



Handbook

RCD3 – VTCT (Skillsfirst) Level 3 Diploma for Residential
Childcare (England) (RQF)

601/4840/8

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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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma for Residential Childcare (England) (RQF)
Qualification number	601/4840/8
Product code	RCD3
Age range	Learners must be 16 or over to take this qualification.
Credits	61
Total Qualification Time (TQT)	610
Guided Learning (GL) hours	460
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	There are no formal entry requirements for learners undertaking this qualification; however 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 is designed to improve the quality of care provided to vulnerable children and young people in residential care by guiding and assessing the development of knowledge and skills and to confirm competence.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 3 Diploma for Residential Childcare (England) (RQF) learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma for Residential Childcare (England) (RQF) learners must achieve all mandatory units. All **61** credits must be achieved.

- All **53** credits must be achieved from Group M
- A minimum of **3** units from Group O in order to achieve the **8** credits required

The minimum TQT required to achieve this qualification is **610**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 53 credits				
RCD01	Understand the development of children and young people in residential childcare	3	3	F/506/7653
RCD02	Understand how to safeguard and protect children and young people in residential childcare	3	7	T/506/8363
RCD03	Understand how to support children and young people who have experienced harm or abuse	3	3	A/506/8364
RCD04	Promote effective communication and information handling in residential childcare settings	3	3	A/506/8526
RCD05	Support risk management in residential childcare	3	2	J/506/7587
RCD06	Support group living in residential childcare	3	3	L/506/7588
RCD07	Understand how to support positive outcomes for children and young people in residential childcare	3	2	A/506/7618
RCD08	Support attachment and positive relationships for children and young people in residential childcare	3	4	M/506/7616
RCD09	Support the well-being and resilience of children and young people in residential childcare	3	3	T/506/7617
RCD10	Support children and young people in residential childcare to manage their health	3	2	D/506/7594
RCD11	Support the rights, diversity and equality of children and young people in residential childcare	3	3	R/506/7592
RCD12	Participate in teams to benefit children and young people in residential childcare	3	3	F/506/7605
RCD13	Support the development of socially aware behaviour with children and young people in residential childcare	3	5	Y/506/8193
RCD14	Engage in professional development in residential childcare settings	3	3	F/506/7782
RCD15	Support children and young people in residential childcare to achieve their learning potential	3	4	L/506/7798
RCD16	Assessment and planning with children and young people in residential childcare	3	3	A/506/7828

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				
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
RCD19	Support young people leaving care	3	6	K/506/8540
RCD20	Understand residential childcare for children and young people with complex disabilities or conditions	3	3	R/506/8502
RCD21	Understand support for young people with complex disabilities or conditions making the transition into adulthood	3	3	L/506/8501
RCD22	Work with the families of children and young people in residential childcare	3	2	K/506/7596
HSC3047	Support use of medication in social care settings	3	5	F/601/4056

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 3 Diploma 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 Skillsfirst Level 3 Diploma 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

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.

Expert Witness

An expert witness must:

- have a working knowledge of the QCF 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.

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.

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 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 3 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 residential 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 requirements.

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/significant other 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

RCD01 – Understand the development of children and young people in residential childcare

Unit reference number: F/506/7653

Level: 3

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development.

Learning outcomes

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

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

LO2 Understand the factors that influence children and young people's development and how these affect practice

LO3 Understand the cycle of monitoring, assessment and intervention for children and young people's development

LO4 Understand the importance of early intervention to support development needs of children and young people

LO5 Understand the effects of transitions on children and young people's development

Version 1.0

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

Aspects of development include:

- Physical
- Language and communication
- Intellectual / cognitive
- Social, emotional and behavioural
- Moral

Personal factors include:

- Health status
- Disability
- Sensory impairment
- Learning difficulties

External factors include:

- Poverty and deprivation
- Family environment and background
- Neglect
- Trauma
- Grief and loss
- Personal choices
- Looked after/ care status
- Education

Theories of development include:

- Cognitive (e.g. Piaget)
- Psychoanalytic (e.g. Freud)
- Humanist (e.g. Maslow)
- Social Learning (e.g. Bandura)
- Operant conditioning (e.g. Skinner)
- Behaviourist (e.g. Watson)

Frameworks to support development include:

- Social pedagogy

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

Interventions include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor

Times of transition include:

- 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

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

This unit is linked to SCDCLD0303

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 Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Explain the sequence and rate of each aspect of development from birth to 19 years
	1.2 Explain the difference between sequence of development and rate of development
	1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours

Learning Outcome	Assessment Criteria
LO2 Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by personal factors
	2.2 Explain how children and young people's development is influenced by external factors
	2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting

Learning Outcome	Assessment Criteria
LO3 Understand the cycle of monitoring, assessment and intervention for children and young people's development	3.1 Explain how to monitor children and young people's development using different methods
	3.2 Explain the importance of observation within the monitoring and assessment process
	3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern
	3.4 Explain how multi agency teams work together to address a child or young person's development needs
	3.5 Describe ways to ensure that day to day activities support the development of children and young people

Learning Outcome	Assessment Criteria
LO4 Understand the importance of early intervention to support development needs of children and young people	4.1 Explain the importance of early identification of development issues
	4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders

Learning Outcome	Assessment Criteria
LO5 Understand the effects of transitions on children and young people's development	5.1 Explain how times of transition can affect children and young people's development
	5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

RCD01 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD02 – Understand how to safeguard and protect children and young people in residential childcare

Unit reference number: T/506/8363

Level: 3

Credit value: 7

Guided Learning (GL) hours: 63

Unit aim

This unit identifies the requirements associated with safe-guarding which must permeate all your work with children and young people. The standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include developing relationships that promote safeguarding, promoting rights and inclusion, working in ways that promote wellbeing and supporting children and young people to keep themselves safe.

Learning outcomes

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

- LO1 Understand the context of safeguarding and protection of children and young people
- LO2 Understand policies and practices for the protection of children and young people and the adults who work with them
- LO3 Understand the nature of abuse that can affect children and young people in residential childcare
- LO4 Understand how to address concerns about abuse
- LO5 Understand policies, procedures and practices to address bullying
- LO6 Understand principles for e-safety
- LO7 Understand how to minimise risk of harm to a child or young person who goes missing from care
- LO8 Understand child sexual exploitation
- LO9 Understand the concept of multi-agency working to safeguard children and young people
- LO10 Understand how to empower children and young people to develop strategies to protect their own safety and well being
- LO11 Understand process and procedures when there are concerns about practice

Version 1.0

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

Policies and procedures for safe working, e.g. those relating to:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Use of social media
- Sharing concerns and recording/ reporting incidents
- Child sexual exploitation

Working practices such as:

- 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
- Risk assessment

Types of abuse may be:

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

Perpetrators and their behaviours, e.g.

- Position of power in the community or organisation
- 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)

Bullying, e.g.

- Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumors, persistent teasing)
- Emotional (tormenting, ridicule, humiliation, excluding)
- Cyberbullying (the use of technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Child on child/child on adult/adult on child
- Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities

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

Multi agency forums, e.g.

- Local Safeguarding Children's Boards
- Multi Agency Safeguarding Hubs

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

This unit is linked to SCDHSC0034

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 Understand the context of safeguarding and protection of children and young people	1.1 Define the term safeguarding in relation to children and young people
	1.2 Explain how child protection relates to safeguarding
	1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people

Learning Outcome	Assessment Criteria
LO2 Understand policies and practices for the protection of children and young people and the adults who work with them	2.1 Explain why it is important to ensure children and young people are protected from harm and abuse
	2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice
	2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them
	2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding
	2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse
	2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse
	2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed

Learning Outcome	Assessment Criteria
LO3 Understand the nature of abuse that can affect children and young people in residential childcare	3.1 Describe types of abuse that a child or young person may experience
	3.2 Describe signs and indicators associated with each type of abuse
	3.3 Describe factors which increase the vulnerability of children and young people in residential childcare
	3.4 Summarise common myths about people who harm and abuse children and young people
	3.5 Describe known characteristics of perpetrators and their behaviours that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity

Learning Outcome	Assessment Criteria
LO4 Understand how to address concerns about abuse	4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected
	4.2 Explain the importance of early identification of abuse
	4.3 Explain why warning signs may be misinterpreted or ignored
	4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited
	4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited

Learning Outcome	Assessment Criteria
LO5 Understand policies, procedures and practices to address bullying	5.1 Explain the effects of different types of bullying on children and young people
	5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying
	5.3 Explain why policies and procedures regarding bullying are necessary
	5.4 Explain how to support a child or young person when bullying is suspected or alleged

Learning Outcome	Assessment Criteria
LO6 Understand principles for e-safety	6.1 Explain the risks and possible consequences for children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices
	6.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying and selling online • electronic communication devices

Learning Outcome	Assessment Criteria
LO7 Understand how to minimise risk of harm to a child or young person who goes missing from care	7.1 Describe the risks to a child or young person who goes missing from care
	7.2 Outline actions to be taken in line with policies and procedures when a child or young person goes missing
	7.3 Explain the importance of prompt and persistent action when a child or young person goes missing

Learning Outcome	Assessment Criteria
LO8 Understand child sexual exploitation	8.1 Define child sexual exploitation and its relationship to human trafficking
	8.2 Describe how child sexual exploitation differs from non-abusive sexual activity
	8.3 Outline different patterns of child sexual exploitation in relation to <ul style="list-style-type: none"> • Gangs • Groups • Solo perpetrators
	8.4 Describe typical behaviour patterns of those who sexually exploit children and young people
	8.5 Describe the support that should be offered to a child or young person who has been the victim of child sexual exploitation
	8.6 Explain the role of key partners in protecting children and young people from sexual exploitation

Learning Outcome	Assessment Criteria
LO9 Understand the concept of multi-agency working to safeguard children and young people	9.1 Explain what is meant by multi-agency working in the context of safeguarding
	9.2 Identify multi agency forums which coordinate the safeguarding of children and young people locally
	9.3 Describe the roles and responsibilities of the different organisations that may be involved in situations where <ul style="list-style-type: none"> • harm or abuse is suspected or disclosed • a child or young person has been abused or harmed • a child or young person has gone missing from care

Learning Outcome	Assessment Criteria
LO10 Understand how to empower children and young people to develop strategies to protect their own safety and well being	10.1 Explain the importance of building children and young people's resilience, self-confidence and self-esteem
	10.2 Describe ways to work with children and young people to enable them to develop protective strategies
	10.3 Describe ways of empowering children and young people to make informed choices that support their safety

Learning Outcome	Assessment Criteria
LO11 Understand process and procedures when there are concerns about practice	11.1 Explain how to report concerns about practice in the work setting
	11.2 Describe ways in which whistle-blowers are protected in the work setting
	11.3 Explain why those whose practice is being questioned are also protected and how this is achieved
	11.4 Explain the process of escalating concerns about practice if they are not being addressed

RCD02 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD03 – Understand how to support children and young people who have experienced harm or abuse

Unit reference number: A/506/8364

Level: 3

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit identifies the requirements when you contribute to the support of children and young people who have experienced harm or abuse. It identifies when to take action where there are concerns that children or young people are at risk of harm and abuse and how to support children and young people who make a disclosure. It also includes supporting children and young people when they have experienced harm or abuse.

Learning outcomes

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

LO1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse

LO2 Understand how to support children and young people who disclose harm or abuse

LO3 Understand how to support children or young people who have experienced harm or abuse

LO4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse

LO5 Understand how to address the practitioners support needs in relation to harm or abuse

Version 1.0

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

Harm or abuse may be:

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

Others may include:

- Team members
- Families or carers
- Advocates
- Social workers
- Others in the local network for safeguarding and protection

Actions could include avoiding leading questions or putting pressure on the child or young person to disclose information

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse	1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced harm or abuse
	1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse
	1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

Learning Outcome	Assessment Criteria
LO2 Understand how to support children and young people who disclose harm or abuse	2.1 Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse
	2.2 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
	2.3 Explain the importance of supporting a child or young person to understand: <ul style="list-style-type: none"> • with whom the information they disclose will be shared • the reasons for sharing information they disclose
	2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced
	2.5 Explain why it is important to respond calmly to disclosures of harm or abuse
	2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed
	2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner

Learning Outcome	Assessment Criteria
LO3 Understand how to support children or young people who have experienced harm or abuse	3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse
	3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse
	3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced
	3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse
	3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed

Learning Outcome	Assessment Criteria
LO4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse	4.1 Explain circumstances when restrictions need to be imposed on the involvement of key people following harm or abuse
	4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained

Learning Outcome	Assessment Criteria
LO5 Understand how to address the practitioners support needs in relation to harm or abuse	5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person
	5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

RCD03 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD04 – Promote effective communication and information handling in residential childcare settings

Unit reference number: A/506/8526

Level: 3

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

This unit identifies the requirements when you promote effective communication within a work setting where individuals are cared for or supported. This includes establishing understanding of individuals' communication preferences and needs, supporting individuals to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

Learning outcomes

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

LO1 Understand effective communication in the work setting

LO2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people

LO3 Be able to reduce barriers to communication in residential childcare settings for children and young people

LO4 Be able to use communication skills to de-escalate situations of tension or conflict

LO5 Understand principles and practices relating to confidentiality in own work

LO6 Be able to implement organisational processes and procedures for recording, storing and sharing information

Version 1.0

Unit content

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

Communication methods and aids may include:

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

Services may include:

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

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

This unit is linked to SCDHSC0031

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 Understand effective communication in the work setting	1.1 Explain the reasons why people communicate
	1.2 Describe factors to consider for effective communication
	1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication
	1.4 Explain how communication affects relationships and effective practice in own work

Learning Outcome	Assessment Criteria
LO2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people	2.1 Establish the communication and language needs, wishes and preferences of a child or young person
	2.2 Use communication methods and aids to meet the individual needs of children or young people
	2.3 Explain how children and young people use communication methods in different ways
	2.4 Respond to children or young people's reactions while communicating with them

Learning Outcome	Assessment Criteria
LO3 Be able to reduce barriers to communication in residential childcare settings for children and young people	3.1 Describe barriers to communication and their impact
	3.2 Reduce barriers to communication
	3.3 Adapt communication to resolve misunderstandings
	3.4 Explain how to access support or services to enable a child or young person to communicate effectively

Learning Outcome	Assessment Criteria
LO4 Be able to use communication skills to de-escalate situations of tension or conflict	4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict
	4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict

Learning Outcome	Assessment Criteria
LO5 Understand principles and practices relating to confidentiality in own work	5.1 Explain the term 'confidentiality'
	5.2 Explain the conflict between maintaining confidentiality and disclosing concerns
	5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure

Learning Outcome	Assessment Criteria
LO6 Be able to implement organisational processes and procedures for recording, storing and sharing information	6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information
	6.2 Apply confidentiality in day to day communication, in line with policies and procedures
	6.3 Maintain data in line with policies and procedures that underpin integrated and multi-agency working

RCD04 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD05 – Support risk management in residential childcare

Unit reference number: J/506/7587

Level: 3

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit identifies the requirements when you promote the health, safety and security of yourself and others for whom you are responsible within settings where children, young people or adults are cared for or supported. This includes monitoring and maintaining health, safety and security, promoting working practices that are safe, healthy and secure and minimising risks arising from emergencies.

Learning outcomes

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

LO1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people

LO2 Be able to support children and young people to manage risk

LO3 Be able to manage risks to health, safety and security

LO4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits

Version 1.0

Unit content

Evidence requirements

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

Learners must provide a portfolio of evidence

Assessment guidance

Others including:

- Colleagues
- Visitors
- Families and carers

Factors e.g.

- The individual needs, age and abilities of the children and young people
- Desired outcomes for the children and young people
- The function and purpose of the environment and the service offered
- Lines of responsibility and accountability
- The duty of care

Hazards e.g.

- Physical
- Security
- Fire
- Food safety
- Personal safety

Accidents involving children, young people or adults

Illness including recognition of signs such as fever, rashes or unconsciousness

Emergencies such as fire, missing children or young people, evacuation of premises

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

This unit is linked to SCDHSC0032

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 Understand requirements for health, safety and risk management in residential childcare settings for children and young people	1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people
	1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting
	1.3 Explain how health and safety is monitored and maintained in the work setting
	1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely

Learning Outcome	Assessment Criteria
LO2 Be able to support children and young people to manage risk	2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life
	2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion
	2.3 Work with children or young people and others to establish shared agreement on how to manage risks
	2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development
	2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being

Learning Outcome	Assessment Criteria
LO3 Be able to manage risks to health, safety and security	3.1 Describe factors to consider to ensure the living environment is healthy and safe
	3.2 Undertake health and safety risk assessments
	3.3 Use the recommendations of risk assessments to manage hazards <ul style="list-style-type: none"> • within the work setting • in off-site visits
	3.4 Explain how health and safety risk assessments are monitored and reviewed

Learning Outcome	Assessment Criteria
LO4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits	4.1 Explain the policies and procedures to follow in response to <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies
	4.2 Describe the procedures for recording and reporting <ul style="list-style-type: none"> • accidents • incidents • injuries • illness • other emergencies

RCD05 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD06 – Support group living in residential childcare

Unit reference number: L/506/7588

Level: 3

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit identifies the requirements when you contribute to child care practice in group living. This includes contributing to planning, implementing and reviewing daily living programmes with children and young people, working with groups to promote individual growth and development and helping to promote group care as a positive experience.

Learning outcomes

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

LO1 Understand theories that underpin work with children and young people in group living

LO2 Be able to support children and young people to live together as a group

LO3 Be able to plan with children and young people activities for sharing a living space

LO4 Be able to support children and young people to develop relationships through daily living activities

LO5 Be able to support continuous improvement in group living arrangements

Version 1.0

Unit content

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 a real work environment.

Learners must provide a portfolio of evidence.

Assessment guidance

Plans may include:

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

Others may include:

- Children and young people in the group
- Children and young people in the wider community
- Family members of children and young people
- Team members
- Other professionals
- Others in the wider community

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to SCDHSC0323

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 Understand theories that underpin work with children and young people in group living	1.1 Summarise theories about groups as they relate to group living with children and young people
	1.2 Summarise theories about how the physical environment can support well-being in a group setting

Learning Outcome	Assessment Criteria
LO2 Be able to support children and young people to live together as a group	2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living
	2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group
	2.3 Support children or young people to resolve conflict and disagreements
	2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them
	2.5 Work with children or young people to maintain the physical environment in ways that support well-being

Learning Outcome	Assessment Criteria
LO3 Be able to plan with children and young people activities for sharing a living space	3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations
	3.2 Explain how planning daily living activities as a group links to individual plans for children and young people
	3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space

Learning Outcome	Assessment Criteria
LO4 Be able to support children and young people to develop relationships through daily living activities	4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities
	4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities
	4.3 Support children and young people to maintain positive relationships with others through shared activities

Learning Outcome	Assessment Criteria
LO5 Be able to support children and young people to develop relationships through daily living activities	5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living
	5.2 Work with children and young people to evaluate activities and agreements for group living
	5.3 Propose improvements to group living arrangements and practices using reflections and evaluations

RCD06 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD07 – Understand how to support positive outcomes for children and young people in residential childcare

Unit reference number: A/506/7618

Level: 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit identifies the requirements when promoting the holistic development of children and young people, including their physical, emotional, social, linguistic, communication and cognitive development.

Learning outcomes

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

LO1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

LO2 Understand how those working with children and young people can support positive outcomes

LO3 Understand how disability can impact on positive outcomes and life chances for children and young people

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

Social and cultural factors, e.g.

- Being in the care system
- Housing and community
- Educational environment
- Offending or anti-social behaviour
- Health status of self or family member
- Disability
- Health support (group, health clinic, access to accident & emergency etc.)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion

Positive outcomes for children and young people will include those relating to:

- Health
- Education
- Leisure
- Good self esteem
- Positive identity
- Participation in the community

Disability in this context can include a wide range of conditions, difficulties and impairments e.g.

- Learning disabilities
- Physical disabilities
- Sensory impairment
- Long term medical conditions
- Complex needs
- Special educational needs
- Dyslexia

Support e.g.

- Speech and language therapy
- Support from health professionals
- Additional learning support
- Assistive technology including electronic and digital systems
- Specialised services

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

This unit is linked to SDCCLD0303

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 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Explain the impact of poverty on outcomes and life chances for children and young people
	1.2 Identify the impacts of social and cultural factors on the lives of children and young people
	1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances

Learning Outcome	Assessment Criteria
LO2 Understand how those working with children and young people can support positive outcomes	2.1 Identify positive outcomes for children and young people that residential childcare services aim to achieve
	2.2 Explain the importance of active participation of children and young people in decisions affecting their lives
	2.3 Explain the importance of designing services around the needs of children and young people
	2.4 Explain how to support children and young people to make personal choices according to their needs and abilities
	2.5 Explain how social pedagogy aims to support positive outcomes for children and young people
	2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people

Learning Outcome	Assessment Criteria
LO3 Understand how disability can impact on positive outcomes and life chances for children and young people	3.1 Explain the impact disability can have on positive outcomes and life chances of children and young people
	3.2 Explain the importance of positive attitudes towards disability
	3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes
	3.4 Describe support available for children and young people with disabilities

RCD07 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD08 – Support attachment and positive relationships for children and young people in residential childcare

Unit reference number: M/506/7616

Level: 3

Credit value: 4

Guided Learning (GL) hours: 27

Unit aim

This unit identifies the requirements when enabling children and young people to develop and maintain constructive relationships with their parents, carers, families and others. This includes enabling children and young people to identify their own contact and relationship needs, working with them to maintain appropriate contact and relationships and supporting them to develop appropriate and supportive relationships.

Learning outcomes

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

LO1 Understand the importance of positive attachments for the well-being of children and young people

LO2 Understand how to support positive attachments for children or young people in residential childcare

LO3 Understand how to support positive relationships for children and young people in residential childcare

LO4 Be able to develop positive relationships with children and young people

LO5 Be able to address concerns about attachments and relationships of children and young people

LO6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development’s RQF assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

Learners must provide a portfolio of evidence

Assessment guidance

Positive attachments include primary and secondary attachments

Impacts may include

- Physiological
- Psychological
- Emotional
- Relational
- Behavioural

Factors e.g.

- Previous experience of hostile or dysfunctional relationships
- Frequent imposed transitions
- Trauma
- Grief and loss
- Disability

Skills, methods and approaches e.g.

- Communicating effectively
- Using active listening skills
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognizing and responding appropriately to the power base underpinning relationships

Others may include

- Carers and family members
- Colleagues
- Professionals from other agencies e.g. teachers, specialist therapists, social workers

Agreed strategies are strategies agreed with other professionals (social workers, psychologists, etc.

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

This unit is linked to SCDHSC0311

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 Understand the importance of positive attachments for the well-being of children and young people	1.1 Summarise theories of attachment
	1.2 Explain why positive attachments are important for children and young people
	1.3 Analyse the short and long term impacts on the well-being of children and young people if they are not able to form positive attachments

Learning Outcome	Assessment Criteria
LO2 Understand how to support positive attachments for children or young people in residential childcare	2.1 Analyse factors in the life of a child or young person which can present barriers to forming positive attachments
	2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments
	2.3 Explain the connection between positive attachments and positive relationships
	2.4 Explain how attachment impacts on own role
	2.5 Describe strategies for supporting children and young people to form positive attachments

Learning Outcome	Assessment Criteria
LO3 Understand how to support positive relationships for children and young people in residential childcare	3.1 Describe features of positive relationships for children and young people
	3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships
	3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties
	3.4 Describe ways to support children and young people to develop positive relationships with their peers

Learning Outcome	Assessment Criteria
LO4 Be able to develop positive relationships with children and young people	4.1 Engage with children or young people to develop positive relationships
	4.2 Build a connection with children or young people, using a range of skills, methods and approaches to develop positive relationships with them
	4.3 Maintain professional boundaries in relationships with children and young people in residential childcare

Learning Outcome	Assessment Criteria
LO5 Be able to address concerns about attachments and relationships of children and young people	5.1 Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person
	5.2 Implement agreed strategies with a child or young person to promote positive attachments and relationships

Learning Outcome	Assessment Criteria
LO6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people	6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships
	6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people
	6.3 Use reflection to inform improvements in own practice

RCD08 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD09 – Support the well-being and resilience of children and young people in residential childcare

Unit reference number: T/506/7617

Level: 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit identifies the requirements when you support children and young people to develop a positive identity and thereby promote their social and emotional wellbeing. This includes helping children and young people to assess their social, emotional and identity needs and supporting them to develop a positive self-image, enhance their self-esteem and improve their self-reliance.

Learning outcomes

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

LO1 Understand the well-being and resilience of children and young people

LO2 Be able to support the development of children and young people's social and emotional identity and self esteem

LO3 Be able to support children and young people to develop a positive outlook on their lives

LO4 Be able to recognise and respond to signs of distress in children and young people

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line 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

All the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned

Factors that impact on well-being, e.g.

- Attachment
- Relationships
- Emotional security
- Opportunities for fun and enjoyment
- Early experiences
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed

Key people may include

- Carers
- Family
- Friends
- Others who are important to the individual

Social and emotional identity may include elements relating to

- Culture
- Ethnicity
- Sexual orientation
- Faith
- Talents and abilities
- Self-image (including body size, shape and other physical attributes)
- Community
- Life story work

Methods e.g.

- Positive role models
- Networks relating to a specific culture or ethnicity

Types of behaviour e.g.

- Emotional distress
- Self-harm
- Eating disorders
- Inappropriate sexual activity
- Use of alcohol or drugs including 'legal highs'
- Poor lifestyle choices
- Harm or abuse
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Changes in the nature, frequency or intensity of behaviours

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

This unit is linked to SCDHSC0312

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 Understand the well-being and resilience of children and young people	1.1 Explain factors that impact on the well-being of children and young people
	1.2 Explain why it is important for children and young people to develop resilience
	1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting
	1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to support the development of children and young people's social and emotional identity and self esteem	2.1 Explain why social and emotional identity are important to the well-being and resilience of children and young people
	2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity
	2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests
	2.4 Support children or young people to recognise and value their own abilities, talents and achievements
	2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem

Learning Outcome	Assessment Criteria
LO3 Be able to support children and young people to develop a positive outlook on their lives	3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives
	3.2 Support children or young people to respond positively to challenges and disappointments
	3.3 Support children or young people to express their feelings, views and hopes
	3.4 Use own actions and interactions to reflect a positive outlook for children or young people

Learning Outcome	Assessment Criteria
LO4 Be able to recognise and respond to signs of distress in children and young people	4.1 Explain why children and young people may communicate distress through behaviour rather than verbally
	4.2 Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person
	4.3 Describe types of behaviour that may indicate distress or are likely to compromise a child or young person's wellbeing
	4.4 Take action to report, address and record concerns following agreed procedures
	4.5 Support children or young people to consider choices for positive change in their lives

RCD09 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD10 – Support children and young people in residential childcare to manage their health

Unit reference number: D/506/7594

Level: 3

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

This unit identifies the requirements when you enable children and young people to promote their own physical and mental health. This includes supporting them to explore their own health and wellbeing and factors that can affect them. It also includes promoting children and young people's mental health and wellbeing and responding appropriately to specific physical and mental health care needs that arise.

Learning outcomes

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

LO1 Understand health service provision in relation to children and young people in residential childcare

LO2 Be able to address concerns about the health of children and young people

LO3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding

LO4 Be able to support children and young people to make healthy lifestyle choices

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line 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

Primary health services include GP, dentist, optometrist

Concerns may include:

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour
- Escalation of previously un-concerning day to day behaviour

Health needs, e.g.

- Physical
- Mental
- Emotional
- Sexual

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

This unit is linked to SCDHSC0313

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 Understand health service provision in relation to children and young people in residential childcare	1.1 Describe the range and function of health agencies and services available locally
	1.2 Explain the impact on a child or young person if they are not able to register with primary health services
	1.3 Describe factors that may jeopardise access to health services for children and young people
	1.4 Describe ways to help children and young people overcome barriers to accessing health service provision

Learning Outcome	Assessment Criteria
LO2 Be able to address concerns about the health of children and young people	2.1 Assess concerns about the health of children or young people to decide what action is necessary
	2.2 Take action to address concerns following agreed procedures
	2.3 Record and report concerns following agreed procedures
	2.4 Seek support where concerns are beyond own experience, competence or job role

Learning Outcome	Assessment Criteria
LO3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding	3.1 Support children or young people to recognise their own health needs
	3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments
	3.3 Support children or young people to access health services and complete recommended treatments
	3.4 Support children or young people who manage their own medication or treatment to do this safely

Learning Outcome	Assessment Criteria
LO4 Be able to support children and young people to make healthy lifestyle choices	4.1 Describe factors associated with a healthy lifestyle
	4.2 Evaluate how own actions model a healthy lifestyle
	4.3 Support children or young people to understand the choices they can make about their lifestyle
	4.4 Support children or young people to sustain healthy lifestyle choices

RCD10 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD11 – Support the rights, diversity and equality of children and young people in residential childcare

Unit reference number: R/506/7592

Level: 3

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit identifies the requirements when you promote the rights and diversity of individuals. This includes promoting the capacity of individuals to exercise their rights and responsibilities and promoting a culture which values and respects the diversity of all individuals. It also addresses individuals' rights in relation to information about themselves and the need to promote confidence in individuals that their rights will be upheld in the work setting.

Learning outcomes

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

LO1 Understand the rights of children and young people

LO2 Understand the implications of equalities legislation for children and young people in residential childcare

LO3 Be able to address discriminatory practice

LO4 Be able to work in a culturally sensitive way

LO5 Be able to support the right of children and young people to raise concerns and make complaints

Version 1.0

Unit content

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

Advocates are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making

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

- individual
- institutional
- societal

It may be direct or indirect and may be based on one or more attribute including:

- gender/transgender
- sexual orientation
- race/ethnicity
- religion
- age
- ability/disability
- health status
- physical attributes
- social circumstances

Others may include:

- colleagues
- other agencies
- children and young people
- their families and friends

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

Cultural practices may include:

- female genital mutilation (FGM)
- use of corporal punishment
- practices arising from attitudes to disability
- practices arising from attitudes to gender differences
- practices arising from attitudes to family life
- practices arising from attitudes to children and childhood

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

This unit is linked to SCDHSC3111

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 Understand the rights of children and young people	1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level
	1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people
	1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of advocates in supporting this
	1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people

Learning Outcome	Assessment Criteria
LO2 Understand the implications of equalities legislation for children and young people in residential childcare	2.1 Explain how current equalities legislation affects work with children and young people in residential childcare
	2.2 Explain the effects of discrimination , stereotyping and labelling on children and young people
	2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination

Learning Outcome	Assessment Criteria
LO3 Be able to address discriminatory practice	3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment
	3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice
	3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change

Learning Outcome	Assessment Criteria
LO4 Be able to work in a culturally sensitive way	4.1 Describe differing cultural practices and beliefs
	4.2 Support children or young people to understand and value their cultural practices and beliefs
	4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs
	4.4 Describe cultural practices that are themselves discriminatory, harmful or illegal
	4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal

Learning Outcome	Assessment Criteria
LO5 Be able to support the right of children and young people to raise concerns and make complaints	5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints
	5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed
	5.3 Support children or young people in raising concerns and making complaints
	5.4 Explain how to recognise when a child or young person is expressing concern indirectly

RCD11 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD12 – Participate in teams to benefit children and young people in residential childcare

Unit reference number: F/506/7605

Level: 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare.

Learning outcomes

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

LO1 Understand how to work as part of a team

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

LO3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

LO4 Be able to build working relationships with others involved in the care of children and young people

LO5 Be able to participate in a multi-agency team around a child or young person

LO6 Be able to communicate with others to facilitate multi-agency working

Version 1.0

Unit content

Evidence requirements

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

Assessment guidance

Network involved, e.g.

- Colleagues
- Organisational managers and supervisors
- Official visitors e.g. inspectorate
- Other visitors
- Colleagues from other agencies and services
- External partners

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

Parameters, e.g.

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

Appropriate communication. e.g.

- Use of electronic communication aids
- Use of pictorial and design communication aids such as 'makaton'
- Use of an interpreter when appropriate including British/Irish sign language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- Written communication:
 - notes of meetings
 - personal records
 - presentations
 - letters
 - formal reports
 - e mail

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

This unit is linked to SCDHSC3100, SCDHSC0399 and SCDHSC3121

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 Understand how to work as part of a team	1.1 Explain the practices that support effective team working
	1.2 Define the roles and responsibilities of different team members in own work setting
	1.3 Describe ways to ensure that own responsibilities as a team member are met

Learning Outcome	Assessment Criteria
LO2 Understand the local network for children and young people's services	2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare
	2.2 Explain how and why referrals are made between agencies

Learning Outcome	Assessment Criteria
LO3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare
	3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews
	3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person

Learning Outcome	Assessment Criteria
LO4 Be able to build working relationships with others involved in the care of children and young people	4.1 Build and maintain working relationships with others within and beyond the work setting
	4.2 Overcome barriers to partnership working
	4.3 Reflect on own practice in building and maintaining working relationships
	4.4 Identify where improvements can be made in own practice to support working relationships

Learning Outcome	Assessment Criteria
LO5 Be able to participate in a multi-agency team around a child or young person	5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person
	5.2 Adapt own role and working practice to take account of responsibilities as a team member
	5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team
	5.4 Support the child or young person to understand the work of the team according to their level of understanding

Learning Outcome	Assessment Criteria
LO6 Be able to communicate with others to facilitate multi-agency working	6.1 Use appropriate communication for different circumstances in multi-agency working
	6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies
	6.3 Prepare reports that meet legal requirements and are accurate, legible and concise
	6.4 Use information in reports prepared by other agencies to support multi-agency working
	6.5 Explain the value of using information prepared by other agencies

RCD12 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD13 – Support the development of socially aware behaviour with children and young people in residential childcare

Unit reference number: Y/506/8193

Level: 3

Credit value: 5

Guided Learning (GL) hours: 34

Unit aim

This unit identifies the requirements when you promote the development of positive behaviour in children and young people. This includes working with children and young people to identify goals and boundaries for their behaviour and then working in partnership to implement these. It also includes supporting children and young people to understand and manage their own behaviour and to develop positive behaviour.

Learning outcomes

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

LO1 Understand principles for supporting the development of socially aware behaviour in children and young people

LO2 Be able to support children and young people to understand their actions relating to socially aware behaviour

LO3 Be able to agree expectations about socially aware behaviour

LO4 Be able to support children and young people to achieve targets and adhere to agreed expectations

LO5 Be able to respond to instances of socially unacceptable behaviour

LO6 Understand the use of physical intervention and restraint

Version 1.0

Unit content

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

Key people are those who are important to a 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 child or young person has an important relationship

Others may include:

- Team members
- Other professionals

Consistent support requires agreed responses to be made by all those involved in the care of a child or young person

Activities should be selected to ensure they are stimulating to and achievable by the child or young person

Agreed interventions should be designed to minimise the impact of the behaviour on the child or young person and those around them

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.

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

This unit is linked to SCDHSC0326

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 Understand principles for supporting the development of socially aware behaviour in children and young people	1.1 Summarise theories of behaviour development in children and young people
	1.2 Explain the links between positive relationships and socially aware behaviour
	1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour
	1.4 Summarise own organisation's policies and procedures to support socially aware behaviour
	1.5 Explain the importance of using own actions to model socially aware behaviour

Learning Outcome	Assessment Criteria
LO2 Be able to support children and young people to understand their actions relating to socially aware behaviour	2.1 Adapt communication with a child or young person according to their level of ability and understanding
	2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them
	2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable
	2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour
	2.5 Support a child or young person to understand the consequences of their behaviour
	2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations

Learning Outcome	Assessment Criteria
LO3 Be able to agree expectations about socially aware behaviour	3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour
	3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations
	3.3 Support a child or young person to agree indicators that show they are meeting expectations
	3.4 Record agreed expectations, actions and indicators in relevant plans

Learning Outcome	Assessment Criteria
LO4 Be able to support children and young people to achieve targets and adhere to agreed expectations	4.1 Provide consistent support to a child or young person to help them meet agreed expectations
	4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations
	4.3 Use activities to support a child or young person to meet agreed expectations
	4.4 Feedback to the child or young person about their behaviour
	4.5 Share observations about behaviour with key people and others to monitor progress
	4.6 Encourage progress towards agreed expectations through positive feedback and praise
	4.7 Explain why recognising and praising all observed progress towards agreed expectations is important

Learning Outcome	Assessment Criteria
LO5 Be able to respond to instances of socially unacceptable behaviour	5.1 Access help and support where there are concerns about the behaviour of a child or young person
	5.2 Use agreed interventions when a child or young person is behaving in a socially unacceptable way
	5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations
	5.4 Record progress towards the achievement of expectations in line with work setting requirements
	5.5 Record instances of socially unacceptable behaviour in line with work setting requirements

Learning Outcome	Assessment Criteria
LO6 Understand the use of physical intervention and restraint	6.1 Summarise the legal context and key principles relating to physical intervention and restraint
	6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting
	6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort
	6.4 Describe the post incident support needed for a child or young person after an instance of restraint
	6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint

RCD13 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD14 – Engage in professional development in residential childcare settings

Unit reference number: F/506/7782

Level: 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit identifies the requirements for reflecting on and developing your practice within settings where individuals are cared for or supported. This includes reflecting on your own practice in the workplace and taking action to enhance your practice by using opportunities for development.

Learning outcomes

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

LO1 Understand what is required for competence in own job role in a residential childcare setting

LO2 Be able to reflect on own practice

LO3 Be able to evaluate own performance

LO4 Be able to engage with professional supervision to plan and review own development

LO5 Be able to use reflective practice to contribute to professional development

Version 1.0

Unit content

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

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
- Professional standards

Others may include:

- Children and young people in the work setting
- Family members
- Advocates
- Supervisor, line manager or employer
- Other professionals

A **professional development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

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

This unit is linked to SCDHSC0033

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 Understand what is required for competence in own job role in a residential childcare setting	1.1 Explain the duties, responsibilities and boundaries of own job role
	1.2 Explain expectations about own job role as expressed in relevant standards
	1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting
	1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work

Learning Outcome	Assessment Criteria
LO2 Be able to reflect on own practice	2.1 Explain the cyclical process of reflection
	2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided
	2.3 Reflect on own practice
	2.4 Reflect on how work demands have impacted on self

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate own performance	3.1 Evaluate own knowledge and understanding against relevant standards
	3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace
	3.3 Evaluate own performance using feedback

Learning Outcome	Assessment Criteria
LO4 Be able to engage with professional supervision to plan and review own development	4.1 Participate in supervision in accordance with requirements in the workplace
	4.2 Use supervision to review and prioritise own <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities
	4.3 Use supervision to agree own professional development plan

Learning Outcome	Assessment Criteria
LO4 Be able to use reflective practice to contribute to professional development	5.1 Use reflective practice to evaluate how learning activities have affected practice
	5.2 Demonstrate how reflective practice has contributed to improved ways of working
	5.3 Record progress in relation to professional development

RCD14 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD15 – Support children and young people in residential childcare to achieve their learning potential

Unit reference number: L/506/7798

Level: 3

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit identifies the requirements when supporting children and young people to achieve their educational potential. This includes supporting them to identify their educational aspirations then helping them to plan and access educational opportunities and activities. It also includes encouraging and supporting children and young people when they carry out educational activities and reviewing how effective the activities have been.

Learning outcomes

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

LO1 Understand the context of learning for children and young people in residential childcare

LO2 Be able to engage children and young people in learning

LO3 Understand the education system

LO4 Be able to support children and young people to sustain engagement in learning and education

LO5 Be able to work with children and young people to maximise learning

LO6 Understand how to work with others to support children and young people to maximise outcomes from learning

Version 1.0

Unit content

Evidence requirements

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

Learners must provide a portfolio of evidence.

Assessment guidance

Key professionals e.g.

- Teachers and tutors
- SENCOs
- Educational psychologists

Engagement in learning and education may include attendance at school or college but is not confined to this.

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

This unit is linked to SCDHSC0039.

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 Understand the context of learning for children and young people in residential childcare	1.1 Summarise theories about how children and young people learn
	1.2 Explain the differences between learning, learning potential and education
	1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning
	1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning
	1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning

Learning Outcome	Assessment Criteria
LO2 Be able to engage children and young people in learning	2.1 Engage with children and young people to identify their interests, skills, talents and aspirations
	2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations
	2.3 Support children and young people to recognise how they can build on their interests, skills and talents
	2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them
	2.5 Manage the physical environment in ways that encourage learning

Learning Outcome	Assessment Criteria
LO3 Understand the education system	3.1 Describe the legislation underpinning children and young people's access to education
	3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare
	3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential
	3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person

Learning Outcome	Assessment Criteria
LO4 Be able to support children and young people to sustain engagement in learning and education	4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education
	4.2 Work with children and young people to set goals and targets for their learning
	4.3 Work with children and young people to monitor progress towards their learning goals and targets
	4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning
	4.5 Support children and young people to sustain their engagement in learning and education

Learning Outcome	Assessment Criteria
LO5 Be able to work with children and young people to maximise learning	5.1 Support learning activities with children and young people
	5.2 Provide children and young people with positive feedback to celebrate achievement
	5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life

Learning Outcome	Assessment Criteria
LO6 Understand how to work with others to support children and young people to maximise outcomes from learning	6.1 Explain the importance of engaging family members in children and young people's learning wherever possible
	6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education
	6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement
	6.4 Describe strategies for working with the local community to create opportunities and experiences for learning

RCD15 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD16 – Assessment and planning with children and young people in residential childcare

Unit reference number: L/506/7798

Level: 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit identifies the requirements when you contribute to the assessment and planning process with children and young people. This includes working with others to assess children and young people's preferences and needs, then contributing to the development and implementation of care or support plans. It also includes contributing to the review of care or support plans with children and young people.

Learning outcomes

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

LO1 Understand the purpose and principles of assessment and planning with children and young people

LO2 Understand how to place children and young people at the centre of assessment and planning

LO3 Be able to participate in assessment and planning for children and young people

LO4 Be able to work with children and young people as a plan is implemented

LO5 Be able to work with children and young people to review and update **plans**

LO6 Be able to contribute to assessment led by other professionals

Version 1.0

Unit content

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 the work setting.

Learners must provide a portfolio of evidence.

Assessment guidance

All the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Others, e.g.

- Children and young people
- Families/Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Methods of engagement, e.g.

- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

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

This unit is linked to SCDHSC0036

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 Understand the purpose and principles of assessment and planning with children and young people	1.1 Describe the purpose of assessment and planning with children and young people in residential childcare
	1.2 Explain why a child-centred model of assessment and planning is used
	1.3 Explain how assessment frameworks help to ensure holistic assessment
	1.4 Explain the legal requirements for recording assessment and planning information

Learning Outcome	Assessment Criteria
LO2 Understand how to place children and young people at the centre of assessment and planning	2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people
	2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people
	2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people
	2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process

Learning Outcome	Assessment Criteria
LO3 Be able to participate in assessment and planning for children and young people	3.1 Explain the boundaries of own role and responsibilities within assessment and planning
	3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process
	3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred
	3.4 Work with the child or young person to agree goals and targets
	3.5 Explain how the goals and targets identified will support the achievement of positive outcomes
	3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes
	3.7 Confirm that the child or young person and others understand and agree to the plan

Learning Outcome	Assessment Criteria
LO4 Be able to work with children and young people as a plan is implemented	4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan
	4.2 Encourage the child or young person to work towards the achievement of a plan
	4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements
	4.4 Record progress of a child or young person in relation to a plan

Learning Outcome	Assessment Criteria
LO5 Be able to work with children and young people to review and update plans	5.1 Explain the importance of reviewing and updating plans
	5.2 Work with the child or young person and others to review progress towards goals and targets
	5.3 Identify aspects of the plan that are working well and those that need to be revised
	5.4 Use outcomes of review to update plan
	5.5 Agree the updated plan with the child or young person and others involved

Learning Outcome	Assessment Criteria
LO6 Be able to contribute to assessment led by other professionals	6.1 Explain own role and the roles of others in the external assessment process
	6.2 Respond to requests for information to support the assessment in line with organisational requirements
	6.3 Support the child or young person to understand and contribute to external assessment

RCD16 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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

RCD19 – Support young people leaving care

Unit reference number: K/506/8540

Level: 3

Credit value: 6

Guided Learning (GL) hours: 40

Unit aim

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

Learning outcomes

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

LO1 Understand the statutory and legal frameworks in relation to young people who are leaving care

LO2 Understand emotional responses to change

LO3 Understand young people's emotional responses about leaving care

LO4 Be able to support young people to plan their move from care

LO5 Be able to prepare young people for practical aspects of daily living as they leave care

LO6 Be able to support young people with the emotional challenges of leaving care

LO7 Be able to prepare young people to manage personal risks when they have moved on from care

LO8 Understand how to provide a continued welcome in the care setting after young people have left

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 4, 5, 6, and 7 must be assessed in the work setting. Learners must provide a portfolio of evidence.

Assessment guidance

Additional Reasons, e.g.:

- Incomplete attachment
- History of abuse or exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats
- Externally imposed time scales
- Limited aspirations and low self esteem
- Fear of particular individuals or networks they may encounter

Strategies to reduce anxiety, e.g.

- Talking through as often as needed
- Repeated reassurance
- Active involvement in planning
- Introductions to key people
- Signposting to information sources
- Realistic pace for planning
- 'Taster' visits to new places

Employment including information and advice about:

- Finding work
- Pursuing a career
- Self-employment and entrepreneurial opportunities
- Dealing with unemployment

Manage personal finances, e.g.

- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers rights
- Financial rights
- Where to get financial advice

Manage and maintain accommodation, e.g.

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance - changing light bulbs etc.
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

Maintaining health and well-being, e.g.

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check ups
- Healthy balanced diet
- Safe use of alcohol
- Regular exercise
- Rest and sleep

Risks, e.g.

- Use of social media
- Meeting people through the internet
- Obtaining cash
- Shopping online
- Opening door to strangers
- Purchasing on the doorstep
- Substance use and misuse
- Bullying and harassment

Reasons may include

- Broad reasons why a young person may wish to visit the setting as home
- The specific reason a young person chooses to visit on a given occasion (e.g. crisis or celebration)
- Underlying reasons that may indicate difficulties with current living arrangements

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

This unit is linked to SCDHSC0310 and SCDHSC0325

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 Understand the statutory and legal frameworks in relation to young people who are leaving care	1.1 Describe the statutory and legal frameworks that apply to young people when they leave care
	1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently
	1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care

Learning Outcome	Assessment Criteria
LO2 Understand emotional responses to change	2.1 Describe common emotional responses to change and uncertainty about the future

Learning Outcome	Assessment Criteria
LO3 Understand young people's emotional responses about leaving care	3.1 Explain why young people in residential care may have additional reasons for anxiety when they are expected to leave care to live independently
	3.2 Explain the emotional importance of having somewhere that is 'home'
	3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care
	3.4 Describe strategies to reduce anxiety for young people preparing to leave care

Learning Outcome	Assessment Criteria
LO4 Be able to support young people to plan their move from care	4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition
	4.2 Support young people to explore their own views, perceptions and choices about leaving care
	4.3 Support young people to understand the potential outcomes of their choices
	4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices
	4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances
	4.6 Source information and support designed for young people leaving care

Learning Outcome	Assessment Criteria
LO5 Be able to prepare young people for practical aspects of daily living as they leave care	5.1 Explain why practical support and advice for leaving care is a long term task
	5.2 Support young people to access sources of information and advice on <ul style="list-style-type: none"> • housing • financial support • further or higher education • employment
	5.3 Support young people to plan for a future income
	5.4 Provide young people with information about how to manage personal finances
	5.5 Provide young people with information to prepare them to manage and maintain accommodation
	5.6 Prepare plans with young people that will assist them in maintaining their own health and well being
	5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet

Learning Outcome	Assessment Criteria
LO6 Be able to support young people with the emotional challenges of leaving care	6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care
	6.2 Communicate reassurance and confidence to the young person about their capacity to succeed
	6.3 Support young people to plan and prepare for their future social life and relationships
	6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them
	6.5 Support young people to understand how resilience can help them face challenges and disappointments
	6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care

Learning Outcome	Assessment Criteria
LO7 7. Be able to prepare young people to manage personal risks when they have moved on from care	7.1 Support young people to develop skills in how to assess risks to their personal safety and well being
	7.2 Support young people to understand ways to minimise risks
	7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help

Learning Outcome	Assessment Criteria
LO8 Understand how to provide a continued welcome in the care setting after young people have left	8.1 Identify reasons why a young person may visit the care setting after they have left
	8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left
	8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left
	8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting

RCD19 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD20 – Understand residential childcare for children and young people with complex disabilities or conditions

Unit reference number: R/506/8502

Level: 3

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

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

Learning outcomes

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

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

LO2 Understand the impact on families of having a child with a complex disability or condition

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

LO4 Understand principles for working with children and young people with complex disabilities or conditions

LO5 Understand how to support the participation of children and young people with complex disabilities or conditions

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

Different aspects may include

- Practical
- Emotional
- Financial
- Social
- Accommodation
- Health
- Family Relationships
- Employment

Types of residential childcare 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

Types of support e.g.

- Communication Systems
- Technological Aids
- Advocacy

Facilitated advocacy

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

This unit is linked to SCDHSC0315

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 Understand the nature of complex disabilities and conditions and their impact on children and young people	1.1 Describe the causes and effects of complex disabilities and conditions
	1.2 Describe the typical impacts of complex disabilities and conditions on children and young people

Learning Outcome	Assessment Criteria
LO2 Understand the impact on families of having a child with a complex disability or condition	2.1 Describe ways in which having a child with a complex disability or condition can impact on different aspects of families' lives
	2.2 Describe how and why the impact of a child's disability or condition may change over time
	2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions
	2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions

Learning Outcome	Assessment Criteria
LO3 Understand residential services for children and young people with complex disabilities or conditions	3.1 Describe types of residential childcare for children and young people with complex disabilities or conditions
	3.2 Describe how different types of residential childcare seek to work in partnership with families
	3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families
	3.4 Explain the aims and objectives of a residential childcare service and what it seeks to achieve for children or young people

Learning Outcome	Assessment Criteria
LO4 Understand principles for working with children and young people with complex disabilities or conditions	4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions
	4.2 Explain the importance of the child-led model of provision
	4.3 Analyse how the social model and medical model of disability affect provision
	4.4 Describe how different cultural views of disability can impact on practice

Learning Outcome	Assessment Criteria
LO5 Understand how to support the participation of children and young people with complex disabilities or conditions	5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living
	5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting
	5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services
	5.4 Describe types of support used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations
	5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on: <ul style="list-style-type: none"> • individual strengths and needs • building resilience

RCD20 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD21 – Understand support for young people with complex disabilities or conditions making the transition into adulthood

Unit reference number: L/506/8501

Level: 3

Credit value: 3

Guided Learning (GL) hours: 24

Learning outcomes

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

LO1 Understand the changes involved in moving from childhood into adulthood

LO2 Understand how having a complex disability or condition can affect the transition into adulthood

LO3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood

LO4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood

LO5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk

LO6 Understand how to use reflection to learn from the transition process

Version 1.0

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

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

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

Families may also include others significant to the young person such as guardians, carers, friends, partners etc.

Legislation and local and national practice guidelines - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc.

Options for their future – may include accommodation, support services, paid or voluntary work, continued education and development, relationships, and social needs etc.

Person-centred thinking uses a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.

Resources may include personal budgets, conventional services, support of family and friends

Person centred approaches - include person centred transition planning

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

This unit is linked to SCDHSC0310 and SCDHSC0325

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 Understand the changes involved in moving from childhood into adulthood	1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood
	1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood
	1.3 Explain how culture can impact on the process of moving from childhood into adulthood
	1.4 Analyse how theories about change apply for a young person moving into adulthood

Learning Outcome	Assessment Criteria
LO2 Understand how having a complex disability or condition can affect the transition into adulthood	2.1 Describe examples of how the transition into adulthood can affect young people with complex disabilities or conditions and their families
	2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change

Learning Outcome	Assessment Criteria
LO3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood	3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life
	3.2 Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions
	3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life

Learning Outcome	Assessment Criteria
LO4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood	4.1 Explain factors to consider when planning support for the transition into adulthood
	4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood
	4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change
	4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services
	4.5 Explain the role of key agencies and professionals likely to be involved in the transition process
	4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services
	4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services

Learning Outcome	Assessment Criteria
LO5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk	5.1 Describe attitudes and approaches that support young people to explore options for their future
	5.2 Analyse how person-centred thinking supports young people <ul style="list-style-type: none"> • to identify their needs and aspirations • to develop a plan of support for the transition process
	5.3 Explain how and why the role of families in supporting the transition process can vary
	5.4 Identify ways to access resources to meet needs
	5.5 Explain how risk management processes support young people making the transition into adulthood
	5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them

Learning Outcome	Assessment Criteria
LO6 Understand how to use reflection to learn from the transition process	6.1 Explain why it is important for practitioners to reflect on <ul style="list-style-type: none"> • support provided during the transition process • young people's experience of the transition process
	6.2 Describe how person centred approaches are used with young people to review their transition plans at agreed points
	6.3 Explain how young people's records of their experiences during transition can be used to plan for their future support

RCD21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

RCD22 – Work with the families of children and young people in residential childcare

Unit reference number: K/506/7596

Level: 3

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

This unit provides the knowledge and skills required to work with the families of children and young people in residential childcare.

Learning outcomes

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

LO1 Understand the impact on families when a child or young person is in residential childcare

LO2 Understand principles of working with families

LO3 Be able to support families to maintain their relationship with their child

LO4 Be able to work in partnership with families

Unit content

Evidence requirements

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

Learners must provide a portfolio of evidence.

Assessment guidance

Specific activities may include

- assessment
- planning
- review
- day to day living
- agreed contact time

Additional support and information e.g.

- Social and emotional
- Financial
- Practical (e.g. learning to use sign language with the child)
- Support for trauma or inter-generational family issues
- Information about services and availability
- Information about children's and families rights

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

This unit is linked to SCDHSC0387 and SCDHSC0389

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 Understand the impact on families when a child or young person is in residential childcare	1.1 Describe how having a child in residential childcare can impact on a family's life
	1.2 Explain how and why impacts can change over time
	1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare

Learning Outcome	Assessment Criteria
LO2 Understand principles of working with families	2.1 Explain the principles of partnership working with families in own work setting
	2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives
	2.3 Describe attitudes and approaches that support positive relationships with families
	2.4 Explain the importance of regarding families as partners with expertise in the care of their child
	2.5 Describe situations with families where it may be necessary to advocate for the rights of the child
	2.6 Explain the importance of having agreed roles and responsibilities for liaising with families

Learning Outcome	Assessment Criteria
LO3 Be able to support families to maintain their relationship with their child	3.1 Build relationships with families of children or young people
	3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare
	3.3 Encourage family members to maintain contact and sustain their relationship with their child
	3.4 Support family members to engage with their child in ways that support their child's well-being and resilience
	3.5 Monitor the involvement of family members in supporting their child's well-being and resilience

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with families	4.1 Work with families on specific activities in line with agreed role
	4.2 Inform families in line with agreed role about changes, challenges and successes encountered in working with their child
	4.3 Encourage families to share their own information about changes, challenges and successes encountered with their child
	4.4 Adapt working practice with the child or young person in light of shared information using agreed processes
	4.5 Supply families with additional support and information they require

RCD22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC3047 – Support use of medication in social care settings

Unit reference number: F/601/4056

Level: 3

Credit value: 5

Guided Learning (GL) hours: 40

Unit aim

This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Learning outcomes

There are outcomes to this unit. The learner will:

LO1 Understand the legislative framework for the use of medication in social care settings

LO2 Know about common types of medication and their use

LO3 Understand roles and responsibilities in the use of medication in social care settings

LO4 Understand techniques for administering medication

LO5 Be able to receive, store and dispose of medication supplies safely

LO6 Know how to promote the rights of the individual when managing medication

LO7 Be able to support use of medication

LO8 Be able to record and report on use of medication

Version 1.0

Unit content

Evidence requirements

This unit is endorsed by the Skills for Care and Development's RQF Assessment Principles. Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Learners must produce a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings
	1.2 Outline the legal classification system for medication
	1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements

Learning Outcome	Assessment Criteria
LO2 Know about common types of medication and their use	2.1 Identify common types of medication
	2.2 List conditions for which each type of medication may be prescribed
	2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication

Learning Outcome	Assessment Criteria
LO3 Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
	3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements

Learning Outcome	Assessment Criteria
LO4 Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered
	4.2 Describe different forms in which medication may be presented
	4.3 Describe materials and equipment that can assist in administering medication

Learning Outcome	Assessment Criteria
LO5 Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working
	5.2 Demonstrate how to store medication safely
	5.3 Demonstrate how to dispose of un-used or unwanted medication safely

Learning Outcome	Assessment Criteria
LO6 Know how to promote the rights of the individual when managing medication	6.1 Explain the importance of the following principles in the use of medication: <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality
	6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication
	6.3 Describe how ethical issues that may arise over the use of medication can be addressed

Learning Outcome	Assessment Criteria
LO7 Be able to support use of medication	7.1 Demonstrate how to access information about an individual's medication
	7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
	7.3 Demonstrate strategies to ensure that medication is used or administered correctly
	7.4 Demonstrate how to address any practical difficulties that may arise when medication is used
	7.5 Demonstrate how and when to access further information or support about the use of medication

Learning Outcome	Assessment Criteria
LO8 Be able to record and report on use of medication	8.1 Demonstrate how to record use of medication and any changes in an individual associated with it
	8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

HSC3047 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

RCD3 Document History

Version	Issue Date	Changes	Role
V2	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator