



Qualification Specification

TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF)

Qualification Number: 603/5474/4

Version 2.4



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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	Rebranded
Version 2.1	Minor SPaG amendments
Version 2.2 Sept 2025	Unit A/617/9507: Lead and develop the safeguarding practices and protection of children and young people. LO1 - AC 1.2 terminology update
Version 2.3 January 2026	Addition of SfC&D Assessment Principles guidance with hyperlink to the document SPaG corrections
Version 2.4 Sept 2026	Branding updates Inclusion of Accessibility statement Minor SPaG amendments Unit J/617/9512 – LO5 updated Unit F/617/9461 – LO1 updated Unit M/617/9505 – AC 1.3 updated Unit K/617/9518 – AC 3.2 updated

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.

Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#).

Centres must ensure they are using the most recent PDF 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.

If you have any further questions, please contact TQUK.

Use of TQUK's 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.

Accessibility

TQUK is committed to ensuring that all qualifications and assessments are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this qualification disadvantages any group of learners who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the qualification's intended purpose. Where such features are necessary, they will be clearly stated and justified.

All assessment design processes actively identify and remove unjustifiable barriers that could prevent learners, including those with physical disabilities, from demonstrating their knowledge, understanding, or skills. TQUK monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all learners.

More information can be found in our [Equality and Diversity Policy](#).

For learners seeking guidance on Reasonable Adjustments, please see our [Reasonable Adjustment Policy](#).

The Qualification

The TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of this qualification is for learners to gain the knowledge and skills required to lead and/or manage others within a residential childcare setting.

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 19 years of age and above.

Progression

Successful learners can progress to other educational routes and/or job roles such as:

- Children's Young People Families Manager Apprenticeship
- Residential Childcare Assistant Manager/Manager
- Assistant Manager in within adult or children and young people's social care settings

Structure

Learners must achieve 64 credits from all mandatory units and a minimum of 26 credits from the optional units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Undertake, promote and support continuing Professional Development	A/617/9460	5	32	4
Develop and support Health and Safety practice and lead risk management	J/617/9512	5	34	5
Understand, lead and support effective information sharing, positive relationships and communication systems	F/617/9461	5	36	5
Develop, engage with and support effective partnerships	M/617/9469	5	42	6
Lead practice and support equality, diversity and	H/617/9470	5	32	4

inclusion promoting the rights of children and individuals

Understand children and young person's development	M/617/9505	5	34	6
Lead practice that supports positive outcomes for child and young person	T/617/9506	5	36	6
Lead and develop the safeguarding practices and protection of children and young people	A/617/9507	5	36	6
Lead, manage and develop an effective team	F/617/9508	5	46	7
Lead and develop professional supervision practice	J/617/9509	5	34	4
Manage resources and finance within own area of responsibility	A/617/9510	5	38	5
Manage and support change	F/617/9511	5	40	6

Optional units

Title	Unit ref.	Level	Guided learning hours	Credit value
Undertake a research project within services	L/617/9513	5	80	10
Lead and manage group living in residential childcare	R/617/9514	5	30	4
Lead a service that can support children or young people who have experienced harm or abuse	Y/617/9515	5	26	4
Understand the youth justice system as it relates to residential childcare	D/617/9516	6	28	4
Lead and manage support for disabled children and young people and their carers in residential childcare	H/617/9517	5	52	8
Understand the care system and its impact on children and young people	K/617/9518	5	34	5
Manage and develop quality practice and assurance	M/617/9519	5	42	5
Lead and manage the safe usage of technology and online activity	H/617/9520	5	30	4
Understand support for children and young people who are vulnerable and disadvantaged	K/617/9521	5	38	5
Implement a Positive Relationship Policy in residential childcare	M/617/9522	5	42	6

Guided Learning Hours (GLH)

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 570 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 330 hours over the cycle of the programme.

Total Qualification Time (TQT)

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 900 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.

Units must be assessed in line with the Skills for Care and Development Assessment Principles available for download [here](#).

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, 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 assessment must be conducted in the workplace or where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

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.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements:** sets out the mandatory conditions that must be met for assessment to be valid. They specify how an assessment must be conducted. Centres must adhere to these requirements.

- **Mandatory range:** defines the required breadth and depth of coverage for specific assessment criteria. It sets out the minimum and mandatory expectations for assessment.
- **Assessment guidance:** provides clarification to support the consistent interpretation and application of the assessment criteria. It explains intent, defines key terms where necessary, and offers contextual information to support understanding.
- **Useful websites:** resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

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.

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 complying with TQUK quality assurance requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

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

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

- [Department for Education \(DfE\)](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Undertake, promote and support continuing Professional Development	
Unit reference number:		A/617/9460	
Level:		5	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of continuing professional development and reflective practice	1.1	Explain the principles of continuing professional development and the importance of reflective practice.
		1.2	Evaluate models of reflective practice
		1.3	Analyse potential barriers to continuing professional development and to overcome them
		1.4	Analyse different sources and systems of support used for professional development
		1.5	Describe the importance of prioritising goals and targets
		1.6	Explain factors that may affect how you prioritise
2.	Be able to improve performance through reflective practice and by prioritising goals and targets for own professional development	2.1	Evaluate own knowledge and performance against standards and benchmarks
		2.2	Use reflective practice and feedback from others to improve your performance
		2.3	Prioritise development goals and targets to meet expected standards in your sector
		2.4	Evaluate how practice has been improved through reflection on best practice and reflection on failures and mistakes
3.	Be able to prepare, implement and monitor a professional development plan	3.1	Identify learning opportunities to meet development objectives
		3.2	Produce a professional development plan with SMART targets for professional development, include appropriate sources of support
		3.3	Establish a process to monitor and evaluate the effectiveness of the plan
		3.4	Provide evidence of implementation and evaluation

			of the plan
4.	Be able to support and encourage a learning culture and effective continuing professional development	4.1	Describe how people learn using the different learning styles
		4.2	Explain how you can develop a learning culture across the team
		4.3	Assess and reflect on your own learning style
		4.4	Support others to assess their learning style and produce a professional development plan
		4.5	Support team members in academic research and evidence-based data to inform their practice
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 2 and 3 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Develop and support Health and Safety practice and lead risk management	
Unit reference number:		J/617/9512	
Level:		5	
Credit value:		5	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the legislative framework in place and organisational Health and Safety policies, procedures and practices that are relevant to the work setting	1.1	Explain the legislations regulating Health and Safety practice and inform risk management in the work setting
		1.2	Analyse how policies, procedures and practices in the work setting meet the Health and Safety requirements
		1.3	Describe a healthy, safe and stimulating environment that meets Health and Safety legislations and requirements
2.	Be able to implement and monitor compliance with health, safety and risk management requirements in the work setting	2.1	Describe risk management models
		2.2	Explain which risk management model you can use in the work setting
		2.3	Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work setting
		2.4	Explain the actions to take when health, safety and risk management procedures and practices are not being complied with
		2.5	Demonstrate compliance according to legislative and organisational requirements by completing records and reports on health, safety and risk management issues
3.	Be able to lead the implementation of policies, procedures and good practice and manage risks to individuals and others in the work setting	3.1	Identify risks to individuals and others by contributing to the development of the following: • Policies • Procedures • Practices
		3.2	Carry out a risk assessment according to best practice
		3.3	Work with individuals and others to assess and evaluate potential risks and hazards
4.	Be able to promote a culture where needs and risks are	4.1	Describe how you can promote a culture where needs and risks are balanced with health and safety

	balanced with health and safety practice in the work setting		practice
		4.2	Work with others to balance the management of risk with individual rights and the views of others
		4.3	Analyse how helping others to understand the balance between risk and rights improves practice
		4.4	Evaluate own practice in promoting a balanced approach to risk management
5.	Be able to evaluate Health and Safety policies and procedures and its implementation in order to improve Health and Safety practice in the work setting	5.1	Obtain feedback on Health and Safety practice in the work setting from individuals and others
		5.2	Evaluate the feedback on the Health and Safety practice in the work setting
		5.3	Identify areas for improvement within the Health and Safety practice in the work setting in order to ensure safety and protection of all individuals
		5.4	Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 2, 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Understand, lead and support effective information sharing, positive relationships and communication systems	
Unit reference number:		F/617/9461	
Level:		5	
Credit value:		5	
Guided learning hours:		36	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the theoretical models of communication and how to apply them to practice	1.1	Describe theories and models of communication
		1.2	Analyse the links between communication, interaction and relationship
		1.3	Analyse the barriers and challenges to communication within own team and how to overcome these
		1.4	Support effective communication within your team
2.	Be able to manage and improve communication systems and practices that support positive outcomes for individuals and partnership working	2.1	Evaluate communication systems and practices in the work setting for individuals and partnership working
		2.2	Evaluate the effectiveness of existing communication systems and practices for individuals and partnership working
		2.3	Justify improvements to existing communication systems and practices for individuals and partnership working
		2.4	Lead the implementation of improved communication systems and practices for individuals and partnership working
3.	Be able to manage and use systems for effective information sharing	3.1	Describe the essential features of information sharing within and between organisations
		3.2	Explain legal and ethical tensions between maintaining confidentiality and sharing information
		3.3	Explain use of information management systems that meet legal and ethical requirements
		3.4	Analyse the benefits and risks of using developing technology for information sharing
4.	Understand approaches to conflict management and how to manage difficult relationships	4.1	Describe models of conflict resolution
		4.2	Explain techniques you can use to influence, persuade and negotiate with others
		4.3	Analyse the importance of constructively dealing with any conflict that may arise within your team or with others

Assessment requirements:

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

Learning outcomes 2 and 3 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Range: none.

Assessment guidance: none.

Title:		Develop, engage with and support effective partnerships	
Unit reference number:		M/617/9469	
Level:		5	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand partnership working on a national and a local level	1.1	Describe national systems of social welfare, local agencies and community groups
		1.2	Explain how you work in partnership with national systems
		1.3	Explain the importance and the role of partnership working in ensuring better outcomes
		1.4	Describe barriers to partnership working and explain how to overcome them
		1.5	Analyse the theoretical approaches to the practice and principles of effective multi-agency working
2.	Be able to establish and maintain working relationships with colleagues and other professionals	2.1	Describe the features of effective partnership working with colleagues and other professionals
		2.2	Develop and agree common objectives when working with colleagues and other professionals
		2.3	Evaluate procedures and working practice for working with colleagues and other professionals with an audit
		2.4	Identify areas for improvement by writing a report making recommendations for priority practice areas
3.	Understand the commissioning cycle and its application within partnership working	3.1	Define commissioning within partnership working
		3.2	Describe the commissioning cycle with examples
		3.3	Describe the role of a children services commissioner
4.	Understand the practical implications of partnership working	4.1	Describe ethical and professional approaches to practice in a partnership context
		4.2	Explain how evidence-based practice for partnership working can contribute to better outcomes
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.			
Learners must provide a portfolio of evidence.			
Range: none.			

Assessment guidance:

Learning outcome 2 can be assessed in the work setting.

Title:		Lead practice and support equality, diversity and inclusion promoting the rights of children and individuals	
Unit reference number:		H/617/9470	
Level:		5	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand diversity, equality and inclusion in own area of responsibility	1.1	Analyse legislations regulating equality, diversity and inclusion which can have an impact on own role and practice
		1.2	Explain the barriers and the potential effects on equality and inclusion in your work setting
		1.3	Analyse theories and approaches that underpin equality, diversity and inclusion in practice
2.	Be able to promote diversity, equality and inclusion	2.1	Explain approaches to dignity and respect
		2.2	Challenge discrimination and exclusion in policy and practice
		2.3	Support others to challenge discrimination and exclusion
		2.4	Promote equality, diversity and inclusion in policy and practice
3.	Understand how to develop systems that promote diversity, equality and inclusion	3.1	Explain how systems can promote equality and inclusion or reinforce discrimination and exclusion
		3.2	Evaluate the effectiveness of systems in promoting equality, diversity and inclusion in the work setting
		3.3	Identify and propose improvements to existing shortfalls in systems and processes
4.	Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1	Describe values and ethics of diversity, equality, rights and inclusion
		4.2	Describe ethical dilemmas that may arise in the work setting when balancing individual rights and duty of care
		4.3	Explain the principle of informed choice and how issues of individual capacity may affect informed choice
		4.4	Explain how you manage risks when balancing individual rights and duty of care in the work setting
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.			

Learning outcomes 2 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Range: none.

Assessment guidance: none.

Title:		Understand children and young person's development	
Unit reference number:		M/617/9505	
Level:		5	
Credit value:		6	
Guided learning hours:		34	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the pattern of development that would normally be expected for children and young people from birth -19 years and how we can support this	1.1	Explain the sequence and rate of the different areas of development that would normally be expected in children and young people from birth – 19 years
		1.2	Describe the difference between sequence of development and rate of development and why the distinction is important
		1.3	Explain how play and leisure activities can be used to support all aspects of development of children and young people
		1.4	Analyse theories of development and frameworks explaining and supporting development and how they influence current practice
2.	Understand the factors that have an impact on children and young people's development	2.1	Explain how children and young people's development is influenced by a range of personal and external factors
		2.2	Analyse the reasons why children and young people's development may not follow the pattern normally expected
		2.3	Analyse theoretical approaches to contemporary social issues that affect family life and the care of children and young people
3.	Understand the importance and benefits of early intervention to support the development of children and young people	3.1	Describe the importance of early identification of development delay and early intervention
		3.2	Explain the potential risks of late recognition of development delay
		3.3	Explain how multi agency teams can work together to support all aspects of development in children and young people
4.	Understand the potential effects of transition on children and young people's development and the importance of promoting support	4.1	Explain how different types of transitions can affect children and young people's development
		4.2	Explain the importance and evaluate the effectiveness on children and young people's development of having positive relationships through periods of transition
		4.3	Analyse how current research has influenced

			evidence-based practice and can be used to support children or young people experiencing transitions
		4.4	Lead the implementation of evidence-based practice to support children or young people experiencing transitions
5.	Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions and result in better outcomes	5.1	Explain different methods of assessing, recording and monitoring children and young people's development and in what circumstances they are used
		5.2	Describe the different types of interventions which are available and used in your work setting
		5.3	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected
		5.4	Evaluate the importance of recording and documenting accurately the development of children and young people
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead practice that supports positive outcomes for child and young person	
Unit reference number:		T/617/9506	
Level:		5	
Credit value:		6	
Guided learning hours:		36	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand theoretical approaches and frameworks to child and young person development which support positive outcomes	1.1	Explain different theories and frameworks of child and young person development
		1.2	Analyse the impact of current research on service provision and practice in the work setting
		1.3	Describe the principles and practice of statutory frameworks, standards, guidance and codes of practice in your work setting
2.	Be able to lead and support developmental assessment of children and young people and intervention	2.1	Support the use of different methods of developmental assessment and recording for children and young people
		2.2	Explain circumstances where referrals to other agencies may be required and how these are managed
		2.3	Analyse the theories of intervention that meet the needs of children, young people and adults within the family
		2.4	Explain how the support of early interventions promotes positive outcomes for children and young people's development
3.	Be able to develop and implement programmes with children or young people requiring developmental support	3.1	Develop personalised programmes of support with other professionals to support positive outcomes for children or young people
		3.2	Lead the implementation of a personalised programme of support for children or young people.
		3.3	Develop strategies to encourage child or young person and carers' participation in developmental assessment and personalised planning
		3.4	Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment and planning
4.	Be able to evaluate programmes for children or young people requiring	4.1	Review personalised programmes of developmental support for a child or young person and identify areas for improvement

	developmental support	4.2	Implement strategies for improvement for programmes of development support for a child or young person
5.	Be able to lead positive behaviour support	5.1	Analyse different theories and approaches to supporting positive behaviour in children and young people
		5.2	Describe theories and best practice in the use of restraint
		5.3	Support use of evidence-based practice with children and young people to encourage positive behaviour
		5.4	Evaluate the behaviour strategies in your work setting and identify areas for improvement
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcome 2, 3 and 4 must be assessed in the workplace. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead and develop the safeguarding practices and protection of children and young people	
Unit reference number:		A/617/9507	
Level:		5	
Credit value:		6	
Guided learning hours:		36	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of current legislation that underpins the safeguarding of children and young people in the UK	1.1	Outline the current legislation that underpins the safeguarding of children and young people within the UK
		1.2	Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
		1.3	Explain how the work setting needs to comply with legislation that covers data protection, information handling and sharing
2.	Be able to support the review of policies and procedures for safeguarding children and young people	2.1	Investigate inquiries and Child Safeguarding Practice Reviews and how their outcomes affect practice today in own work setting
		2.2	Identify the policies and procedures required in the work setting for safeguarding children and young people
		2.3	Analyse safeguarding policies, procedures and practice and identify areas for improvement
		2.4	Work in partnership with other organisations or professionals to develop or review policies and procedures for safeguarding children and young people
3.	Be able to implement policies and procedures for safeguarding children and young people	3.1	Support the implementation of policies and procedures for safeguarding children and young people in the work setting
		3.2	Mentor and support other practitioners to develop the skills to safeguard children and young people
4.	Be able to lead best practice in supporting children and young people's well-being and resilience	4.1	Explain the importance of supporting children and young people's wellbeing and resilience
		4.2	Analyse different approaches to promoting wellbeing and resilience in children and young people
		4.3	Explain importance of wellbeing and resilience in the context of safeguarding
		4.4	Promote wellbeing and resilience of children and

			young people in the work setting
		4.5	Analyse how children or young people's resilience and wellbeing are supported in own work setting and identify areas for improvement
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcome 3 and 4 must be assessed in the workplace. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead, manage and develop an effective team	
Unit reference number:		F/617/9508	
Level:		5	
Credit value:		7	
Guided learning hours:		46	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand effective team performance within a health and social care or children and young people's setting	1.1	Describe different leadership and team theories and how they can be applied in the work setting
		1.2	Explain the features of effective team performance
		1.3	Identify the challenges experienced by developing teams and established teams
		1.4	Explain how the identified challenges can be overcome
		1.5	Describe different management styles
		1.6	Analyse how different management styles may influence the outcomes of team performance
		1.7	Describe methods of developing an open culture and maintaining trust and accountability
2.	Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1	Describe the components of a positive open culture within your team
		2.2	Demonstrate how own practice supports a positive culture in the team
		2.3	Demonstrate how to encourage creative and innovative ideas and solutions within the team
3.	Be able to motivate and support a shared vision within the team for a health and social care or children and young people's setting	3.1	Describe motivation theories and evaluate how you can apply these to your team
		3.2	Describe the vision and strategic direction of the team
		3.3	Promote and communicate the vision and strategic direction to team members
		3.4	Evaluate the implementation of the shared vision of your team and identify areas you could improve on
4.	Be able to develop a plan with and support team members to meet agreed objectives	4.1	Identify team objectives within a strategic plan
		4.2	Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives
		4.3	Involve team members to actively participate in the planning process

		4.4	Agree roles and responsibilities with team members in an action plan with clear objectives
		4.5	Monitor and evaluate progress towards agreed objectives in the plan
		4.6	Provide feedback and recognition when individual and team objectives have been achieved
5.	Be able to manage team performance in a health and social care or children and young people's setting	5.1	Work with team members to identify opportunities for development and growth
		5.2	Provide advice and support to team members to make the most of identified development opportunities
		5.3	Support team members to address identified challenges or barriers
		5.4	Explain how team members are managed when performance does not meet requirements
6.	Understand decision making in a team	6.1	Evaluate different theories of decision making
		6.2	Support your team to make valid decisions
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead and develop professional supervision practice	
Unit reference number:		J/617/9509	
Level:		5	
Credit value:		4	
Guided learning hours:		34	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1	Analyse the principles and purpose of professional supervision
		1.2	Analyse theoretical approaches to professional supervision
		1.3	Explain how legislations impact professional supervision practice
		1.4	Evaluate how findings from research, and inquiries can be used within professional supervision
		1.5	Explain how professional supervision can benefit and protect the individual, supervisor and supervisee
2.	Understand how the principles of professional supervision can be used for performance management	2.1	Explain the performance management cycle
		2.2	Analyse how professional supervision supports performance in the work setting
		2.3	Analyse how Key Performance Indicators (KPIs) can be used to measure performance and practice
		2.4	Describe how recent advances in technology can support performance management
3.	Be able to undertake the preparation for professional supervision with supervisees	3.1	Explain factors which can result in a power imbalance in professional supervision and how to address this
		3.2	Analyse the concept of anti-oppressive practice in professional supervision
		3.3	Describe how conflict can be managed within professional supervision
		3.4	Agree with supervisee the location and time of professional supervision
		3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision and confidentiality boundaries
		3.6	Agree with supervisee actions to be taken in preparation for professional supervision
4.	Be able to provide	4.1	Support supervisees to reflect on their practice and

	professional supervision		express any concerns and opinions
		4.2	Demonstrate active listening and support when providing professional supervision
		4.3	Provide positive and constructive feedback about the achievements of the supervisee which can be used to build on or improve performance
		4.4	Support supervisees to identify their own development needs and review previous targets
		4.5	Record agreed supervision decisions and demonstrate adherence to data protection
		4.6	Evaluate professional supervision practice and identify areas for improvement
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Manage resources and finance within own area of responsibility	
Unit reference number:		A/617/9510	
Level:		5	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand resource management in the work setting	1.1	Explain why resource management is important in the work setting
		1.2	Explain the importance of using sustainable resources and the potential impact of resource use on the environment
		1.3	Describe actions that can be taken minimise adverse environmental impacts using physical resources in the work setting
		1.4	Analyse the effectiveness and efficiency of resources used in the work setting to make recommendations of ways to improve the effectiveness and efficiency of resource use
2.	Understand financial management in the work setting	2.1	Explain the importance of effective financial management systems within own work setting
		2.2	Describe the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
		2.3	Outline sources of funding that are used to construct the budget for own work setting
		2.4	Analyse the impact of an insufficient budget
3.	Be able to plan and manage a budget for own area of responsibility in the work setting	3.1	Work with others to calculate the financial resources required to meet objectives within own area of responsibility
		3.2	Work with others to calculate expenditure and prioritise budget allocation in own area of responsibility
		3.3	Communicate budget requirements within remit of role and responsibility to inform overall budget build
		3.4	Monitor actual spend against planned expenditure
		3.5	Analyse variances between planned and actual expenditure to implement corrective action
		3.6	Revise the budget to take account of variances and

			new developments
4.	Be able to evaluate financial management within own area of responsibility in the work setting	4.1	Review actual expenditure against planned expenditure within financial period
		4.2	Report the findings from budget reviews
		4.3	Make recommendations for adjustments for budget planning and management
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcome 3 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Manage and support change	
Unit reference number:		F/617/9511	
Level:		5	
Credit value:		6	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of change management	1.1	Describe underpinning theories of change management
		1.2	Evaluate factors that drive change in the work setting
		1.3	Describe tools and techniques that support the change process
		1.4	Explain the importance of effective change management for a service provision
2.	Be able to identify and facilitate a shared understanding of the need for change	2.1	Review and evaluate your practice with a PESTEL analysis and identify an area in need of change
		2.2	Write a proposal and promote the benefits of change
		2.3	Analyse barriers that may arise during the process of change
		2.4	Enable others to express views about proposed change
		2.5	Agree with others the changes that need to be made, securing any approvals required
3.	Be able to develop an approved change management plan	3.1	Analyse the impact of a proposed change to practice in the work setting
		3.2	Produce a change management plan with SMART targets including risk management
		3.3	Establish legal and sector criteria against which the plan can be evaluated
4.	Be able to gain support for a proposed change	4.1	Demonstrate being a positive role model when introducing change
		4.2	Involve and motivate others to promote the vision for change
		4.3	Use strategies that overcome resistance to change
		4.4	Describe and implement a communication strategy to support others to understand the proposed change
5.	Be able to implement	5.1	Agree roles and responsibilities for implementing

	approved change management plans		change management plans
		5.2	Support the team to carry out their agreed roles in the change management plan
		5.3	Adapt the change management plan to address unexpected issues as they arise
		5.4	Establish monitoring strategies for ensuring that the quality of service for individuals is maintained during a period of change
6.	Be able to evaluate the change management process	6.1	Monitor and evaluate the effectiveness of the change management plan
		6.2	Work with others to review the change management plan against identified criteria
		6.3	Evaluate outcomes of the change for individuals and practice
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 4, 5 and 6 must be assessed in the work setting. Range: none. Assessment guidance: none.			

Optional Units

Title:		Undertake a research project within services	
Unit reference number:		L/617/9513	
Level:		5	
Credit value:		10	
Guided learning hours:		80	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to select an appropriate topic for research within services for health and social care or children and young people	1.1	Identify the area for the research project
		1.2	Develop the aims and objectives of the research project
		1.3	Explain ethical considerations that apply to the area of the research project
		1.4	Analyse different types of research
2.	Understand how the components of research are used	2.1	Evaluate a range of methods that can be used to collect data
		2.2	Identify a range of tools that can be used to analyse data
		2.3	Explain the importance of validity and reliability of data used within research
		2.4	Identify sources of support whilst conducting a research project
3.	Be able to conduct a research project within services for health and social care or children and young people	3.1	Formulate a detailed plan for a research project
		3.2	Develop research questions to be used within project
		3.3	Complete a literature review of chosen area of research
		3.4	Select two further research methods for the project
		3.5	Conduct the research using identified research methods
		3.6	Record and collate data
4.	Be able to analyse research findings	4.1	Use data analysis methods to analyse the data
		4.2	Draw conclusions from findings
		4.3	Reflect how own research findings substantiate initial literature review
		4.4	Make recommendations related to area of research

		4.5	Identify potential uses for the research findings within practice
Assessment requirements: Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead and manage group living in residential childcare	
Unit reference number:		R/617/9514	
Level:		5	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current theoretical frameworks for group living for children and young people	1.1	Describe theoretical approaches to group living for children and young people in residential childcare
		1.2	Analyse theories about how the physical environment can support well-being in a group setting
2.	Understand the current legal framework, policy and rights for children and young people in group living	2.1	Explain the legislative framework, policy and rights that underpin group living for children and young people
		2.2	Analyse the impact of legislation, policy and regulation on group living for children and young people
3.	Be able to support positive outcomes in a group living environment	3.1	Evaluate how group living can support positive outcomes for children and young people.
		3.2	Explain how ethos and culture in a group living environment influence the well-being of children and young people
		3.3	Support team members to understand group dynamics within the group living environment
		3.4	Use different approaches to resolve conflicts and tensions in group living
		3.5	Work with others to support children or young people to maintain and develop relationships within and beyond the group living environment
		3.6	Work with children or young people and others to ensure the physical environment supports positive outcomes
4.	Be able to lead the planning, implementation and review of group living activities for children and young people	4.1	Support team members to plan and implement group living activities that meet the needs and preferences of children or young people
		4.2	Implement systems to ensure children or young people are involved in the decision making about their daily group living activities
		4.3	Support team members to understand how daily living activities can be used to develop attachment and positive relationships

		4.4	Work with children or young people and others to review group living activities
5.	Be able to review work schedules and patterns in group living	5.1	Evaluate the effects of work schedules and patterns on a group living environment
		5.2	Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment
		5.3	Recommend changes to work schedules and patterns as a result of evaluation
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Lead a service that can support children or young people who have experienced harm or abuse	
Unit reference number:		Y/617/9515	
Level:		5	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse	1.1	Describe roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse
		1.2	Explain the roles and responsibilities of other agencies in the local networks in relation to children or young people who have experienced harm or abuse
2.	Be able to prepare team members to respond to disclosure or detection of harm and abuse	2.1	Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse
		2.2	Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse
3.	Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse	3.1	Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse
		3.2	Explain types of restriction that might be imposed on the involvement of key people with a child or young person following harm or abuse
		3.3	Describe areas of support that may be needed when working with a child or young person following harm or abuse
		3.4	Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse
4.	Be able to support team members to work with challenges relating to harm or abuse	4.1	Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues
		4.2	Describe unhelpful attitudes in relation to harm and abuse and how you would challenge them
		4.3	Recommend sources of additional emotional support for team members
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment			

Principles guidance.

Learners must provide a portfolio of evidence.

Range: none.

Assessment guidance: none.

Title:		Understand the youth justice system as it relates to residential childcare	
Unit reference number:		D/617/9516	
Level:		6	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand why children and young people in care are vulnerable to engagement in offending behaviour	1.1	Define the term 'offending behaviour'
		1.2	Describe theories relating to youth offending
		1.3	Evaluate theories relating to youth justice and offending behaviour
		1.4	Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour
2.	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	Review team's practice in working with the court system
		2.4	Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses
		2.5	Describe methods to reduce the risk of criminalising children and young people
3.	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	Describe processes for informing social workers, and those with parental responsibility, of police involvement
		3.5	Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system
4.	Be able to provide a service that reduces the risk of criminalisation of children and	4.1	Describe factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system

	young people	4.2	Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours
		4.3	Develop systems that prevent the premature escalation of responses to offending behaviour
		4.4	Explain tensions and risks that can be created by close work with youth justice agencies
5.	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	Evaluate approaches that improve outcomes for children and young people in secure settings
6.	Understand how to achieve successful transfer within and out of the secure estate for children and young people	6.1	Describe the challenges children and young people will face who are moving within and out of the secure estate
		6.2	Describe 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 leaving the secure estate
		6.4	Develop systems to support the successful resettlement of children and young people
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.			
Learners must provide a portfolio of evidence.			
Range: none.			
Assessment guidance: none.			

Title:		Lead and manage support for disabled children and young people and their carers in residential childcare	
Unit reference number:		H/617/9517	
Level:		5	
Credit value:		8	
Guided learning hours:		52	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how legislation and policy influences provision for disabled children and young people and their carers	1.1	Evaluate how legislation and policies influence current provision and practice
		1.2	Outline the policies and procedures in the work setting based on current legislation
2.	Understand the potential impact of disability on children and young people and their carers	2.1	Research and write a report about the prevalence and cause of disabilities in children and young people
		2.2	Describe the emotional impact that a disability diagnosis can have on families
		2.3	Describe how disability diagnoses may impact on children and young people
		2.4	Explain why it is important for children and young people and their family members to receive support and to have opportunities to explore feelings and experiences
3.	Be able to support families who have a child with a disability	3.1	Describe an approach that focuses on the child or young person rather than the disability
		3.2	Establish with the family the support they require and work with the family to identify different ways that needs can be met
		3.3	Lead work with children and young people and their families to identify and access information about supporting services meeting their needs
4	Be able to support families with a child with a disability to use informal networks and community resources	4.1	Explain what community resources and informal networks are available
		4.2	Provide information to the family about resources and informal networks that are available
		4.3	Support a family to use community resources and informal networks
5	Be able to work in partnership with others to promote services for children and young people and their carers	5.1	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
		5.2	Work with others to identify when referrals should

			be made to other professionals and/or agencies
		5.3	Share information and work in partnership with others to obtain additional support for children, young people and their carers
		5.4	Evaluate the outcomes for the family of partnership working
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 3, 4 and 5 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Understand the care system and its impact on children and young people	
Unit reference number:		K/617/9518	
Level:		5	
Credit value:		5	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	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	Describe 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
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 the risks if children and young people do not understand their entitlements or are not supported to access them
3.	Understand theories and legislations impacting residential care	3.1	Describe current theoretical approaches relating to residential childcare services
		3.2	Describe legislative and policy frameworks underpinning care for 'looked after' children and young people
		3.3	Evaluate types of care arrangements for 'looked after' children and young people
		3.4	Explain the aims and objectives of a residential childcare service
		3.5	Outline characteristics of best practice in residential care
4.	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 and outside the care system
5.	Understand how to support a positive experience of care services for children and	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

	young people		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
6.	Understand planning frameworks for children and young people in residential childcare	6.1	Describe the purpose and features of care plans required for children and young people in residential childcare
		6.2	Explain why children and young people should be involved to complete their own care plans
		6.3	Evaluate a care plan and identify improvements and suggest adjustments
Assessment requirements: Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Manage and develop quality practice and assurance	
Unit reference number:		M/617/9519	
Level:		5	
Credit value:		5	
Guided learning hours:		42	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context of quality assurance in a health and social care or children and young people's setting	1.1	Evaluate a range of methods that can be used to measure the achievement of quality standards in the work setting
		1.2	Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
		1.3	Analyse quality management theories
		1.4	Analyse how quality standards influence positive outcomes for individuals
2.	Be able to implement quality standards in a residential setting	2.1	Work with team members and others to agree quality standards for best practice and select indicators to measure agreed standards
		2.2	Develop systems and processes to monitor and measure achievement of quality standards
		2.3	Support team members to carry out their roles in implementing quality controls
		2.4	Explain how quality assurance standards relate to performance management
3.	Be able to evaluate quality and quality standards in a residential setting	3.1	Support team members to carry out their roles in monitoring quality standards
		3.2	Evaluate the achievement of quality standards
		3.3	Work with others to identify areas of best practice and areas for improvement
		3.4	Work with others to develop an action plan to improve quality of service
		3.5	Evaluate the use of technology to manage quality for different purposes
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.			
Learning outcomes 2 and 3 must be assessed in the work setting.			
Learners must provide a portfolio of evidence.			
Range: none.			

Assessment guidance: none.

Title:		Lead and manage the safe usage of technology and online activity	
Unit reference number:		H/617/9520	
Level:		5	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the uses of technology by children and young people in society	1.1	Explain digital, internet and mobile technology used in society and the changes in communication practices and relationships
		1.2	Explain the role that digital, internet and mobile technology has in the lives of children and young people
2.	Understand benefits and risks for children and young people when using digital, internet and mobile technology	2.1	Analyse the benefits to children and young people using digital, internet and mobile technology
		2.2	Explain the risks to children and young people arising from their use of digital, internet and mobile technology
		2.3	Describe signs and indicators of each risk and what measures we can put in place to limit these risks
		2.4	Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices
3.	Be able to support safe use of digital, internet and mobile technology by children and young people	3.1	Research measures and guidance for safe use of digital, internet and mobile services and technology
		3.2	Demonstrate how you support your team in the work setting to understand features of safe use of digital, internet and mobile services and technology
		3.3	Work with others to apply the principles of positive risk taking to children or young people's use of digital, internet and mobile services and technology
		3.4	Review and update policies and procedures for safeguarding and child protection to ensure harm from digital, internet and mobile use is fully covered.
4.	Be able to address risks to team members associated with use of digital, internet and mobile technology	4.1	Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people.
		4.2	Develop policies and procedures with others for safe use of technology by team members.
		4.3	Support team members to understand policies and procedures for safe use of technology.
		4.4	Support team members to implement policies and procedures.
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment			

Principles guidance. Learning outcomes 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence.

Range: none.

Assessment guidance: none.

Title:		Understand support for children and young people who are vulnerable and disadvantaged	
Unit reference number:		K/617/9521	
Level:		5	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand factors that impact on outcomes and life chances of children and young people	1.1	Analyse the impact that poverty has on outcomes and life chances
		1.2	Explain how a range of factors impact on outcomes and life chances for children and young people
		1.3	Describe how children and young people can be marginalised by inequalities in society
2.	Understand how poverty and disadvantage can affect children and young people's development	2.1	Explain what is meant by disadvantage and vulnerability in relation to children and young people
		2.2	Analyse how poverty and disadvantages can affect the different areas of development in children and young people
		2.3	Explain using current research how poverty and disadvantage can have long term effects on educational outcomes
3.	Understand national and local policies and guidelines for improving outcomes for children and young people	3.1	Investigate how national or local policies and guidance have a positive impact on outcomes and life chances for children and young people
		3.2	Analyse policies and guidance which inform support services for children and young people at national and local level
4.	Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage	4.1	Explain why it is important and how to engage carers in the planning of services so that children and young people are more likely to achieve positive outcomes
		4.2	Explain how partnership working with other professionals and agencies can address the needs of children and young people whose carers are users of adult services
5.	Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1	Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people.
		5.2	Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and

			disadvantage
		5.3	Explain why it is important for practitioners to have high expectations and ambitions for all children and young people
		5.4	Analyse why practitioners should act as advocates and aim to continually improve practice in the work setting
Assessment requirements: Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			

Title:		Implement a Positive Relationship Policy in residential childcare	
Unit reference number:		M/617/9522	
Level:		5	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the interconnection between relationships and behaviour	1.1	Analyse how socially aware behaviour and positive relationships interlink
		1.2	Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare
		1.3	Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships
		1.4	Describe restorative approaches and other responses to socially unacceptable behaviour
2.	Be able to develop a Positive Relationship Policy that promotes good behaviour and positive outcomes for children and young people	2.1	Research elements and rationale required in a Positive Relationship Policy
		2.2	Work with children or young people and others to evaluate existing policies relating to positive relationships and behaviour management
		2.3	Develop a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour
3.	Be able to establish systems to implement the Positive Relationship Policy	3.1	Review systems for risk management and record keeping ensuring they reflect the Positive Relationship Policy
		3.2	Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of physical intervention or restraint
		3.3	Establish timeframes for regular reviews of the Positive Relationship Policy
4.	Be able to equip team members to implement the Positive Relationship Policy	4.1	Evaluate the knowledge and skills team members have for building trusting, enduring relationships with vulnerable children or young people
		4.2	Evaluate the knowledge and skills team members have for supporting children or young people to develop socially aware behaviour
		4.3	Address areas for improvement identified in

			knowledge and skills
		4.4	Support training in restraint that meets statutory requirements for team members
		4.5	Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour
5.	Be able to review a Positive Relationship Policy	5.1	Review the impact of the Positive Relationship Policy on relationships and behaviour in the setting
		5.2	Propose improvements to the Positive Relationship Policy and systems
6.	Understand the context for use of physical intervention and restraint	6.1	Explain principles for the use of physical intervention and restraint with children and young people in residential childcare
		6.2	Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint
		6.3	Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance. Learning outcomes 3 and 4 must be assessed in the work setting. Learners must provide a portfolio of evidence. Range: none. Assessment guidance: none.			



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