being and development of children and young people
	2.2 Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people
	2.3 Manage others to establish shared agreement on approaches to risk and risk management
	2.4 Evaluate own practice in leading a culture that recognises the benefits of positive risk-taking and a balanced approach to risk management

Learning Outcome	Assessment Criteria
LO3 Be able to lead implementation of risk management procedures	3.1 Manage others to assess potential risks and issues, in line with agreed approaches and health, safety and risk management requirements
	3.2 Work with others to manage risks and issues
	3.3 Ensure others complete records and reports to comply with health, safety and risk management requirements
	3.4 Explain the actions to take when health, safety and risk management policies, procedures and practices are not being complied with

Learning Outcome	Assessment Criteria
LO4 Be able to review health, safety and risk management policies, procedures and practices	4.1 Obtain feedback on health, safety and risk management policies, procedures and practices from children and young people and others
	4.2 Evaluate the health, safety and risk management policies, procedures and practices within own work setting
	4.3 Evaluate reports of injuries, incidents, accidents and illnesses to identify any improvements needed in reporting
	4.4 Plan improvements to address the findings of the evaluations

RCD27 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD28 – Lead and manage group living in residential childcare

Unit reference number: L/506/7591

Level: 5

Credit value: 4

Guided Learning (GL) hours: 31

Unit aim

This unit provides the knowledge and skills required to lead and manage group living in residential childcare. It includes developing the physical environment, daily living activities and group activities in such a way as they support the achievement of positive outcomes for individuals.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand current theoretical frameworks for group living for children and young people

LO2 Understand the current legal, policy and rights frameworks for children and young people in group living

LO3 Be able to support positive outcomes in a group living environment

LO4 Be able to lead the planning, implementation and review of group living activities for children and young people

LO5 Be able to manage work schedules and patterns to maintain a positive environment for group living

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to SCDLMCB7

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Learners must provide a portfolio of evidence

Assessment guidance

Others may include:

- Family members
- Team members
- Advocates
- Other professionals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current theoretical frameworks for group living for children and young people	1.1 Summarise theoretical approaches to group living for children and young people in residential childcare
	1.2 Summarise theories about how the physical environment can support well-being in a group setting

Learning Outcome	Assessment Criteria
LO2 Understand the current legal, policy and rights frameworks for children and young people in group living	2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people
	2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people

Learning Outcome	Assessment Criteria
LO3 Be able to support positive outcomes in a group living environment	3.1 Analyse how group living can support positive outcomes for children and young people
	3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people
	3.3 Support team members to understand group dynamics within the group living environment
	3.4 Use different approaches to resolve conflicts and tensions in group living
	3.5 Work with others to support children or young people to maintain and develop relationships within and beyond the group living environment
	3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes

Learning Outcome	Assessment Criteria
LO4 Be able to lead the planning, implementation and review of group living activities for children and young people	4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people
	4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities
	4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships
	4.4 Work with children or young people and others to review group living activities

Learning Outcome	Assessment Criteria
LO5 Be able to manage work schedules and patterns to maintain a positive environment for group living	5.1 Evaluate the effects of work schedules and patterns on a group living environment
	5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment
	5.3 Recommend changes to work schedules and patterns as a result of evaluation

RCD28 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD29 – Lead practice to achieve positive outcomes for children and young people in residential childcare

Unit reference number: F/506/7619

Level: 5

Credit value: 5

Guided Learning (GL) hours: 35

Unit aim

This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare.

Learning outcomes

There are eight outcomes to this unit. The learner will:

LO1 Understand positive outcomes for children and young people in residential childcare

LO2 Be able to lead practice that puts children or young people at the centre

LO3 Be able to lead engagement with families to benefit children or young people

LO4 Be able to lead practice that addresses the health needs of children or young people

LO5 Be able to lead practice that supports children or young people to learn

LO6 Be able to lead practice that supports children or young people to enjoy their leisure time

LO7 Be able to lead practice that promotes participation in the community

LO8 Be able to lead continuous improvement to practice

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5, 6, 7 and 8 must be assessed in a real work environment

Learners must provide a portfolio of evidence

Assessment guidance

To **plan** provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation

Identified needs may relate to:

- Health and well-being
- Relationships
- Learning
- Leisure
- Play

Others e.g.

- Team members
- Other professionals
- Family members

Health needs e.g.

- Physical
- Mental
- Emotional
- Sexual

Benefits e.g.:

- Fun and enjoyment
- Friendships
- Achievement
- Self esteem
- Personal identity
- Mental health and wellbeing
- Learning opportunities
- Community links
- Future employment or entrepreneurial possibilities

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand positive outcomes for children and young people in residential childcare	1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve

Learning Outcome	Assessment Criteria
LO2 Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person
	2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities
	2.3 Plan provision that meets the identified needs of children or young people
	2.4 Implement provision that meets the identified needs of children or young people

Learning Outcome	Assessment Criteria
LO3 Be able to lead engagement with families to benefit children or young people	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families
	3.2 Cultivate attitudes amongst team members that promote productive engagement with families
	3.3 Implement practices that support pro-active liaison and engagement with families
	3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice that addresses the health needs of children or young people	4.1 Review the issues affecting access to health care services for children or young people in residential childcare
	4.2 Review the impact of limited access to health care services on the health of children and young people
	4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare
	4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare
	4.5 Support team members to enable children or young people to recognise and address their own health needs, as appropriate to their age and level of understanding
	4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in the work setting
	4.7 Establish a culture where choices for healthy living are promoted and modelled

Learning Outcome	Assessment Criteria
LO5 Be able to lead practice that supports children or young people to learn	5.1 Summarise theories about how children and young people learn
	5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education
	5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's: <ul style="list-style-type: none"> • circumstances • experiences • interests • skills and talents • aspirations
	5.4 Manage the physical environment in ways that encourage learning

Learning Outcome	Assessment Criteria
LO6 Be able to lead practice that supports children or young people to enjoy their leisure time	6.1 Evaluate the benefits of leisure activities for children and young people
	6.2 Evaluate the importance of unstructured leisure time for children and young people
	6.3 Work with others to enable children or young people to choose how they use their leisure time
	6.4 Work with others to support children or young people to access leisure activities

Learning Outcome	Assessment Criteria
LO7 Be able to lead practice that promotes participation in the community	7.1 Review the benefits for children and young people of forging links with the local community
	7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there
	7.3 Work with others within the work setting and in the community to overcome barriers to community participation
	7.4 Support team members to enable children or young people to participate in the community

Learning Outcome	Assessment Criteria
LO8 Be able to lead continuous improvement to practice	8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families
	8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved
	8.3 Support team members to learn from challenges encountered in day to day work
	8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection

RCD29 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD30 – Lead practice to support the well-being and resilience of children and young people in residential childcare

Unit reference number: T/506/7620

Level: 5

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand well-being and resilience in children and young people in residential childcare

LO2 Understand support for well-being and resilience

LO3 Be able to lead practice that supports children and young people's well-being and resilience

LO4 Be able to improve practice in promoting the well-being and resilience of children and young people

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC044

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners must provide a portfolio of evidence

Assessment guidance

Elements of **well-being** e.g.

- The opportunity to flourish
- Positive relationships and social networks
- Positive personal identity and self esteem
- Aspiration and optimism
- Happiness
- Mental, physical and sexual health
- Financial and emotional security

Elements relating to **resilience** e.g.

- Secure base
- Self-esteem
- Self-efficacy
- Friendships
- Education
- Positive values
- Social competencies
- Talents and interests

Others may include

- Team members
- Other professionals
- Children and young people
- Families and carers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand well-being and resilience in children and young people in residential childcare	1.1 Explain the concepts and elements of <ul style="list-style-type: none"> • well-being • resilience
	1.2 Evaluate approaches to measuring a child or young person's well-being
	1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare

Learning Outcome	Assessment Criteria
LO2 Understand support for well-being and resilience	2.1 Analyse approaches that support the well-being of children and young people
	2.2 Explain the importance of homeliness, friendship and fun in the childcare setting
	2.3 Analyse methods and approaches that help to build resilience in children and young people
	2.4 Explain the importance of engaging with family members who are supporting a child or young person

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice that supports children and young people's well-being and resilience	3.1 Lead practice that supports others to engage positively with children or young people
	3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem
	3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes
	3.5 Challenge practices that act as barriers to children or young people's well-being and resilience

Learning Outcome	Assessment Criteria
LO4 Be able to improve practice in promoting the well-being and resilience of children and young people	4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience
	4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience
	4.3 Evaluate own practice in promoting children or young people's well-being and resilience
	4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience

RCD30 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD31 – Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

Unit reference number: T/506/7584

Level: 5

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit provides the knowledge and skills required to lead practice that promotes the rights, diversity and equality of children and young people in residential childcare settings

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the legislative frameworks for children and young people's rights

LO2 Be able to develop policies and procedures that promote the rights of children and young people

LO3 Understand anti-discriminatory practice with children and young people

LO4 Be able to lead anti-discriminatory practice

LO5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints

LO6 Be able to lead continuous improvement to practice to promote the rights of children and young people

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCE9

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 4, 5 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence

Assessment guidance

Anti-discriminatory practice seeks not to discriminate on the basis of one or more of the following:

- Gender/transgender
- Sexual orientation
- Race/ethnicity
- Religion
- Age
- Ability/disability
- Health status
- Physical attributes
- Social circumstances

Discrimination may occur at one or more of the following levels:

- Individual
- Institutional
- Societal

Others: may include colleagues, other agencies, children and young people or their families and friends

Culturally sensitive includes:

- Recognising cultural similarities and differences
- Avoiding value judgements (e.g. better or worse, right or wrong)
- Respecting beliefs and practices while being alert to any heightened risks

Gender-specific issues are those with specific relevance to male, female or trans-gender children and young people

Raising concerns or making complaints may be done formally or informally

To **monitor** will involve children or young people and others

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislative frameworks for children and young people's rights	1.1 Summarise national and international legislation that underpins the rights of children and young people
	1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to develop policies and procedures that promote the rights of children and young people	2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures
	2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people
	2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people

Learning Outcome	Assessment Criteria
LO3 Understand anti-discriminatory practice with children and young people	3.1 Analyse the impact of current equalities legislation on work with children and young people
	3.2 Evaluate models of anti-discriminatory practice in residential childcare settings for children or young people

Learning Outcome	Assessment Criteria
LO4 Be able to lead anti-discriminatory practice	4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion
	4.2 Support team members to work in a culturally sensitive way
	4.3 Support team members to address tensions between anti-discriminatory practice and gender-specific issues

Learning Outcome	Assessment Criteria
LO5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints	5.1 Explain the relationship between raising concerns or making complaints and the rights of children and young people
	5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting
	5.3 Provide information on how to raise concerns and make complaints in accessible formats to children or young people and others
	5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints
	5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed

Learning Outcome	Assessment Criteria
LO6 Be able to lead continuous improvement to practice to promote the rights of children and young people	6.1 Monitor how effectively rights are upheld in the work setting
	6.2 Support team members to evaluate their own practice in promoting the rights of children or young people
	6.3 Review own practice in promoting the rights of children or young people
	6.4 Challenge self and others to continuously improve practice to promote the rights of children or young people
	6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people

RCD31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD32 – Lead networks and multi-agency work to benefit children and young people in residential childcare

Unit reference number: R/506/7608

Level: 5

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare. It identifies the requirements associated with leading and managing work with networks, communities, other professionals and organisations that supports the service provision to achieve its vision and purpose with positive outcomes for individuals.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

LO2 Understand the local network for children and young people's services

LO3 Be able to build a multi-agency team around a child or young person

LO4 Be able to participate in the work of a multi-agency team built around a child or young person

LO5 Be able to continuously improve multi-agency work

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCD1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment

Learners must provide a portfolio of evidence

Assessment guidance

A team around a child or young person is a multi-agency team assembled for a specific purpose and period of time

Factors may include capacity and commitment of family members, legal constraints, travel considerations, risk management issues etc.

Others may include:

- Family members
- Workers from other agencies or organisations
- Advocates
- Independent visitors

Parameters e.g.

- Objectives
- Actions plans
- Roles and responsibilities
- Arrangements for communication, decision making and measuring progress

Effective arrangements must be:

- Focused on the needs of the child or young person
- Appropriate to the nature and purpose of the task
- Likely to be effective in establishing and maintaining relationships
- Respectful of confidentiality while balancing risks of sharing or not sharing information

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people
	1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews
	1.3 Evaluate the use of networks to build a team around a child or young person

Learning Outcome	Assessment Criteria
LO2 Understand the local network for children and young people's services	2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services
	2.2 Explain structures, key roles and methods for communication and decision making within these agencies
	2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in teams built around a child or young person

Learning Outcome	Assessment Criteria
LO3 Be able to build a multi-agency team around a child or young person	3.1 Recognise circumstances where a multi-agency team should be built around a child or young person
	3.2 Analyse factors that influence the involvement of family members in a team built around a child or young person
	3.3 Agree with others the task, role and boundaries of the team
	3.4 Negotiate the parameters of the team's work
	3.5 Influence the team to secure effective arrangements for practice

Learning Outcome	Assessment Criteria
LO4 Be able to participate in the work of a multi-agency team built around a child or young person	4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person
	4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team
	4.3 Participate in agreed monitoring processes

Learning Outcome	Assessment Criteria
LO5 Be able to continuously improve multi-agency work	5.1 Analyse factors that support effective collaboration and partnership with other agencies
	5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work
	5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work
	5.4 Implement improvements identified through monitoring and review of multi-agency work

RCD32 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD33 – Undertake professional development in residential childcare settings

Unit reference number: H/506/7791

Level: 4

Credit value: 2

Guided Learning (GL) hours: 18

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand principles of professional development

LO2 Understand how personal attributes and experiences can be used in professional development

LO3 Be able to prioritise goals and targets for own professional development

LO4 Be able to prepare a professional development plan

LO5 Be able to improve performance through reflective practice

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0043 and SCDLMCA1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 3, 4 and 5 must be assessed in the work setting

Learners must provide a portfolio of evidence

Assessment guidance

Sources and systems of support may include:

- Supervision
- Appraisal
- Formal support
- Informal support
- Mentoring
- Within the organisation
- Beyond the organisation

Standards and benchmarks may include:

- Codes of practice
- Regulations
- Minimum / essential standards
- National occupational standards

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles of professional development	1.1 Explain the importance of continually improving own knowledge and practice
	1.2 Analyse potential barriers to professional development
	1.3 Compare the use of different sources and systems of support for professional development
	1.4 Explain how factors, personal and organisational, influence the choice of opportunities and activities for keeping knowledge and practice up to date

Learning Outcome	Assessment Criteria
LO2 Understand how personal attributes and experiences can be used in professional development	2.1 Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice
	2.2 Review own emotional responses to situations encountered at work
	2.3 Analyse how personal factors can be strengthened or addressed through professional development

Learning Outcome	Assessment Criteria
LO3 Be able to prioritise goals and targets for own professional development	3.1 Evaluate own knowledge and performance against: <ul style="list-style-type: none"> standards and benchmarks feedback
	3.2 prioritise development goals and targets

Learning Outcome	Assessment Criteria
LO4 Be able to prepare a professional development plan	4.1 Select learning opportunities to meet development objectives and reflect personal learning style
	4.2 Produce a plan for own professional development
	4.3 Establish a process to evaluate the effectiveness of own professional development plan

Learning Outcome	Assessment Criteria
LO5 Be able to improve performance through reflective practice	5.1 Compare models of reflective practice
	5.2 Explain the purpose of reflective practice in continuous improvement of performance
	5.3 Use reflective practice and feedback from others to improve performance
	5.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes • reflection on personal factors

RCD33 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD34 – Lead practice to support the safeguarding and protection of children and young people in residential childcare

Unit reference number: M/506/8362

Level: 5

Credit value: 8

Guided Learning (GL) hours: 55

Unit aim

This unit provides the knowledge and skills required to lead practice that supports the safeguarding and protection of children and young people in residential childcare settings.

Learning outcomes

There are eight outcomes to this unit. The learner will:

LO1 Understand the impact of current legislation for the safeguarding of children and young people

LO2 Be able to participate in local networks to safeguard children and young people

LO3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members

LO4 Be able to lead practice that minimises the risk of harm and abuse in the care setting

LO5 Be able to implement policies and procedures for safeguarding children and young people

LO6 Understand situations that present high risk of harm for children and young people

LO7 Understand approaches that address child sexual exploitation

LO8 Be able to review policies and procedures for safeguarding children and young people in residential childcare

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0044 and SCDMCB1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 8 must be assessed in a real work environment. Learners must provide a portfolio of evidence.

Assessment guidance

Working practices e.g.

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)
- Supporting children and young people and others who may be expressing concerns
- Working practices that protect practitioners and children/ young people

Agencies and organisations may include

- Social services
- NSPCC
- Health visitors
- GP
- Probation
- Police
- School
- Psychology service

Independent visitors are specially trained volunteers with the designated role of befriending and advising a looked after child or young person

Policies and procedures required for safeguarding e.g.

- Listening to children and young people
- Sharing concerns and recording/reporting incidents
- Dealing with allegations
- Duty of care
- Whistleblowing
- Propriety and behaviour
- Physical contact/Intimate personal care
- Off site visits
- Photography and video
- Bullying
- Use of the internet and mobile phones
- Missing from care
- Visitors
- Timely and accurate information sharing
- Partnership working
- Safer recruitment

Poor practice and attitudes e.g.

- Denial of the issue
- Blaming the victim
- Not listening to and hearing children and young people
- Being inconsistent or untrustworthy
- Not placing the child or young person's needs first
- Becoming desensitised to issues of harm and abuse
- Being overprotective
- Failing to report suspicions at an early stage
- Failing to share information
- Failing to work in partnership with key agencies

Perpetrators and their behaviours e.g.

- Position of power in the organisation
- Position of power in the community (e.g. through business, political or faith groups)
- Celebrity status
- Fellow resident/peer
- Grooming (of the child or young person and those around them)
- Threats of reprisals
- Promises of rewards
- Denial of behaviour as abusive
- Targeting boys and young men (in relation to sexual abuse)

Key features include

- Common patterns of child sexual exploitation both within and outside the setting
- Myths about those who sexually exploit
- Profiles of those who sexually exploit
- Distinguishing features of abusive and non-abusive sexual activity

Key Partners include

- Sexual Health Services
- Police, Crown Prosecution Service
- Youth Offending Services
- Probation Services
- Housing Services
- Drug and Alcohol Services
- Mental Health Services, including Child and Adolescent Mental Health (CAMHS)
- Community Health Services, including GPs
- Hospital Trusts
- Education Services
- Voluntary and Community sector
- Family and carers

Problem Profiling i.e. building a picture

- Of gangs, groups, individuals, businesses and neighbourhoods which increase the risk of child sexual exploitation
- Of the potential victims who are vulnerable to sexual exploitation and grooming

Local strategies may involve

- Local authorities,
- Local Safeguarding Children Boards (LSCBs)
- Multi Agency Safeguarding Hubs (MASH)

A plan to review should include:

- The views of children and young people
- Current guidance arising from inquiries and serious case reviews
- Liaison with different organisations

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of current legislation for the safeguarding of children and young people	1.1 Explain the current legislative framework that underpins the safeguarding of children and young people
	1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect working practices with children and young people
	1.3 Review how processes used in the work setting comply with current legislation
	1.4 Explain the relationship between safeguarding and child protection

Learning Outcome	Assessment Criteria
LO2 Be able to participate in local networks to safeguard children and young people	2.1 Identify the range of agencies and organisations involved in local networks for safeguarding of children and young people
	2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse
	2.3 Work with other agencies and organisations in local networks using agreed protocols

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	3.1 Implement policies and legal requirements that support safe recruitment of team members
	3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused
	3.3 Support team members to understand how following policies and procedures protects them from allegations and complaints as well as protecting children and young people from harm

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice that minimises the risk of harm and abuse in the care setting	4.1 Lead a culture where the needs of children or young people are paramount
	4.2 Support team members to develop positive, trusting and consistent relationships in which children or young people are listened to and heard
	4.3 Implement systems to ensure that children or young people are able to raise concerns and complaints and have them promptly addressed
	4.4 Analyse the roles of advocates and independent visitors in relation to safeguarding children and young people in care

Learning Outcome	Assessment Criteria
LO5 Be able to implement policies and procedures for safeguarding children and young people	5.1 Identify policies and procedures needed for comprehensive safeguarding in a residential childcare setting
	5.2 Lead the implementation of policies and procedures for safeguarding children or young people
	5.3 Manage training for team members about harm and abuse, warning signs and actions they must take if harm or abuse is alleged or suspected
	5.4 Provide information and mentoring to team members about safeguarding
	5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse
	5.6 Challenge poor practice and attitudes in relation to safeguarding
	5.7 Support continuous improvement to practice and attitudes in relation to safeguarding

Learning Outcome	Assessment Criteria
LO6 Understand situations that present high risk of harm for children and young people	6.1 Identify situations and circumstances that present high risk of harm or abuse for children and young people
	6.2 Analyse known characteristics of perpetrators and their behaviours that make it difficult for children and young people to report harm or abuse or for others to recognise and address abusive activity
	6.3 Explain why children and young people in care can become involved with groups and gangs and why this presents additional risks of harm and abuse

Learning Outcome	Assessment Criteria
LO7 Understand approaches that address child sexual exploitation	7.1 Analyse research and official inquiries to identify key features of child sexual exploitation
	7.2 Analyse trends in child sexual exploitation in the context of human trafficking
	7.3 Analyse ways in which children and young people in care are particularly vulnerable to harm from child sexual exploitation and grooming
	7.4 Explain the roles of key partners involved in local networks to address sexual exploitation of children and young people
	7.5 Explain the purpose and key features of problem profiling
	7.6 Describe ways to contribute to local strategies to combat child sexual exploitation

Learning Outcome	Assessment Criteria
LO8 Be able to review policies and procedures for safeguarding children and young people in residential childcare	8.1 Develop a plan to review the policies and procedures for safeguarding children or young people
	8.2 Implement a review of policies and procedures for safeguarding children or young people
	8.3 Analyse findings from a review of policies and procedures
	8.4 Work with others to implement an action plan to improve policies and procedures

RCD34 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD35 – Lead a service that can support children or young people who have experienced harm or abuse

Unit reference number: F/506/8365

Level: 5

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse

LO2 Be able to prepare team members to respond to disclosure or detection of harm and abuse

LO3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse

LO4 Be able to support team members to work with challenges relating to harm or abuse

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0044 and SCDSLMB1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2 and 4 must be assessed in the work setting.

Learners must provide a portfolio of evidence

Assessment guidance

Harm or abuse may be

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self-harm
- Neglect
- Exploitation by gangs or groups

Key people are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

Areas of support may include supporting the child or young person to

- Deal with distress, fear and anxieties caused by the harm or abuse
- Understand the implications of harm and abuse they have experienced
- Develop positive coping strategies following harm or abuse
- Understand why boundaries may need to be set for contact between themselves and key people

Unhelpful attitudes e.g.

- Denial that harm and abuse may occur
- Blaming the victims of harm and abuse
- Becoming desensitised to issues of harm and abuse
- Not listening to and hearing children and young people
- Being inconsistent or untrustworthy
- Not placing the child or young person's needs first
- Failing to report suspicions at an early stage
- Failing to share information
- Failing to work in partnership with key agencies
- Being overprotective

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse
	1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse

Learning Outcome	Assessment Criteria
LO2 Be able to prepare team members to respond to disclosure or detection of harm and abuse	2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse
	2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse

Learning Outcome	Assessment Criteria
LO3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse	3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse
	3.2 Explain types of restriction that might be imposed on the involvement of key people with a child or young person following harm or abuse
	3.3 Analyse areas of support that may be needed when working with a child or young person following harm or abuse
	3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse

Learning Outcome	Assessment Criteria
LO4 Be able to support team members to work with challenges relating to harm or abuse	4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues
	4.2 Challenge unhelpful attitudes in relation to harm and abuse
	4.3 Recommend sources of additional emotional support for team members

RCD35 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD36 – Implement a Positive Relationship Policy in residential childcare

Unit reference number: R/506/8192

Level: 5

Credit value: 6

Guided Learning (GL) hours: 41

Unit aim

This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare. It includes leading and managing systems, policies, procedures and practice that support person centred approaches to the development of positive behaviour.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the interconnection between relationships and behaviour

LO2 Be able to develop a Positive Relationship Policy that promotes good behaviour and positive outcomes for children and young people

LO3 Be able to establish systems to implement the Positive Relationship Policy

LO4 Be able to equip team members to implement the Positive Relationship Policy

LO5 Be able to review a Positive Relationship Policy

LO6 Understand the context for use of physical intervention and restraint

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB8

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence

Assessment guidance

Positive Relationship Policy may previously have been called a Behaviour Management Strategy

Others may include:

- Team members
- Other professionals
- Family members
- Advocates
- Independent visitors

To **develop** a policy may be to develop directly or to propose developments to others (e.g. in a larger organisation) for consideration

Children and young people may be **vulnerable** due to factors such as:

- Social, economic, physical, emotional or family circumstances
- Previous experience of traumatic or dysfunctional relationships
- Disability or specific conditions

Review may involve children or young people, families and carers, team members and other professionals

Physical intervention refers to methods of controlling children and young people that do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger.

Restraint is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the interconnection between relationships and behaviour	1.1 Critically analyse how socially aware behaviour and positive relationships interlink
	1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare
	1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships
	1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour

Learning Outcome	Assessment Criteria
LO2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people	2.1 Research elements required in a positive relationship policy and the rationale for each
	2.2 Work with children or young people and others to evaluate existing policies relating to positive relationships and behaviour management
	2.3 Develop a positive relationship policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation

Learning Outcome	Assessment Criteria
LO3 Be able to establish systems to implement the positive relationship policy	3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy
	3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of physical intervention or restraint
	3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems

Learning Outcome	Assessment Criteria
LO4 Be able to equip team members to implement the positive relationship policy	4.1 Evaluate the knowledge and skills team members have for <ul style="list-style-type: none"> • building trusting and enduring relationships with vulnerable children or young people • supporting children or young people to develop socially aware behaviour
	4.2 Address gaps identified in knowledge and skills
	4.3 Arrange training in restraint that meets statutory requirements for team members
	4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour

Learning Outcome	Assessment Criteria
LO5 Be able to review a Positive Relationship Policy	5.1 Review the impact of the Positive Relationship Policy on relationships and behaviour in the setting
	5.2 Propose improvements to the Positive Relationship Policy and systems

Learning Outcome	Assessment Criteria
LO6 Understand the context for use of physical intervention and restraint	6.1 Explain principles for the use of physical intervention and restraint with children and young people in residential childcare
	6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint
	6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint
	6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements

RCD36 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD37 – Lead practice in safe use of digital, internet and mobile technology with children and young people

Unit reference number: L/506/8367

Level: 4

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

This unit provides the knowledge and skills required to lead safe use of digital, internet and mobile technology with children and young people.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the uses of technology by children and young people in society

LO2 Understand benefits and risks for children and young people when using digital, internet and mobile technology

LO3 Be able to support safe use of digital, internet and mobile technology by children and young people

LO4 Be able to address risks to team members associated with use of digital, internet and mobile technology

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB1 and SCDLMCB2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Learners must provide a portfolio of evidence

Assessment guidance

Others could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the uses of technology by children and young people in society	1.1 Identify digital, internet and mobile technology used in society
	1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people

Learning Outcome	Assessment Criteria
LO2 Understand benefits and risks for children and young people when using digital, internet and mobile technology	2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology
	2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology
	2.3 Describe signs and indicators of each risk
	2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers

Learning Outcome	Assessment Criteria
LO3 Be able to support safe use of digital, internet and mobile technology by children and young people	3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology
	3.2 Support others to understand features of safe use of digital, internet and mobile services and technology
	3.3 Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology
	3.4 Review policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered

Learning Outcome	Assessment Criteria
LO4 Be able to address risks to team members associated with use of digital, internet and mobile technology	4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people
	4.2 Develop policies and procedures for safe use of technology by team members
	4.3 Support team members to understand policies and procedures for safe use of technology
	4.4 Support team members to implement policies and procedures

RCD37 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

7 Units – Group O

Unit Handbook

RCD17 – Understand the care system and its impact on children and young people

Unit reference number: H/506/7595

Level: 4

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit provides the knowledge and understanding required to understand the care system and its impact on children and young people.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the process by which a child or young person comes into care

LO2 Understand the entitlements of children and young people in care

LO3 Understand the context of residential services for children and young people in care

LO4 Understand the impact of residential child care services on children and young people

LO5 Understand how to support a positive experience of care services for children and young people

LO6 Understand planning frameworks for children and young people in residential childcare

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDHSC0325.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence

Assessment guidance

Key professionals may include:

- Social workers
- Children's guardian (CAFCASS)
- Legal professionals

Entitlements will include those relating to

- Visits
- Allowances
- Contact with family members
- Preparation for reviews
- Advocacy
- Independent visitors

Theoretical approaches may include:

- Social Pedagogy
- All Systems
- Outcome Based
- Lifespace
- Solution Focused

Types of care arrangements may include:

- Staying with parents (compulsory supervision)
- Kinship care
- Foster care
- Children's homes
- Residential schools

A residential childcare service: this should be the learner's own workplace where there is one; otherwise a service local to the learner

Good practice will incorporate current theories, policies, regulations and legislation and include:

- Child centred provision
- Children's rights
- Equality and inclusion
- Cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- Networking with other agencies to build a team around a child
- Advocacy

Challenges may include:

- Repeated, sudden and enforced transitions
- Living away from the family
- The need to engage with a range of professionals

Plans will include the following:

- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the process by which a child or young person comes into care	1.1 Analyse factors in a child's circumstances that can lead to them entering the care system
	1.2 Summarise the legal process by which children and young people become 'looked after'
	1.3 Explain the role of key professionals in the care system
	1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare

Learning Outcome	Assessment Criteria
LO2 Understand the entitlements of children and young people in care	2.1 Explain the legal and statutory entitlements of children and young people in care
	2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them

Learning Outcome	Assessment Criteria
LO3 Understand the context of residential services for children and young people in care	3.1 Summarise current theoretical approaches relating to residential childcare services
	3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people
	3.3 Compare types of care arrangements for 'looked after' children and young people
	3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services
	3.5 Explain the aims and objectives of a residential childcare service
	3.6 Describe characteristics of provision that reflect good practice

Learning Outcome	Assessment Criteria
LO4 Understand the impact of residential childcare services on children and young people	4.1 Describe how being in care presents additional challenges for children and young people
	4.2 Compare the life chances and outcomes of children and young people in residential childcare with: <ul style="list-style-type: none"> • children and young people in other types of care • children and young people outside the care system

Learning Outcome	Assessment Criteria
LO5 Understand how to support a positive experience of care services for children and young people	5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable
	5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting
	5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting

Learning Outcome	Assessment Criteria
LO6 Understand planning frameworks for children and young people in residential childcare	6.1 Describe the purpose and features of plans required for children and young people in residential childcare
	6.2 Explain why children and young people should be supported to understand their own plans
	6.3 Explain the importance of 'permanency planning' for children and young people in care

RCD17 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD18 – Understand the youth justice system as it relates to residential childcare

Unit reference number: J/506/7606

Level: 4

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit provides the knowledge and understanding required to understand the youth justice system as it relates to residential childcare

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand why children and young people in care are vulnerable to engagement in offending behaviour

LO2 Understand how to reduce the risk of criminalisation of children and young people

LO3 Understand partnership working in the youth justice system

LO4 Understand the court system as it relates to youth justice

LO5 Understand the experience of the secure estate

LO6 Understand how to achieve successful transfer within and out of the secure estate for children and young people

Version 1

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence

Assessment guidance

Theories including

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory

Methods including restorative approaches

Key agencies including

- Youth offending teams (YOT),
- Probation Service,
- Crown Prosecution Service (CPS),
- Drug and Alcohol Services, Education Services,
- Child and Adolescent Mental Health Services (CAMHS)

Assessment tools including

- National Standards for the Youth Justice Service
- Asset and Onset Framework
- Common Assessment Framework

Disposal options including

- Pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)
- Anti-Social Behaviour measures (Acceptable Behaviour Contract, Anti-Social Behaviour Order)
- Other measures (local child curfew, gang injunctions, youth restorative disposal)
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- Custodial sentences

Minimise the high level of breaches: includes accompanying the young person to and from appointments and providing the corporate parent role in court

Poor outcomes includes outcomes in relation to

- Physical health and wellbeing
- Mental health
- Learning and educational achievement
- The establishment and maintenance of positive relationships with family and friends

Within the secure estate: including transfer to adult secure settings and specialist services

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why children and young people in care are vulnerable to engagement in offending behaviour	1.1 Define the term 'offending behaviour'
	1.2 Summarise theories relating to youth offending
	1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour

Learning Outcome	Assessment Criteria
LO2 Understand how to reduce the risk of criminalisation of children and young people	2.1 Define the term 'criminalisation'
	2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people
	2.3 Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses
	2.4 Describe methods to reduce the risk of criminalising children and young people
	2.5 Describe principles of the organisation's Police Involvement Policy

Learning Outcome	Assessment Criteria
LO3 Understand partnership working in the youth justice system	3.1 Outline the role of agencies involved in the youth justice system
	3.2 Describe the practitioner's role in relation to the youth justice system
	3.3 Analyse assessment tools used in the youth justice system
	3.4 Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system
	3.5 Describe processes for informing social workers, and those with parental responsibility, of police involvement

Learning Outcome	Assessment Criteria
LO4 Understand the court system as it relates to youth justice	4.1 Outline legislation relating to the court system for youth justice
	4.2 Describe the sentencing process
	4.3 Explain the function of court reports
	4.4 Summarise the main disposal options for children and young people
	4.5 Describe systems for supporting compliance with disposal requirements
	4.6 Explain ways to minimise the high level of breaches of disposal requirements by young people in residential childcare
	4.7 Describe processes for responding to breaches of disposal requirements

Learning Outcome	Assessment Criteria
LO5 Understand the experience of the secure estate	5.1 Describe the different types of secure settings experienced by children and young people
	5.2 Analyse why children and young people in secure settings are at higher risk of poor outcomes than others in residential childcare
	5.3 Describe approaches that improve outcomes for children and young people in secure settings

Learning Outcome	Assessment Criteria
LO6 Understand how to achieve successful transfer within and out of the secure estate for children and young people	6.1 Describe the challenges faced by children and young people who are moving within and out of the secure estate
	6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate
	6.3 Analyse factors for the successful resettlement of children and young people in the community

RCD18 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD38 – Lead a residential childcare service that can engage with the youth justice system

Unit reference number: Y/506/7609

Level: 5

Credit value: 5

Guided Learning (GL) hours: 40

Unit aim

This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the context of the youth justice system

LO2 Be able to support team members to work with the court system relating to youth justice

LO3 Be able to work in partnership with agencies involved in the youth justice system

LO4 Be able to provide a service that reduces the risk of criminalisation of children and young people

LO5 Understand the experience of the secure estate

LO6 Be able to achieve successful transfer within and out of the secure estate

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB2, SCDLMCB3 and SCDLMCD1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence

Assessment guidance

Theories including

- Pathways theory
- Good lives model
- Theory of Social Capital
- Labelling theory
- Restorative approaches

Disposal options including

- Pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)
- Anti-Social Behaviour measures (Acceptable behaviour contract, Anti-Social Behaviour Order)
- Other measures (local child curfew, gang injunctions, youth restorative disposal)
- Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)
- Custodial sentences

Support compliance e.g.

- Accompanying young people to and from appointments
- Providing a corporate parent role in court

Tensions and risks e.g.

- Premature escalation of behaviour
- Bias towards use of the justice system
- Differing values and priorities

Key agencies including

- Youth offending teams (YOT),
- Probation Service,
- Crown Prosecution Service (CPS),
- Drug and Alcohol Services, Education Services
- Child and Adolescent Mental Health Services (CAMHS)

Poor outcomes include those in relation to

- Physical health and wellbeing
- Mental health
- Learning and educational achievement
- Establishing and maintaining positive relationships with family and friends

Transfer: including transfer to adult secure estates and to specialist services

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of the youth justice system	1.1 Analyse the political and legal context of the youth justice system
	1.2 Evaluate theories relating to youth justice and offending behaviour

Learning Outcome	Assessment Criteria
LO2 Be able to support team members to work with the court system relating to youth justice	2.1 Provide information to team members on the court system, the sentencing process and disposal options
	2.2 Work with team members to <ul style="list-style-type: none"> • support compliance with disposal requirements • respond to breaches of disposal requirements
	2.3 Review team's practice in working with the court system

Learning Outcome	Assessment Criteria
LO3 Be able to work in partnership with agencies involved in the youth justice system	3.1 Explain the importance of working in partnership with agencies involved in the youth justice system
	3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system
	3.3 Develop team members' understanding of the rights and responsibilities of an appropriate adult
	3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement

Learning Outcome	Assessment Criteria
LO4 Be able to provide a service that reduces the risk of criminalisation of children and young people	4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system
	4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours
	4.3 Develop systems that prevent the premature escalation of responses to offending behaviour
	4.4 Explain tensions and risks that can be created by close work with youth justice agencies

Learning Outcome	Assessment Criteria
LO5 Understand the experience of the secure estate	5.1 Analyse why children and young people in secure settings are at high risk of experiencing poor outcomes
	5.2 Evaluate approaches that improve outcomes for children and young people in secure settings

Learning Outcome	Assessment Criteria
LO6 Be able to achieve successful transfer within and out of the secure estate	6.1 Analyse factors for the successful transfer of children and young people between settings within the secure estate
	6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate
	6.3 Develop systems to support the successful resettlement of children and young people

RCD38 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD39 – Principles for leading the transition of young people with complex disabilities or conditions to adult services

Unit reference number: A/506/7568

Level: 4

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services

LO2 Understand the impact of complex disabilities or conditions on the transition into adulthood

LO3 Understand adult care provision

LO4 Understand how to work with others to support young people making the transition to adult services

LO5 Understand person centred support for transition to adult services

LO6 Understand how to review support in relation to young people making the transition to adult services

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence

Assessment guidance

Complex disabilities or conditions may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

Factors may include:

- Positive/negative identity and self esteem
- Stable/unstable relationships and networks
- Secure/insecure attachments
- Experience of discrimination/social exclusion
- Experience of abuse or harm
- Cognitive capacity

Cultural: the ideas, customs and social behaviours of a particular society or community

Additional support may include:

- training in practical skills
- emotional support
- support to manage tensions and dilemmas

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services	1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services
	1.2 Summarise legislation that affects the rights of young people with complex disabilities or conditions to make decisions about their lives
	1.3 Evaluate how theories of change management can be applied to support the transition to adult services

Learning Outcome	Assessment Criteria
LO2 Understand the impact of complex disabilities or conditions on the transition into adulthood	2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families
	2.2 Analyse factors that affect a young person's capacity to manage transitions and changes
	2.3 Explain how cultural considerations can impact on the process of moving from childhood into adulthood

Learning Outcome	Assessment Criteria
LO3 Understand adult care provision	3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services
	3.2 Identify funding sources, eligibility criteria and application processes for each
	3.3 Evaluate how personal budgets support the transition to adult services

Learning Outcome	Assessment Criteria
LO4 Understand how to work with others to support young people making the transition to adult services	4.1 Describe knowledge, skills and attitudes required by team members to support the transition process
	4.2 Analyse the role and contribution of family members in the transition process
	4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services
	4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition

Learning Outcome	Assessment Criteria
LO5 Understand person centred support for transition to adult services	5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services
	5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount
	5.3 Describe processes needed to secure additional support to meet the individual requirements of young people
	5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement

Learning Outcome	Assessment Criteria
LO6 Understand how to review support in relation to young people making the transition to adult services	6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition
	6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition
	6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services

RCD39 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LHS29 – Undertake a research project within services for health and social care or children and young people

Unit reference number: J/602/3499

Level: 5

Credit value: 10

Guided Learning (GL) hours: 80

Unit aim

The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to justify a topic for research within services for health and social care or children and young people

LO2 Understand how the components of research are used

LO3 Be able to conduct a research project within services for health and social care or children and young people

LO4 Be able to analyse research findings

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to CCLD 420 Undertake a research project

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project
	1.2 Develop the aims and objectives of the research project
	1.3 Explain ethical considerations that apply to the area of the research project
	1.4 Complete a literature review of chosen area of research

Learning Outcome	Assessment Criteria
LO2 Understand how the components of research are used	2.1 Critically compare different types of research
	2.2 Evaluate a range of methods that can be used to collect data
	2.3 Identify a range of tools that can be used to analyse data
	2.4 Explain the importance of validity and reliability of data used within research

Learning Outcome	Assessment Criteria
LO3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project
	3.2 Formulate a detailed plan for a research project
	3.3 Select research methods for the project
	3.4 Develop research questions to be used within project
	3.5 Conduct the research using identified research methods
	3.6 Record and collate data

Learning Outcome	Assessment Criteria
LO4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data
	4.2 Draw conclusions from findings
	4.3 Reflect how own research findings substantiate initial literature review
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

LHS29 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

RCD40 – Lead practice to support young people leaving care

Unit reference number: Y/506/8114

Level: 5

Credit value: 4

Guided Learning (GL) hours: 25

Unit aim

This unit provides the knowledge and skills required to lead practice to support young people leaving care.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently

LO2 Be able to recognise factors that impact on the experience of leaving care

LO3 Be able to lead support for young people as they prepare for independent living

LO4 Be able to work with others to support young people leaving care

LO5 Be able to review support in relation to young people leaving care

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be carried out in a real work environment. Learners must provide a portfolio of evidence

Assessment guidance

Others may include family, carers, friends, team members, and professionals from different agencies and others who are significant to the young person

Resources e.g. team members' time, financial resources, and physical resources in the setting

Practical abilities e.g.

- to manage and maintain accommodation
- to manage personal finances
- to maintain health and well being
- to manage daily living tasks
- to access training or education
- to seek employment (including entrepreneurial options)
- to manage risks
- to engage as a citizen and make a contribution to society

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently	1.1 Explain the statutory and legal frameworks that apply to young people as they leave care
	1.2 Evaluate how theories of change management can be applied to supporting young people leaving care
	1.3 Evaluate the importance of a planned and phased approach to leaving care

Learning Outcome	Assessment Criteria
LO2 Be able to recognise factors that impact on the experience of leaving care	2.1 Analyse aspirations and concerns that young people leaving care can experience
	2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care
	2.3 Research the features of practice that affect young people's experience of leaving care
	2.4 Review the importance of interactions and relationships between young people and others as they prepare to leave care

Learning Outcome	Assessment Criteria
LO3 Be able to lead support for young people as they prepare for independent living	3.1 Allocate resources to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living
	3.2 Support team members to work with young people to develop the practical abilities , social skills and emotional resilience needed in more independent living
	3.3 Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation
	3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process

Learning Outcome	Assessment Criteria
LO4 Be able to work with others to support young people leaving care	4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care
	4.2 Build positive working relationships with others within and beyond the organisation
	4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role
	4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount

Learning Outcome	Assessment Criteria
LO5 Be able to review support in relation to young people leaving care	5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting
	5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements
	5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition
	5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care

RCD40 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD41 – Understand the context of residential childcare for children and young people with complex disabilities or conditions

Unit reference number: J/506/8318

Level: 4

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the impact of complex disabilities and conditions on children and young people and their families

LO2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions

LO3 Understand residential childcare for children and young people with complex disabilities or conditions

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to SCDLMCB4 and SCDLMCE3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence

Assessment guidance

Complex disabilities and conditions may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment

Good practice will reflect aspects including:

- Child centred provision
- Children's rights
- Equality and inclusion
- Social model of disability
- Cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- Working in partnership with carers
- Networking with other agencies to build a team around a child
- Advocacy

Carers are parents, family members and others who care for a child or young person at home

Range of residential provision e.g.

- Short breaks
- Shared care
- Residential care
- Special schools

Others may include

- Team members
- Other professionals
- Family members

Residential childcare services e.g.

- Short break
- Shared care
- 52 week

A residential childcare service: this should be the learner's own workplace where there is one; otherwise a service local to the learner

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of complex disabilities and conditions on children and young people and their families	1.1 Compare the prevalence, causes and impacts of complex disabilities and conditions in children and young people
	1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families
	1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families

Learning Outcome	Assessment Criteria
LO2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions	2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions
	2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions
	2.3 Analyse features of provision that reflect good practice in terms of current theories, legislation, regulations and policies

Learning Outcome	Assessment Criteria
LO3 Understand residential childcare for children and young people with complex disabilities or conditions	3.1 Compare the range of residential childcare services for children and young people with complex disabilities or conditions
	3.2 Analyse how different types of residential childcare require a different focus in partnership working with carers
	3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers
	3.4 Evaluate the importance of ensuring a residential childcare service's provision meets stated aims and objectives

RCD41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RCD42 – Support others to understand models of disability and their effects on working practice with children and young people

Unit reference number: R/506/8158

Level: 4

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

This unit provides the knowledge and skills required to support others to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand models of disability

LO2 Be able to review how models of disability underpin organisational practice with children and young people

LO3 Be able to develop others' awareness of models of disability

Version 1

Unit content

Evidence requirements

This unit is endorsed by the Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2 and 3 must be assessed in the workplace.

Learners must produce a portfolio of evidence.

Assessment guidance

Others could include:

- Children and young people
- Team members
- Other professionals
- Carers/family members
- Advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand models of disability	1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability
	1.2 Compare theoretical models of disability
	1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people
	1.4 Explain how different models of disability shape organisational structures and outcomes

Learning Outcome	Assessment Criteria
LO2 Be able to review how models of disability underpin organisational practice with children and young people	2.1 Explain how policies, procedures and working practices are underpinned by a model of disability
	2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation
	2.3 Use the review to propose improvements to policies, procedures and working practices

Learning Outcome	Assessment Criteria
LO3 Be able to develop others' awareness of models of disability	3.1 Explain the benefits of others understanding <ul style="list-style-type: none"> models of disability how they are experienced by children and young people how models of disability shape organisational structure and ways of working
	3.2 Implement planned activities
	3.3 Review the outcomes of planned activities

RCD42 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

RCD5 Document History

Version	Issue Date	Changes	Role
v2	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator