



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Diploma for Residential Childcare (RQF)

Qualification Number: 603/5555/4

Version 2

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2, March 2024	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 3 Diploma for Residential Childcare (RQF) is regulated by Ofqual.

Qualification Purpose

The Level 3 Diploma for Residential Childcare is specifically designed for learners wanting to work in residential care with children in a care role. Settings include residential care homes, residential special schools, therapeutic communities, secure children's homes, shared care and short break settings. Learners will develop the knowledge skills necessary to promote a caring, healthy, stimulating, safe, secure environment for children and young people in their care. This qualification can be used as a mandatory qualification for the Children, Young People and Families Practitioner apprenticeship. Throughout this qualification, learners will cover underpinning knowledge and skills required for progression to this apprenticeship or further into the residential childcare sector.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 4 Diploma in Leadership and Management
- Level 5 Award in Leadership and Management
- Level 5 Diploma in Leadership and Management for Residential Childcare
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services

Learners may progress to the Children, Young People and Families Practitioner apprenticeship (<https://www.instituteforapprenticeships.org/apprenticeship-standards/children-young-people-and-families-practitioner/>). Progression can also be made into industry, with learners having the potential to become residential childcare workers, or higher roles in other adult or children and young people's work environments.

Structure

Learners must achieve 62 credits from 17 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Support the development of children and young people to achieve their learning potential	Y/617/9739	3	42	6
Safeguarding and protection of children and young people in residential childcare	L/617/9740	3	34	5
Supporting children and young people who have experienced harm and abuse	R/617/9741	3	24	3
Support effective communication and information handling in residential childcare	Y/617/9742	3	30	4
Support positive outcomes for children and young people in residential childcare	T/617/9800	3	22	3
Support positive relationships and attachments for children and young people in residential childcare	H/617/9758	3	24	3
Support the well-being and resilience of children and young people in residential childcare	K/617/9759	3	24	3
Support group living in residential childcare	M/617/9794	3	30	4
Support and promote shared risk management with children and young people in residential childcare	K/617/9874	3	24	3
Support children and young people in residential childcare to manage their health	J/617/9767	3	22	3
Assessment and planning with children and young people in residential childcare	R/617/9769	3	26	4
Support and promote the rights, diversity and equality of children and young people in residential childcare	A/617/9782	3	20	3
Support working in teams to benefit children and young people in residential childcare	F/617/9783	3	28	4
Professional development in residential childcare	R/617/9786	3	28	3
The care system and its impact on children and young people	D/617/9788	3	40	5
Residential childcare for children and young people with complex disabilities or conditions	H/617/9789	3	30	4
Working with the families of children and young people in residential childcare	Y/617/9790	3	20	2

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 468 hours.

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 152 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 620 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Support the development of children and young people to achieve their learning potential	
Unit reference number:		Y/617/9739	
Level:		3	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the expected pattern of development for children and young people.	1.1	Explain the different aspects of development from birth to adulthood including: <ul style="list-style-type: none"> • Sequence • Rates
		1.2	Describe the difference between sequence and rate of development.
		1.3	Explain the impact of adolescent development on the following: <ul style="list-style-type: none"> • thoughts • feelings • behaviours
		1.4	Describe how you can provide support for the different stages of development.
2.	Understand the factors that influence children and young people's development and the effect on own practice.	2.1	Explain how children and young people's development can be influenced by personal and external factors.
		2.2	Describe the possible effects of different transitions on children and young people's development.
		2.3	Explain how theories of development and learning approaches influence practice in a residential childcare setting.
		2.4	Describe how life experiences can make it difficult for children and young people in residential childcare to engage with learning.
3.	Understand the cycle of monitoring, assessment and intervention for children and young people's development.	3.1	Describe 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 the importance of early intervention.
		3.4	Evaluate a range of evidence-based interventions and their strengths and weaknesses.
		3.45	Explain how multi agency teams work together to address a child and young person's development needs.
		3.6	Describe ways to ensure that day to day activities support the development of children and young people.

4.	Understand how to support children and young people to sustain engagement in learning and education.	4.1	Describe the legislation underpinning children and young people's access to education.
		4.2	Explain the differences between learning, learning potential and education.
		4.3	Describe theories about how children and young people learn.
		4.4	Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential.
		4.5	Explain the importance of early intervention and how you can support children and young people to achieve their learning potential.
Assessment 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.			

Title: in		Safeguarding and protection of children and young people residential childcare	
Unit reference number:		L/617/9740	
Level:		3	
Credit value:		5	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of safeguarding and child protection in residential childcare.	1.1	Describe current legislation and national guidelines for safeguarding.
		1.2	Explain the safeguarding requirements contained within mandatory local safeguarding training.
		1.3	Define the term safeguarding in relation to children and young people.
		1.4	Explain how child protection relates to safeguarding.
		1.5	Identify policies and procedures that are in place to protect staff, children and young people.
		1.6	Describe the importance of following policies and procedures that are in place for practitioners, children and young people.
		1.7	Explain how findings from official inquiries and serious case reviews have informed current practice.
2.	Understand abuse and the effects on children and young people in residential childcare.	2.1	Describe the different forms of harm and abuse that a child and young person may experience.
		2.2	Describe areas of concern in the context of safeguarding, including: <ul style="list-style-type: none"> • signs • symptoms • indicators • behaviours
		2.3	Explain a range of potential risk factors which increase the vulnerability of children and young people in residential childcare.
		2.4	Explain own role and responsibilities if a child discloses abuse or if you suspect abuse in line with policies and procedures of own setting.
		2.5	Explain how to support a child and their family when bullying is suspected or alleged.
		2.6	Explain reasons why a child and young person do not recognise or disclose that they are being abused or exploited.
3.	Understand principles for e-safety.	3.1	Outline the risks and consequences for children and young people from the following: <ul style="list-style-type: none"> • social networking, • internet use, • buying and selling online • electronic communication devices
		3.2	Explain ways of reducing risk to children and young people from the following:

			<ul style="list-style-type: none">• social networking,• internet use,• buying and selling online• electronic communication devices
4.	Understand child sexual exploitation.	4.1	Describe child sexual exploitation and its relationship to human trafficking.
		4.2	Identify different patterns of child sexual exploitation in relation to the following: <ul style="list-style-type: none">• gangs,• groups• solo perpetrators
		4.3	Describe the support that should be offered to a child and young person who has been the victim of child sexual exploitation.
5	Understand Support strategies to protect and empower children and young people to promote well-being.	5.1	Explain the importance of building children and young people's resilience, self-confidence and self-esteem.
		5.2	Describe ways of empowering children and young people to make informed choices that support their safety.
		5.3	Explain how to report concerns about practice in the work setting.
		5.3	Describe ways in whistle-blowers are protected.
		5.4	Explain what is meant by multi-agency working in the context of safeguarding.
Assessment 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.			

Title:		Supporting children and young people who have experienced harm and abuse	
Unit reference number:		R/617/9741	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm and abuse.	1.1	Describe the role and responsibilities of the practitioner in relation to children and young people who have experienced harm and abuse.
		1.2	Describe the roles and responsibilities of others in relation to children and young people who have experienced harm and abuse.
		1.3	Explain the importance of establishing positive and trusting relationships with children and young people who have experienced harm and abuse.
		1.4	Describe how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner.
2.	Understand how to support children and young people who disclose harm and abuse.	2.1	Explain the importance of taking a full account of a child and young person's level of understanding.
		2.2	Explain how to avoid actions or statements that could adversely affect the use of evidence in court when responding to a disclosure of harm and abuse.
		2.3	Explain the importance of supporting a child and young person to understand with whom the information they disclose will be shared and for what reasons.
		2.4	Describe best practice of how to respond and support a child and young person who disclose the abuse they have experienced.
		2.5	Explain why records about disclosures of harm and abuse must be detailed, accurate, timed, dated, signed and accessible.
3.	Understand how to support children and young people who have experienced harm and abuse.	3.1	Outline sources of information and guidance about how to support a child and young person who has experienced harm and abuse.
		3.2	Describe ways to support a child and young person to understand and deal with distress, fear, anxieties and its implications caused by harm and abuse.
		3.3	Explain positive coping strategies that a child and young person can develop and supported by, following harm and abuse.
		3.4	Describe behaviour that a child and young person can display that might give cause for concern following harm and abuse, and actions to take in order to support.
		3.5	Describe ways to work with children and young people to enable them to develop protective strategies and build resilience.

4.	Understand restrictions on the involvement of key people with children and young people who have experienced harm and abuse.	4.1	Describe circumstances when restrictions need to be imposed on the involvement of key people following harm and abuse.
		4.2	Explain ways of supporting a child and young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained.
5	Understand how to support practitioner's needs in relation to their involvement with children and young persons who have experienced harm and abuse.	5.1	Explain how to make effective use of supervisions to reflect on one's own emotional response about harm and abuse experienced by a child and young person.
		5.2	Describe when additional support might be needed for dealing with own thoughts and feelings about harm and abuse.
Assessment 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.			

Title:		Support effective communication and information handling in residential childcare	
Unit reference number:		Y/617/9742	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand effective communication in the work setting.	1.1	Describe methods of communication and the reasons why people communicate.
		1.2	Explain factors contributing to effective communication.
		1.3	Describe reasons why in certain situations a child and young person may be unable to use verbal communication.
		1.4	Explain how effective communication benefits relationships and best practice in own work setting
2.	Be able to meet 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 and young person
		2.2	Communicate in ways that enables the voice of the child, young person to be heard
		2.3	Demonstrate active listening and respond to children and young people's reactions while communicating with them
		2.4	Use a variety of communication methods and aids to meet the individual needs of children and young people
3.	Be able to reduce barriers of communication in residential childcare settings for children and young people.	3.1	Describe barriers to communication and their impact on relationships.
		3.2	Explain how you can reduce barriers to aid effective communication.
		3.3	Adapt communication method to resolve misunderstandings.
		3.4	Describe how to access support or services to enable a child and young person to communicate Effectively.
4.	Be able to use communication skills to minimise and resolve conflict situations.	4.1	Describe good practice of conflict solving.
		4.2	Use verbal and non-verbal communication skills to de-escalate a situation of tension and conflict.
		4.3	Challenge a conflict situation appropriately and offer an alternative perspective to a child and young people.
		4.4	Use reflective practice to review the impact of own communication in situations of tension or Conflict.
5.	Understand the principles and practices relating to confidentiality in the work setting.	5.1	Define the term 'confidentiality.'
		5.2	Explain the boundaries of own role in the work setting.
		5.3	Describe your responsibilities in relation to confidentiality and disclosure by a child and young person.

		5.4	Explain the conflict between maintaining confidentiality and disclosing concerns to others.
		5.5	Adhere to confidentiality in day to day communication, in line with policies and procedures.
6.	Be able to implement organisational processes and procedures for information.	6.1	Explain why it is important to share information and have agreed goals in place with partner organisations.
		6.2	Demonstrate compliance to organisational processes and procedures for recording, storing and sharing information.
		6.3	Maintain data in line with policies and procedures that underpin integrated and multi-agency working.
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p> <p>Learning outcomes 2, 4, 5 and 6 must be assessed in the work setting. Learners must provide a portfolio of evidence.</p>			

Title:		Support positive outcomes for children and young people in residential childcare	
Unit reference number:		T/617/9800	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how multiple factors can contribute to uncertainty in the lives of children and young people.	1.1	Explain how multiple factors can contribute to uncertainty in the lives of children and young people.
		1.2	Describe the impacts of social and cultural factors on the outcomes and life chances of children and young people
		1.3	Explain how personal choices and experiences made by children and young people can impact their outcomes and life chances
2.	Understand how to support children and young people in residential care to achieve positive outcomes.	2.1	Outline frameworks in support of positive outcomes for children, young people and families
		2.2	Describe the positive outcomes for children and young people that residential childcare services aim to achieve
		2.3	Explain the importance of active participation of children and young people in life decisions which are affecting their future
		2.4	Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
3.	Understand how disability can impact on positive outcomes and life chances for children and young people.	3.1	Describe the impact disability can have on positive outcomes and life chances of children and young people
		3.2	Explain the importance of having a positive attitude towards disability
		3.3	Explain how to support children and young people to make personal choices according to their needs and abilities
		3.4	Describe support available for children and young people with disabilities
		3.5	Explain the importance of designing support and services around the needs of children and young people
Assessment 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.			

Title:		Support positive relationships and attachments for children and young people in residential childcare	
Unit reference number:		H/617/9758	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of positive attachments for the well-being of children and young people.	1.1	Describe the theories of attachment.
		1.2	Explain the importance of forming positive attachments for children and young people.
		1.3	Explain the short- and long-term impacts on the well-being of children and young people if they are not able to form positive attachments.
		1.4	Evaluate evidence-based practice for supporting positive attachments.
2.	Understand how to support positive attachments for children and young people in residential childcare.	2.1	Explain how factors in the life of a child and young person can develop barriers to forming positive attachments.
		2.2	Describe the role of parents and professional parents in supporting children and young people to form positive attachments.
		2.3	Explain how attachment impacts on your own role in a residential childcare setting
		2.4	Outline strategies for supporting children and young people to form positive attachments.
3.	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 and young person which can contribute to challenges when building positive relationships.
		3.3	Describe ways to support children and young people to build positive relationships when they are affected by emotional and behavioural difficulties.
4.	Be able to develop positive relationships with children and young people.	4.1	Describe social care ethics and values informing your relationships with children and young people.
		4.2	Develop connections with children and young people, using a range of skills and methods to develop positive relationships with them.
		4.3	Maintain professional boundaries in relationships with children and young people in residential childcare.
		4.4	Engage with children and young people to build positive relationships.
5.	Be able to address concerns about attachments and	5.1	Outline sources of advice and support from others when concerned about the relationships and attachment behaviour of a child and young person.

	relationships of children and young people.	5.2	Implement agreed strategies with a child and young person to promote positive attachments and relationships.
		5.3	Monitor implemented strategies and identify areas of progress and areas for improvement.
6.	Be able to reflect on own practice in supporting positive attachments and relationships for children and young people.	6.1	Explain how children and young people in your workplace have been supported to develop positive attachments and relationships.
		6.2	Reflect on own approaches for supporting positive attachments and relationships for children and young people.
		6.3	Identify areas for improvements in own practice.
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p> <p>Learning outcomes 4 and 5 must be assessed in the work setting. Learners must provide a portfolio of evidence.</p>			

Title:		Support the well-being and resilience of children and young people in residential childcare	
Unit reference number:		K/617/9759	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the well-being and resilience of children and young people.	1.1	Explain why it is important for children and young people to develop resilience.
		1.2	Describe factors that impact on the well-being of children and young people.
		1.3	Describe different approaches that support children and young people to develop their wellbeing and resilience.
		1.4	Describe the importance of enabling key people to support well-being and resilience in children and young people.
2.	Be able to support the development of children and young people's social and emotional identity and self-esteem.	2.1	Explain why a positive self-image and a social and emotional identity are important to the well-being and resilience of children and young people.
		2.2	Use a variety of supporting methods to encourage children and young people to be confident in their social and emotional identity.
		2.3	Support children and young people to build their self-esteem through developing and valuing new or existing abilities, talents and interests.
		2.4	Describe how planning and decision-making can contribute to developing a child and young person's social and emotional identity and self-esteem.
3.	Be able to support children and young people to develop a positive outlook on their lives.	3.1	Encourage children and young people to develop a positive outlook on their lives.
		3.2	Demonstrate how to support children and young people to express their feelings and respond positively to challenges and disappointments.
		3.3	Demonstrate children and young people to make informed decisions for positive change in their lives.
4.	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	Describe how to recognise when day to day difficulties can develop into mental health concerns which require intervention for the individual child and young person.
		4.3	Outline types of behaviour that may indicate distress and require intervention.
		4.4	Demonstrate how to take action to report, address and record concerns following agreed procedures.

5.	Be able to monitor the well-being and resilience in children and young people.	5.1	Describe models for monitoring changes in a child and young person's wellbeing and resilience.
		5.2	Reflect on your own practice in promoting children and young people's wellbeing and resilience.
		5.3	Work with others to take action to address concerns identified about wellbeing.
Assessment 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.			

Title:		Support group living in residential childcare	
Unit reference number:		M/617/9794	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand theories that underpin work with children and young people in group living.	1.1	Describe theories about groups and group dynamics which relate to group living with children and young people in a residential setting.
		1.2	Summarise theories about how the physical environment can support well-being in a group setting.
2.	Be able to support children and young people to live together as a group.	2.1	Implement theories of group dynamics to support children or young people in their day to day experience of group living.
		2.2	Support children and young people in reaching agreements on arrangements for living together as a group.
		2.3	Demonstrate how to facilitate and support children and young people to resolve conflict and disagreements.
		2.4	Explain the importance of having a collaborative approach in a residential environment.
		2.5	Involve children and young people in a positive ways and work with them to maintain the physical environment in ways that support well-being.
3.	Be able to plan with children and young people activities for sharing a living space.	3.1	Engage children and young people in the planning of daily living activities that meet their needs, preferences and aspirations.
		3.2	Describe how planning daily living activities as a group links to the individual plans for children and young people.
		3.3	Ensure that plans are child centred and that children and young people are involved in decisions about daily activities taking place in the shared living space.
4.	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 taking part in day to day activities.
		4.2	Demonstrate how to be a positive role model in encouraging socially aware behaviour during shared activities.
		4.3	Demonstrate how to support children and young people to maintain positive relationships with others through shared activities.
5	Be able to support continuous improvement in group living arrangements.	5.1	Evaluate 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	Identify improvements to group living activities, agreements and practices using reflection and evaluation.
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting. Learners must provide a portfolio of evidence.</p>			

Title:		Support and promote shared risk management with children and young people in residential childcare	
Unit reference number:		K/617/9874	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand requirements for health, safety and risk management in residential childcare settings for children and young people.	1.1	Describe the key points in the legislative framework for health, safety and risk management in residential childcare settings for children and young people.
		1.2	Summarise how current health and safety legislation, policies and procedures are implemented in the work setting.
		1.3	Describe how health and safety is monitored and maintained in the work setting.
		1.4	Explain how people in your work setting are made aware of risks and hazards and encouraged to work safely.
2.	Be able to support children and young people to manage risk.	2.1	Analyse the value of risks and challenges for a child and young person's development, learning and enjoyment of life.
		2.2	Describe the importance of taking an approach to risk that avoids both excessive risk-taking and excessive risk aversion.
		2.3	Demonstrate how to work together with children and young people and others to manage risks.
		2.4	Support children and young people to manage risk in their own lives, according to their age, abilities, needs and stage of development.
		2.5	Explain potential conflicts between the rights and choices of children and young people and the legal requirements for health and safety and well-being.
3.	Be able to manage risks to health, safety and security.	3.1	Describe factors to consider ensuring that the living environment is healthy and safe.
		3.2	Carry out health and safety risk assessments in the work setting.
		3.3	Implement actions to control hazards within the work setting and in off site visits.
		3.4	Monitor health and safety risk assessments and review them with others to identify areas for improvement.
4.	Understand how to respond to accidents, incidents, emergencies and illness in the work setting.	4.1	Summarise the policies and procedures relating to the following: <ul style="list-style-type: none"> • accidents, • incidents, • injuries, • illness • other emergencies

		4.2	Demonstrate compliance and complete records for the following: <ul style="list-style-type: none">• accidents,• incidents,• illness• other emergencies
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence.</p>			

Title:		Support children and young people in residential childcare to manage their health	
Unit reference number:		J/617/9767	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand health service provision in relation to children and young people in residential childcare.	1.1	Outline and explain the range and function of health agencies and services available locally.
		1.2	Explain the impact on a child and young person's wellbeing and health, if they are not able to register with primary health services.
		1.3	Describe barriers to access health services for children and young people.
		1.4	Describe ways to help children and young people overcome barriers to accessing health service provision.
2.	Be able to address concerns about the health of children and young people.	2.1	Describe a range of health concerns that can potentially develop in the life of children and young people.
		2.2	Assess and take action to address concerns following agreed procedures of the work setting.
		2.3	Record and report concerns following agreed procedures.
		2.4	Seek support where concerns are beyond own experience, competence and job role.
3.	Be able to support children and young people to manage their own health needs.	3.1	Support children and young people to identify their own health needs.
		3.2	Support children and young people to recognise the benefits of keeping appointments and follow advice and recommended treatments.
		3.3	Support children and young people who manage their own medication or treatment to do this Safely.
4.	Be able to support children and young people to make healthy lifestyle choices.	4.1	Explain factors associated with a healthy lifestyle.
		4.2	Evaluate how own actions supports a healthy lifestyle.
		4.3	Explain to children and young people the choices they can make to improve their lifestyle.
		4.4	Support children and young people to sustain healthy lifestyle choices.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence.			

Title:		Assessment and planning with children and young people in residential childcare	
Unit reference number:		R/617/9769	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the purpose and principles of assessment and planning with children and young people.	1.1	Explain the purpose assessment and planning with children and young people in residential childcare.
		1.2	Analyse the importance of professional judgement.
		1.3	Describe the importance of using a child centred model of assessment.
		1.4	Describe the assessment framework you use in the work setting and evaluate its holistic features.
		1.5	Explain the legal requirements in place for planning and recording assessments and for information sharing.
2.	Understand how to place children and young people at the centre of assessment and planning.	2.1	Describe the planning and assessment cycle and how you 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 you engage with others and the child and young person to ensure the child is central when assessing and planning with children and young people.
		2.4	Explain the strategies that are in place for child centred assessment and planning with children and young people who disengage from the process.
3.	Be able to participate in assessment and planning for children and young people.	3.1	Explain the boundaries of own role and responsibilities within the assessment and planning process.
		3.2	Engage with children and young people to enable them to express their needs, views and aspirations in the assessment and planning process.
		3.3	Use and adapt assessment methods to ensure the assessment is holistic, accurate and child-centred.
		3.4	Collaborate with the child and young person to understand and agree to goals and targets aiming to achieve a positive outcome.
		3.5	Work with the child and young person and others to develop and agree a plan to meet the assessed needs and work towards positive outcomes.
4.	Be able to Implement agreed plans and work with the child and young person and others.	4.1	Support the child and young person and others to understand the roles and responsibilities when implementing the agreed plan.
		4.2	Encourage the child and young person to work towards the achievement of a plan.

		4.3	Demonstrate agreed ways of recording progress towards goals and targets in the plan with the child and young person according to organisational requirements.
5.	Be able Work with children and young people to review and update agreed plans.	5.1	Describe the importance of reviewing and updating agreed plans.
		5.2	Work with the child and young person and others to review progress towards goals and targets in an agreed plan.
		5.3	Identify areas in the agreed plan that are working well and those that need to be reviewed and revised.
		5.4	Update the agreed plan with revised goals and targets.
		5.5	Agree the revised goals and targets in the updated plan with the child and young person and others involved.
6.	Be able to Contribute to assessment led by other professionals.	6.1	Describe own role and the roles of other professionals in an external assessment process.
		6.2	Respond to requests for information to support assessments led by other professionals in line with organisational requirements.
		6.3	Support the child and young person to understand and contribute to external assessment.
Assessment 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.			

Title:		Support and promote the rights, diversity and equality of children and young people in residential childcare	
Unit reference number:		A/617/9782	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the rights of children and young people.	1.1	Explain the rights of children and young people and how these are safeguarded in legislations at national and international level.
		1.2	Describe how legislative and rights frameworks can improve the life chances and outcomes of children and young people.
		1.3	Explain why it is important that the voice of the child and young person has a central place in relation to rights.
		1.4	Explain how policies and procedures in own work setting reflect the rights and voice of children and young people.
2.	Understand the implications of equalities legislation for children and young people in residential childcare.	2.1	Explain how current equalities legislation affects the work practice with children and young people in residential childcare.
		2.2	Explain how current legislation supports empowerment for children and young people.
		2.3	Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination.
		2.4	Describe the effects of discrimination, stereotyping and labelling on children and young people.
3.	Be able to address discriminatory practice.	3.1	Explain how your own role and responsibilities towards children and young people has the potential to infringe their right to equal treatment.
		3.2	Evaluate your own values and behaviours in relation to equality and diversity and identify areas for improvement.
		3.3	Describe how to address discriminatory or oppressive behaviour of others in a way that is challenging and support change.
4.	Be able to work in a culturally sensitive way and challenge discriminatory, harmful and illegal practices.	4.1	Describe differing cultural practices and beliefs.
		4.2	Support children and young people to understand and value their own cultural practices and beliefs and respect their choice and decisions about cultural practice and beliefs.
		4.3	Explain cultural practices that themselves can be discriminatory, harmful or illegal,
		4.4	Describe how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal.

5.	Be able to support the right of children and young people to raise concerns and make complaints.	5.1	Describe reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints.
		5.2	Demonstrate how to build confidence of children and young people that concerns and complaints they will raise, will be Addressed.
		5.3	Support children and young people in raising concerns and making complaints.
		5.4	Describe how you can recognise that a child and young person might be expressing a concern or complaint indirectly.
6.	Be able to promote equality and the rights of the child and young people in residential childcare.	6.1	Describe the importance of promoting the rights of the child and young people, respect, equality, diversity and inclusion in the work setting.
		6.2	Explain how you can actively promote respect, equality, diversity and inclusion in your work setting.
		6.3	Evaluate your current practice supporting the following: <ul style="list-style-type: none">• equality and diversity• the rights of the child and identify areas for improvement

Assessment requirements:

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

Learning outcomes 4 and 5 must be assessed in the work setting. Learners must provide a portfolio of evidence.

Title:		Contribute and support working in teams to benefit children and young people in residential childcare	
Unit reference number:		F/617/9783	
Level:		3	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to work as part of a team.	1.1	Describe models and theories of collaborative team working.
		1.2	Explain team dynamics and good practice for effective team working.
		1.3	Define the roles and responsibilities of different team members in own work setting.
		1.4	Explain why it is important to support and appropriately challenge each other in a team.
2.	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.
		2.3	Describe the importance of sharing and agreeing goals with partner organisations.
		2.4	Describe techniques you can use to establish shared goals and outcomes.
3.	Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.	3.1	Explain 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 partnerships and multi-agency work have been highlighted in formal inquiries and serious case reviews.
		3.3	Describe circumstances when it would be beneficial to use networks to build a multi-agency team around a child and young person.
4.	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	Identify and overcome barriers to partnership working.
		4.3	Evaluate own practice in building and maintaining working relationships.
		4.4	Identify where improvements can be made in own practice to support working relationships.
5.	Be able to participate in a multi-agency team around a child and young person.	5.1	Participate in decision making on the development of a team built around a child and young person.
		5.2	Adapt own role and working practice to fulfil responsibilities as a team member.
		5.3	Show commitment and work collaboratively with other team members within agreed boundaries while ensuring the child and young person remains the focus of the team.

		5.4	Support the child and young person to understand the work of the team according to their level of Understanding.
6.	Be able to communicate with others to facilitate multi-agency working.	6.1	Use different methods of 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 or partner organisations.
		6.3	Prepare reports that meet legal requirements and are fit for purpose, accurate, legible and concise.
		6.4	Use information in reports prepared by other agencies to support multi-agency working.
		6.5	Describe how you challenge non-performance in multi-agency working.
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.</p> <p>Learning outcomes 5 and 6 must be assessed in the work setting.</p> <p>Learners must provide a portfolio of evidence.</p>			

Title:		Engage in professional development in residential childcare settings	
Unit reference number:		R/617/9786	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what is required for competence in own job role in a residential childcare setting.	1.1	Describe the duties, responsibilities, boundaries and ethical nature of own job role.
		1.2	Explain the expectations about own job role as expressed in relevant sector standards.
		1.3	Explain the importance of own resilience, maturity, social awareness 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 in the work setting.
2.	Be able to reflect on own practice and the work practice.	2.1	Explain the cycle of reflection and apply to your own practice.
		2.2	Describe the importance of reflective practice in continuously improving own practice and the service provided.
		2.3	Evaluate your practice and an insight into own emotions, behaviour and feelings.
		2.4	Reflect on self and on work demands, and work experiences have impacted on self.
3.	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.
4.	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 evaluate and prioritise own learning needs, professional interests and development opportunities.
		4.3	Use supervision to agree your own professional development plan.
5.	Be able to use reflective practice to contribute to professional development.	5.1	Evaluate and reflect how learning activities have affected your work practice.
		5.2	Demonstrate how reflective practice has contributed to improved ways of working.
		5.3	Record progress and achievements in relation to professional development.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.			

Learning outcomes 4 and 5 must be assessed in the work setting. Learners must provide a portfolio of evidence.

Title:		The care system and its impact on children and young people	
Unit reference number:		D/617/9788	
Level:		4	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the process by which a child and young person comes into care.	1.1	Describe the legislation and compliance requirements for residential care.
		1.2	Summarise the legal process by which children and young people become 'looked after'.
		1.3	Explain how different factors in a child's circumstances can lead to them entering the care system.
		1.4	Describe the role of key professionals in the care system.
		1.5	Analyse why a child and young person may have experienced multiple transitions and traumas before entering residential childcare.
2.	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	Describe potential risks if children and young people do not understand their entitlements or are not supported to access them.
3.	Understand the context of residential services for children and young people in care.	3.1	Explain current theoretical approaches relating to residential childcare services.
		3.2	Outline legislative and policy frameworks underpinning care for 'looked after' children and young people.
		3.3	Describe and compare types of care arrangements for 'looked after' children and young people.
		3.4	Describe characteristics of provision that reflect best practice in a residential childcare service.
		3.5	Describe the aspirations for a child in residential care.
		3.6	Explain how you could collaborate with the youth justice system.
4.	Understand the impact of residential childcare services on children and young people.	4.1	Explain how being in care presents additional challenges for children and young people.
		4.2	Research 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
		4.3	Use the results of your research to write a report on the life chances and outcomes of children and young people.
		4.4	Based on your findings in your report make recommendations for improvements.

5.	Be able to support a positive experience of care services for children and young people.	5.1	Describe 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 have in order 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.
		5.4	Explain the importance of promoting the ethos of the residential childcare setting.
6.	Understand planning 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	Contribute to creating and reviewing placement plans based on individual need.
		6.3	Explain the importance of 'permanency planning' for children and young people in care.
Assessment 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.			

Title:		Residential childcare for children and young people with complex disabilities or conditions	
Unit reference number:		H/617/9789	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the nature of complex disabilities and conditions and their impact on children and young people.	1.1	Explain the causes and effects of a range of complex disabilities and conditions.
		1.2	Describe the typical impacts of complex disabilities and conditions on the quality of life of children and young people.
2.	Understand the impact on families of having a child with a complex disability and condition.	2.1	Describe ways in which having a child with a complex disability and condition can impact on different aspects of families' lives.
		2.2	Explain how and why the impact of a child's disability and condition may change over time.
		2.3	Explain how theories of loss and grief relate to the families of children with complex disabilities and conditions.
		2.4	Explain how early intervention is important and helps the families of children and young people with complex disabilities or conditions.
3.	Understand residential services for children and young people with complex disabilities and conditions.	3.1	Describe types of residential childcare available for children and young people with complex disabilities or conditions.
		3.2	Describe how the 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 and conditions and their families.
		3.4	Describe the aims and objectives of a residential childcare service and what it seeks to achieve for children and young people.
4.	Understand principles for working with children and young people with complex disabilities and conditions.	4.1	Outline the Legislation and the Code of Practice for Special Educational Needs and Disability.
		4.2	Describe the legal entitlements to equality of treatment for children and young people with complex disabilities and conditions.
		4.3	Describe the importance of a child-led model of provision.
		4.4	Explain how the social model and medical model of disability affect provision.
		4.5	Describe how different cultural views of disability can impact on practice.
5.	Understand how to support the participation of children and young people with	5.1	Explain the importance of maximising active participation of children and young people with complex disabilities and conditions in their own care and day to day living.

	complex disabilities and conditions.	5.2	Describe ways in which children and young people with complex disabilities and conditions can be encouraged to participate in the daily activities of the setting.
		5.3	Describe how children and young people with complex disabilities and 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 and conditions to express their views, preferences and aspirations.
6.	Understand how having a complex disability and condition can affect the transition into adulthood and how you can support this.	6.1	Describe examples of how the transition into adulthood can affect young people with complex disabilities and conditions and their families.
		6.2	Analyse challenges that young people with complex disabilities and conditions can have in coping with change.
		6.3	Describe types of support that young people with complex disabilities and conditions may need during the transition into adulthood.
		6.4	Explain how risk management processes support young people making the transition into adulthood.
Assessment 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			

Title:		Working with the families of children and young people in residential childcare	
Unit reference number:		Y/617/9790	
Level:		3	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact on families when a child and young person is in residential childcare.	1.1	Explain how having a child in residential childcare can impact on a family's life.
		1.2	Describe 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 and young person is in residential childcare.
2.	Understand the principles and good practice when working with families.	2.1	Explain the principles of partnership working with families in own work setting.
		2.2	Describe how principles of partnership working with families are in line with the organisation's aims and objectives.
		2.3	Describe attitudes and approaches that support positive relationships with families.
		2.4	Explain the importance of recognising families and their role as partners with a voice to be listened to.
		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 when working closely with families.
3.	Be able to support families to maintain their relationship with their child.	3.1	Build relationships with the families of children and 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.
4.	Be able to work in partnership with families	4.1	Work with families on specific activities in line with the agreed role.
		4.2	Inform families in line with agreed role about progress, changes, challenges and successes encountered when working with their child.
		4.3	Encourage families to share their own information about changes, challenges and successes they have encountered with their child.
		4.4	Provide families with additional support and information they require.

Assessment 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.