

# Qualification Handbook

## BIIAB Level 3 Diploma for Residential Childcare

Regulated qualification number: 603/5407/0

Version 1

**BIIAB Level 3 Diploma for  
Residential Childcare**



Version and date	Change, alteration or addition	Section

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## **1. About the BIIAB Level 3 Diploma for Residential Childcare**

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 3 Diploma for Residential Childcare	603/5407/0

## **2. Objective and Purpose of this Qualification**

The content of the BIIAB Level 3 Diploma for Residential Childcare has been specified by the sector skills council Skills for Care, in consultation with employers, learning providers and those who use services in the Residential Childcare sector.

This qualification constitutes part of the children's homes regulations which came into force in April 2015. This qualification will develop and assess the knowledge, skills and behaviours needed to effectively work with children and young people in a residential childcare establishment.

The qualification has core shared knowledge and skills that support the vision of the Government and employers providing integrated services and the portability of skills and knowledge across the residential childcare workforce.

As such, the content of the qualification is applicable to a variety of roles, for example:

- Residential Childcare Worker
- Support Worker – Residential Childcare
- Residential Childcare Officer
- Childcare Practitioner.

It is designed specifically for those working in Residential Childcare, and while many of the skills, knowledge and behaviours are transferable, those working in, or planning to work in, non-residential childcare settings should select the most appropriate of one of the following qualifications:

- BIIAB Level 2 Certificate for Children and Young People's Workforce (England)  
601/7784/6
- BIIAB Level 2 Diploma for the Early Years Practitioner 603/5227/9

- BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)  
601/7785/8
- BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator)  
601/7786/X

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within the Residential Childcare sector at level 3.

The primary purpose of the qualification is to confirm occupational competence.

The Children, Young People and Families Practitioner apprenticeship standard requires achievement of one of two optional pathways. This qualification is a **mandatory** component for Option 1: Practitioner in Children's Residential Care.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes, users are advised to check and be clear if this qualification is funded for use with individual learners, or that learning loans are available, before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

### **3. About this Handbook**

This handbook has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

## **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (RoC)?**

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The RoC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 3 Diploma for Residential Childcare (England) Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Diploma for Residential Childcare (England), learners **must** gain a **total of 61** credits. This **must** consist of:

- **Minimum total** credit: **61**
- Mandatory Group A **minimum** credit: **53**
- Optional Unit Group B **minimum** credit: **8**. This **must** consist of a **minimum** of 3 units.
- Guided Learning Hours: **460**
- Total Qualification Time: **610**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed overleaf are the qualification units.



**Mandatory Group A**

<b>BIIAB Unit Ref</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
RD1	A/617/9118	Understand the development of children and young people in residential childcare	3	3	25	Portfolio
RD2	F/617/9119	Understand how to safeguard and protect children and young people in residential childcare	7	3	63	Portfolio
RD3	T/617/9120	Understand how to support children and young people who have experienced harm or abuse	3	3	22	Portfolio
RD4	A/617/9121	Promote effective communication and information handling in residential childcare settings	3	3	21	Portfolio
RD5	F/617/9122	Support risk management in residential childcare	2	3	18	Portfolio
RD6	J/617/9123	Assessment and planning with children and young people in Portfolio residential childcare	3	3	20	Portfolio
RD7	L/617/9124	Support group living in residential childcare	3	3	22	Portfolio
RD8	R/617/9125	Understand how to support positive outcomes for children and young people in residential childcare	2	3	20	Portfolio
RD9	Y/617/9126	Support attachment and positive relationships for children and young people in residential childcare	4	3	27	Portfolio
RD10	D/617/9127	Support the well-being and resilience of children and young people in residential childcare	3	3	20	Portfolio
RD11	H/617/9128	Support children and young people in residential childcare to achieve their learning potential	4	3	30	Portfolio
RD12	K/617/9129	Support children and young people in residential childcare to manage their health	2	3	17	Portfolio
RD13	D/617/9130	Support the development of socially aware behaviour with children and young people in residential childcare	5	3	34	Portfolio
RD14	K/617/9132	Engage in professional development in residential childcare settings	3	3	20	Portfolio
RD15	M/617/9133	Support the rights, diversity and equality of children and young people in residential childcare	3	3	24	Portfolio
RD16	A/617/9135	Participate in teams to benefit children and young people in residential childcare	3	3	20	Portfolio

**Optional Unit Group B**

<b>BIIAB Unit Ref</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
RD17	F/617/9136	Understand the care system and its impact on children and young people	3	4	22	Portfolio
RD18	J/617/9137	Understand the youth justice system as it relates to residential childcare	3	4	30	Portfolio
RD19	L/617/9138	Support young people leaving care	6	3	40	Portfolio
RD20	R/617/9139	Understand residential childcare for children and young people with complex disabilities or conditions	3	3	27	Portfolio
RD21	J/617/9140	Understand support for young people with complex disabilities or conditions making the transition into adulthood	3	3	24	Portfolio
RD22	L/617/9141	Work with the families of children and young people in residential childcare	2	3	17	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	5	3	40	Portfolio

## **7. Grading**

The qualification is not graded and achievement is either demonstrated (resulting in the qualification being 'passed' and awarded) or not yet demonstrated. There is no 'Fail' grade issued upon non-achievement.

## **8. Age Restriction**

This qualification is appropriate for learners aged 18 or over.

## **9. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Childcare at this level.

Achievement of the qualification offers opportunities for progression, including BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (601/6855/9).

## **10. Assessment**

### **Overview of Assessment Strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

### **Assessment Process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Principles**

The Assessment Principles for this qualification have been designed by Skills for Care; the UK sector skills council (SSC) for social care, children, early years and young people. While BIIAB has not itself designed the strategy, it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. Use of this strategy helps to ensure consistent assessment of Childcare qualifications by different Awarding Organisations as well as consistency of assessment of Childcare qualifications in other nations; aiding transferability. As such all centres and their assessment must adhere to the current Assessment Principles for this qualification.

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and quality assurer(s) delivering, quality assuring and certifying the qualification.

**Skills for Care and Development Assessment Principles  
March 2016**

**1. Introduction**

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations<sup>1</sup>.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:  
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice.

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<sup>1</sup> See Appendix A for links to SfC&D partner organisations' websites

## **2. Assessment Principles**

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified<sup>2</sup>, competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

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<sup>2</sup> See Appendix B for links to guidance on qualifications for occupational competence in UK nations

- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
  - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### **3 Quality Assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.



#### **4 Definitions**

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix B.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

**Appendix A: Skills for Care and Development partnership website links**

- <http://www.niscc.info>
- <http://www.ccwales.org.uk>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

**Appendix B: Joint awarding body quality group – assessor qualifications**

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Educations and Training.

## **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure, please refer to <https://www.biiab.org/useful-information/biiab-policies/>

## 11. Initial Assessment and Induction

Prior to the start of any programme centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 12. Reasonable adjustments and special considerations

BIIAB has a duty to ensure that the integrity of their qualifications and assessments is maintained at all times. At the same time they and their centres have a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements.

During the initial assessment of the learner, or after the commencement of their qualification, it may be considered or determined that reasonable adjustments need to be made to allow access to qualifications and / or assessments.

If it is believed that a learner may require a reasonable adjustment or special consideration, the BIIAB policy 'The Application of Reasonable Adjustments and Special Consideration for BIIAB Qualifications' must initially be referred to in order to determine if the adjustment or consideration can be made, can be made but only following express permission from BIIAB, or is unsuitable.

BIIAB's reasonable adjustments and special considerations policy is provided to all BIIAB approved centres and can be found at <https://www.biiab.org/useful-information/biiab-policies/>

## **13. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- A Learner Summative Reflection
- Access to the units.

All of these resources are available for download via <https://www.biiab.org/>

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this handbook, and makes all optional units available in the Unit Pack on <https://www.biiab.org/>

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **14. Design and Delivery**

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification, it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## **15. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included. BIIAB also assign unique unit numbers which normally are consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed, the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification, however a similar calculation may on occasions also be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



## **16. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <https://www.biiab.org/useful-information/biiab-policies/>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

## **17. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## **18. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please download the Unit Pack from <https://www.biiab.org/>

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand the development of children and young people in residential childcare</b>  <b>RD1</b>  <b>3</b>  <b>3</b>  <b>25</b>  <b>A/617/9118</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Explain the sequence and rate of each <b>aspect of development</b> from birth to 19 years 1.2 Explain the difference between sequence of development and rate of development 1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours
2 Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by <b>personal factors</b> 2.2 Explain how children and young people's development is influenced by <b>external factors</b> 2.3 Explain how <b>theories of development</b> and <b>frameworks to support development</b> influence practice in a residential childcare setting
3 Understand the cycle of monitoring, assessment and intervention for children and young people's development	3.1 Explain how to monitor children and young people's development using different <b>methods</b> 3.2 Explain the importance of observation within the monitoring and assessment process 3.3 Explain how <b>interventions</b> can promote positive outcomes for children and young people where development is not following the expected pattern 3.4 Explain how multi agency teams work together to address a child or young person's development needs 3.5 Describe ways to ensure that day to day activities support the development of children and young people
4 Understand the importance of early intervention to support development needs of children and young people	4.1 Explain the importance of early identification of development issues 4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders
5 Understand the effects of transitions on children and young people's development	5.1 Explain how <b>time of transition</b> can affect children and young people's development 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

### **Additional information**

#### **Unit Aim**

This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people.

#### **Assessment Requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

##### **(AC1.1) Aspects of development includes:**

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

##### **(AC2.1) Personal factors includes:**

- Health status
- Disability
- Sensory impairment
- Learning difficulties

##### **(AC2.2) External factors includes:**

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

##### **(AC2.3) Theories of development includes:**

- Cognitive (eg Piaget)
- Psychoanalytic (eg Freud)
- Humanist (eg Maslow)
- Social Learning (eg Bandura)
- Operant conditioning (eg Skinner)

**Additional information**

- Behaviourist (eg Watson)

(AC2.3) **Frameworks to support development:** Social pedagogy

(AC3.1) **Methods** of assessing development include:

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

(AC3.3) **Interventions include:**

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

(AC5.1) **Times of transition** include:

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

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to safeguard and protect children and young people in residential childcare</b>  <b>RD2</b>  <b>3</b>  <b>7</b>  <b>63</b>  <b>F/617/9119</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>1</b> Understand the context of safeguarding and protection of children and young people	<b>1.1</b> Define the term safeguarding in relation to children and young people <b>1.2</b> Explain how child protection relates to safeguarding <b>1.3</b> Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people
<b>2</b> Understand policies and practices for the protection of children and young people and the adults who work with them	<b>2.1</b> Explain why it is important to ensure children and young people are protected from harm and abuse <b>2.2</b> Explain how findings from official inquiries and serious case reviews are used to inform practice <b>2.3</b> Identify <b>policies and procedures</b> that are in place to protect children and young people and the adults who work with them <b>2.4</b> Analyse <b>how working practices</b> with children and young people reflect national and local guidelines, policies and procedures for safeguarding <b>2.5</b> Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse <b>2.6</b> Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse <b>2.7</b> Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed
<b>3</b> Understand the nature of abuse that can affect children and young people in residential childcare	<b>3.1</b> Describe <b>types of abuse</b> that a child or young person may experience <b>3.2</b> Describe signs and indicators associated with each type of abuse <b>3.3</b> Describe factors which increase the vulnerability of children and young people in residential childcare <b>3.4</b> Summarise common myths about people who harm and abuse children and young people

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to safeguard and protect children and young people in residential childcare</b>  <b>RD2</b>  <b>3</b>  <b>7</b>  <b>63</b>  <b>F/617/9119</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
	3.5 Describe know characteristics of <b>perpetrators and their behaviours</b> that can make it difficult for children and young people to report harm or abuse and for others to recognise and address abusive activity
4 Understand how to address concerns about abuse	4.1 Outline the actions to be taken in line with policies and procedures if abuse is suspected 4.2 Explain the importance of early identification of abuse 4.3 Explain why warning signs may be mis-interpreted or ignored 4.4 Explain reasons why a child or young person may not recognise that they are being abused or exploited 4.5 Explain reasons why a child or young person may not disclose that they are being abused or exploited
5 Understand policies, procedures and practices to address bullying	5.1 Explain the effects of different types of <b>bullying</b> on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying 5.3 Explain why policies and procedures regarding bullying are necessary 5.4 Explain how to support a child or young person when bullying is suspected or alleged
6 Understand principles for e-safety	6.1 Explain the risks and possible consequences for children and young people from a) social networking b) internet use c) buying and selling online d) electronic communication devices 6.2 Describe ways of reducing risk to children and young people from: a) social networking b) internet use c) buying and selling online d) electronic communication devices

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to safeguard and protect children and young people in residential childcare</b>  <b>RD2</b>  <b>3</b>  <b>7</b>  <b>63</b>  <b>F/617/9119</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>7</b> Understand how to minimise risk of harm to a child or young person who goes missing from care	<b>7.1</b> Describe the risks to a child or young person who goes missing from care <b>7.2</b> Outline actions to be taken in line with policies and procedures when a child or young person goes missing <b>7.3</b> Explain the importance of prompt and persistent action when a child or young person goes missing
<b>8</b> Understand child sexual exploitation	<b>8.1</b> Define child sexual exploitation and its relationship to human trafficking <b>8.2</b> Describe how child sexual exploitation differs from non-abusive sexual activity <b>8.3</b> Outline different patterns of child sexual exploitation in relation to a) Gangs b) Groups c) Solo perpetrators <b>8.4</b> Describe typical behaviour patterns of those who sexually exploit children and young people <b>8.5</b> Describe the support that should be offered to a child or young person who has been the victim of child exploitation <b>8.6</b> Explain the role of <b>key partners</b> in protecting children and young people from sexual exploitation
<b>9</b> Understand the concept of multi-agency working to safeguard children and young people	<b>9.1</b> Explain what is meant by multi-agency working in the context of safeguarding <b>9.2</b> Identify <b>multi agency forums</b> which coordinate the safeguarding of children and young people locally <b>9.3</b> Describe the roles and responsibilities of the different organisations that may be involved in situations where a) harm or abuse is suspected or disclosed b) a child or young person has been abused or harmed c) a child or young person has gone missing from care



<b>Unit Title</b>	<b>Understand how to safeguard and protect children and young people in residential childcare</b>	
<b>BIIAB Reference</b>	<b>RD2</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>7</b>	
<b>GLH</b>	<b>63</b>	
<b>Unit Reference No.</b>	<b>F/617/9119</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
10 Understand how to empower children and young people to develop strategies to protect their own safety and well being	10.1	Explain the importance of building children and young people's resilience, self-confidence and self-esteem
	10.2	Describe ways to work with children and young people to enable them to develop protective strategies
	10.3	Describe ways of empowering children and young people to make informed choices that support their safety
11 Understand process and procedures where there are concerns about practice	11.1	Explain how to report concerns about practice in the work setting
	11.2	Describe ways in which whistle blowers are protected in the work setting
	11.3	Explain why those whose practice is being questioned are also protected and how this is achieved
	11.4	Explain the process of escalating concerns about practice if they are not being addressed

<b>Additional information</b>
<p><b>Unit Aim</b> This unit provides the knowledge and understanding required to safeguard and protect children and young people in residential childcare settings</p> <p><b>Assessment requirements</b> This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles.</p> <p>(AC2.3) <b>Policies and procedures for safe working</b>, eg those relating to:</p> <ul style="list-style-type: none"> <li>• Working in an open and transparent way</li> <li>• Listening to children and young people</li> <li>• Duty of care</li> <li>• Whistleblowing</li> <li>• Power and positions of trust</li> <li>• Propriety and behaviour</li> <li>• Physical contact</li> <li>• Intimate personal care</li> </ul>

### **Additional information**

- Off site visits
- Photography and video
- Use of social media
- Sharing concerns and recording/reporting incidents
- Child sexual exploitation

(AC2.4) **Working** practices, eg:

- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns
- Risk assessment

(AC3.1) **Types of abuse** may be:

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

(AC3.5) **Perpetrators and their behaviours** eg:

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

(AC5.1) **Bullying**

- Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, ridicule, humiliation, excluding).

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to support children and young people who have experienced harm or abuse</b>  <b>RD3</b>  <b>3</b>  <b>3</b>  <b>22</b>  <b>T/617/9120</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse	1.1 Explain the role and responsibilities of the practitioner with regard to children or young people who have experienced <b>harm or abuse</b> 1.2 Explain the roles and responsibilities of <b>others</b> with regard to children or young people who have experienced harm or abuse 1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse
2 Understand how to support children and young people who disclose harm or abuse	2.1 Explain why it is important to take full account of a child or young person’s level of understanding when responding to a disclosure of harm or abuse 2.2 Explain how to avoid <b>actions</b> or statements that could adversely affect the use of evidence in future investigations or in court 2.3 Explain the importance of supporting a child or young person to understand: a) with whom the information they disclose will be shared b) the reasons for sharing information they disclose 2.4 Describe ways to support a child or young person to disclose, at their own pace, the harm or abuse they have experienced 2.5 Explain why it is important to respond calmly to disclosures of harm or abuse 2.6 Explain why records about disclosures of harm or abuse must be detailed, accurate, timed, dated and signed 2.7 Explain how to access support in situations that are outside the expertise, experience, role and responsibility of the practitioner
3 Understand how to support children or young people who have experienced harm or abuse	3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse 3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to support children and young people who have experienced harm or abuse</b>  <b>RD3</b>  <b>3</b>  <b>3</b>  <b>22</b>  <b>T/617/9120</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
	3.3 Explain why a child or young person may need support to understand the implications of harm and abuse they have experienced  3.4 Describe positive coping strategies that a child or young person can be supported to develop following harm or abuse  3.5 Describe behaviour that a child or young person may exhibit that might give cause for concern following harm or abuse, and the steps to take if these are observed
4 Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse	4.1 Explain circumstances when restrictions need to be imposed on the involvement of <b>key people</b> following harm or abuse  4.2 Describe ways of supporting a child or young person to understand why safe and consistent boundaries for themselves and key people must be set and maintained
5 Understand how to address the practitioners support needs in relation to harm or abuse	5.1 Describe how to make effective use of supervision to reflect on own emotional response about harm or abuse experienced by a child or young person  5.2 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

### Additional information

#### Unit aim

This unit provides the knowledge and understanding required to support children and young people who have experienced harm or abuse.

#### Assessment requirements

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

(AC1.1) **Harm or abuse** may be:

- Physical
- Emotional
- Sexual
- Financial
- Bullying
- Self harm
- Neglect

Exploitation by gangs, groups or solo perpetrators

(AC1.2) **Others** may include

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

(AC2.2) **Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information

(AC4.1) **Key people** are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Promote effective communication and information handling in residential childcare settings</b>  <b>RD4</b>  <b>3</b>  <b>3</b>  <b>21</b>  <b>A/617/9121</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand effective communication in the work setting	1.1 Explain the reasons why people communicate 1.2 Describe factors to consider for effective communication 1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication 1.4 Explain how communication affects relationships and effective practice in own work
2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people	2.1 Establish the communication and language needs, wishes and preferences of a child or young person 2.2 Use <b>communication methods and aids</b> to meet individual needs of children and young people 2.3 Explain how children and young people use communication methods in different ways 2.4 Respond to children or young people's reactions whilst communicating with them
3 Be able to reduce barriers to communication in residential childcare settings	3.1 Describe barriers to communication and their impact 3.2 Reduce barriers to communication 3.3 Adapt communication to resolve misunderstandings 3.4 Explain how to access support or <b>services</b> to enable a child or young person to communicate effectively
4 Be able to use communication skills to de-escalate situations of tension or conflict	4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict 4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict
5 Understand principles and practices relating to confidentiality in own work	5.1 Explain the term 'confidentiality' 5.2 Explain the conflict between maintaining confidentiality and disclosing concerns 5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Promote effective communication and information handling in residential childcare settings</b>  <b>RD4</b> <b>3</b> <b>3</b> <b>21</b> <b>A/617/9121</b>		
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>		
6 Be able to implement organisational processes and procedures for recording, storing and sharing information	<table border="1"> <tr> <td data-bbox="678 548 735 828">           6.1             6.2             6.3         </td> <td data-bbox="735 548 1441 828">           Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information             Apply confidentiality in day to day communication, in line with policies and procedures             Maintain data in line with policies and procedures that underpin integrated and multi-agency working         </td> </tr> </table>	6.1  6.2  6.3	Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information  Apply confidentiality in day to day communication, in line with policies and procedures  Maintain data in line with policies and procedures that underpin integrated and multi-agency working
6.1  6.2  6.3	Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information  Apply confidentiality in day to day communication, in line with policies and procedures  Maintain data in line with policies and procedures that underpin integrated and multi-agency working		
<b>Additional information</b>			
<p><b>Unit aim</b></p> <p>This unit provides the knowledge and skills required to promote effective communication and information handling in residential childcare settings.</p> <p><b>Assessment requirements</b></p> <p>This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 2, 4 and 6 must be assessed in a real work environment.</p> <p>(AC2.2) <b>Communication methods and aids</b> may include:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Sign</li> <li>• Pictorial</li> <li>• Written</li> <li>• Electronic/technological</li> <li>• Assisted</li> </ul> <p>(AC3.4) <b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Interpreting services</li> <li>• Speech and language services</li> </ul>			

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support risk management in residential childcare</b> <b>RD5</b> <b>3</b> <b>2</b> <b>18</b> <b>F/617/9122</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand requirements for health, safety and risk management in residential childcare settings for children and young people	1.1 Summarise key points of the legislative framework for health, safety and risk management in residential childcare settings for children and young people 1.2 Explain how current health and safety legislation, policies and procedures are implemented in the work setting 1.3 Explain how health and safety is monitored and maintained in the work setting 1.4 Explain how people in the work setting are made aware of risks and hazards and encouraged to work safely
2 Be able to support children and young people to manage risk	2.1 Analyse the value of risk and challenge for a child or young person's development and enjoyment of life 2.2 Explain why it is important to take an approach to risk that avoids both excessive risk-taking and excessive risk aversion 2.3 Work with children or young people and <b>others</b> to establish shared agreement on how to manage risks 2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development 2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and well-being
3 Be able to manage risks to health, safety and security	3.1 Describe <b>factors</b> to consider to ensure the living environment is healthy and safe 3.2 Undertake health and safety risk assessments 3.3 Use the recommendations of risk assessments to manage <b>hazards</b> <ol style="list-style-type: none"> <li>a. Within the work setting</li> <li>b. In off site visits</li> </ol> 3.4 Explain how health and safety risk assessments are monitored and reviewed



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support risk management in residential childcare</b> <b>RD5</b> <b>3</b> <b>2</b> <b>18</b> <b>F/617/9122</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
4 Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits	4.1 Explain the policies and procedures to follow in response to <ol style="list-style-type: none"> <li>a. <b>Accidents</b></li> <li>b. Incidents</li> <li>c. Injuries</li> <li>d. <b>Illness</b></li> <li>e. Other <b>emergencies</b></li> </ol> 4.2 Describe the procedures for recording and reporting <ol style="list-style-type: none"> <li>a. Accidents</li> <li>b. Incidents</li> <li>c. Injuries</li> <li>d. Illness</li> <li>e. Other emergencies</li> </ol>

<b>Additional information</b>
<b>Unit aim</b> <p>This unit provides the knowledge and skills required to support risk management in residential childcare</p> <b>Assessment requirements</b> <p>This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.</p> <p>(AC2.3) <b>Others</b> including</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Visitors</li> <li>• Families and carers</li> </ul> <p>(AC3.1) <b>Factors</b> eg:</p> <ul style="list-style-type: none"> <li>• The individual needs, age and abilities of the children and young people</li> <li>• Desired outcomes for the children and young people</li> <li>• The function and purpose of the environment and the service offered</li> </ul>

**Additional information**

- Lines of responsibility and accountability
- The duty of care

(AC3.3) **Hazards** eg:

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

(AC4.1) **Accidents** involving children, young people or adults

(AC4.1) **Illness** including recognition of signs such as fever, rashes or unconsciousness

(AC4.1) **Emergencies** such as fire, missing children or young people, evacuation of premises

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Assessment and planning with children and young people in residential childcare</b>  <b>RD6</b>  <b>3</b>  <b>3</b>  <b>20</b>  <b>J/617/9123</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>1</b> Understand the purpose and principles of assessment and planning with children and young people	<b>1.1</b> Describe the purpose of assessment and planning with children and young people in residential childcare <b>1.2</b> Explain why a child centred model of assessment and planning is used <b>1.3</b> Explain how assessment frameworks help to ensure holistic assessment <b>1.4</b> Explain the legal requirements for recording assessment and planning information
<b>2</b> Understand how to place children and young people at the centre of assessment and planning	<b>2.1</b> Explain how to use a child centred model of assessment and planning to identify the needs of children and young people <b>2.2</b> Explain the importance of working with <b>others</b> when assessing and planning for the needs of children and young people <b>2.3</b> Describe how to use <b>methods of engagement</b> to ensure the child is central when assessing and planning with children and young people <b>2.4</b> Describe strategies for child centred assessment and planning with children and young people who disengage from the process
<b>3</b> Be able to participate in assessment and planning for children and young people	<b>3.1</b> Explain the boundaries of own role and responsibilities within assessment and planning <b>3.2</b> Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process <b>3.3</b> Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred <b>3.4</b> Work with the child or young person to agree goals and targets <b>3.5</b> Explain how the goals and targets identified will support the achievement of positive outcomes <b>3.6</b> Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes

<b>Unit Title</b>	<b>Assessment and planning with children and young people in residential childcare</b>	
<b>BIIAB Reference</b>	<b>RD6</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>J/617/9123</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	3.7	Confirm that the child or young person and others understand and agree to the plan
4 Be able to work with children and young people as a plan is implemented	4.1	Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan
	4.2	Encourage the child or young person to work towards the achievement of a plan
	4.3	Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements
	4.4	Record progress of a child or young person in relation to a plan
5 Be able to work with children and young people to review and update plans	5.1	Explain the importance of reviewing and updating plans
	5.2	Work with the child or young person and others to review progress towards goals and targets
	5.3	Identify aspects of the plan that are working well and those that need to be revised
	5.4	Use outcomes of review to update plan
	5.5	Agree the updated plan with the child or young person and others involved
6 Be able to contribute to assessment led by other professionals	6.1	Explain own role and the roles of others in the external assessment process
	6.2	Respond to requests for information to support the assessment in line with organisational requirements
	6.3	Support the child or young person to understand and contribute to external assessment

**Additional information****Unit aim**

This unit provides the knowledge and skills required to carry out assessment and planning with children and young people in residential childcare

**Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

(AC2.2) **Others** eg:

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

(AC2.3) **Methods of engagement** eg:

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

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support group living in residential childcare</b> <b>RD7</b> <b>3</b> <b>3</b> <b>22</b> <b>L/617/9124</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand theories that underpin work with children and young people in group living	1.1 Summarise theories about groups as they relate to group living with children and young people 1.2 Summarise theories about how the physical environment can support well-being in a group setting
2 Be able to support children and young people to live together as a group	2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living 2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group 2.3 Support children or young people to resolve conflict and disagreements 2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them 2.5 Work with children or young people to maintain the physical environment in ways that support well-being
3 Be able to plan with children and young people activities for sharing a living space	3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations 3.2 Explain how planning daily living activities as a group links to individual <b>plans</b> for children and young people 3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space
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 jointly undertaking day to day activities 4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities 4.3 Support children and young people to maintain positive relationships with <b>others</b> through shared activities
5 Be able to support continuous improvement in group living arrangements	5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living 5.2 Work with children and young people to evaluate activities and agreements for group living 5.3 Propose improvements to group living arrangements and practices using reflections and evaluations

<b>Unit Title</b>	<b>Support group living in residential childcare</b>
<b>BIIAB Reference</b>	<b>RD7</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>22</b>
<b>Unit Reference No.</b>	<b>L/617/9124</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>Additional information</b>	
<p><b>Unit aim</b> This unit provides the knowledge and skills required to support group living in residential childcare.</p> <p><b>Assessment requirements</b> This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment</p> <p>(AC3.2) <b>Plans</b> may include</p> <ul style="list-style-type: none"> <li>• Placement Plan</li> <li>• Statutory Care Plan</li> <li>• Health and Education Plan</li> <li>• Training Plan</li> <li>• Remand Plan</li> </ul> <p>(AC4.3) <b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Children and young people in the group</li> <li>• Children and young people in the wider community</li> <li>• Family members of children and young people</li> <li>• Team members</li> <li>• Other professionals</li> <li>• Others in the wider community</li> </ul>	

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand how to support positive outcomes for children and young people in residential childcare</b>  <b>RD8</b>  <b>3</b>  <b>2</b>  <b>20</b>  <b>R/617/9125</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Explain the impact of poverty on outcomes and life chances for children and young people 1.2 Identify the impacts of <b>social and cultural factors</b> on the lives of children and young people 1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances
2 Understand how those working with children and young people can support positive outcomes	2.1 Identify <b>positive outcomes for children and young people</b> that residential childcare services aim to achieve 2.2 Explain the importance of active participation of children and young people in decisions affecting their lives 2.3 Explain the importance of designing services around the needs of children and young people 2.4 Explain how to support children and young people to make personal choices according to their needs and abilities 2.5 Explain how social pedagogy aims to support positive outcomes for children and young people 2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people
3 Understand how disability can impact on positive outcomes and life chances for children and young people	3.1 Explain the impact <b>disability</b> can have on positive outcomes and life chances of children and young people 3.2 Explain the importance of positive attitudes towards disability 3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes 3.4 Describe <b>support</b> available for children and young people with disabilities



### Additional information

#### Unit aim

This unit provides the knowledge and understanding required to support positive outcomes for children and young people in residential childcare.

#### Assessment requirements

This unit must be assessed in line with the Skills for Care & Development Assessment Principles.

(AC1.2) **Social and cultural factors** eg:

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

(AC2.1) **Positive outcomes for children and young people** will include those relating to:

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

(AC3.1) **Disability** in this context can include a wide range of conditions, difficulties and impairments eg:

- Learning disabilities
- Physical disabilities
- Sensory impairment
- Long term medical conditions

**Additional information**

- Complex needs
- Special educational needs
- Dyslexia

(AC3.4) **Support** eg:

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

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support attachment and positive relationships for children and young people in residential childcare</b>  <b>RD9</b>  <b>3</b>  <b>4</b>  <b>27</b>  <b>Y/617/9126</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the importance of positive attachments for the well-being of children and young people	1.1 Summarise theories of attachment 1.2 Explain why <b>positive attachments</b> are important for children and young people 1.3 Analyse the short and long term <b>impacts</b> on the well-being of children and young people if they are not able to form positive attachments
2 Understand how to support positive attachments for children or young people in residential childcare	2.1 Analyse <b>factors</b> in the life of a child or young person which can present barriers to forming positive attachments 2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments 2.3 Explain the connection between positive attachments and positive relationships 2.4 Explain how attachment impacts on own role 2.5 Describe strategies for supporting children and young people to form positive attachments
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 or young person which can present challenges when building positive relationships 3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties 3.4 Describe ways to support children and young people to develop positive relationships with their peers
4 Be able to develop positive relationships with children and young people	4.1 Engage with children or young people to develop positive relationships 4.2 Build a connection with children or young people, using a range of <b>skills, methods and approaches</b> to develop positive relationships with them 4.3 Maintain professional boundaries in relationships with children and young people in residential childcare

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support attachment and positive relationships for children and young people in residential childcare</b>  <b>RD9</b>  <b>3</b>  <b>4</b>  <b>27</b>  <b>Y/617/9126</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>5</b> Be able to address concerns about attachments and relationships of children and young people	<b>5.1</b> Seek advice and support from <b>others</b> when concerned about the relationships and attachment behaviour of a child or young person  <b>5.2</b> Implement <b>agreed strategies</b> with a child or young person to promote positive attachments and relationships
<b>6</b> Be able to reflect on own practice in supporting positive attachments and relationships for children or young people	<b>6.1</b> Describe how children or young people have been supported by own practice to develop positive attachments and relationships  <b>6.2</b> Evaluate own approaches for supporting positive attachments and relationships for children or young people  <b>6.3</b> Use reflection to inform improvements in own practice

### **Additional information**

#### **Unit aim**

This unit provides the knowledge and skills required to support children and young people in residential childcare to develop attachment and form positive relationships.

#### **Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

(AC1.2) **Positive attachments** include primary and secondary attachments

(AC1.3) **Impacts** may include:

- Physiological
- Psychological
- Emotional
- Relational
- Behavioural

(AC2.1) Factors eg:

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

(AC4.2) **Skills, methods and approaches** eg:

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

**Additional information**

(AC5.1) **Others may include:**

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

(AC5.2) **Agreed strategies** are strategies agreed with other professionals (social workers, psychologists, etc.)

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support the well-being and resilience of children and young people in residential childcare</b>  <b>RD10</b>  <b>3</b>  <b>3</b>  <b>20</b>  <b>D/617/9127</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
<b>1</b> Understand the well-being and resilience of children and young people	<b>1.1</b> Explain <b>factors that impact on the well-being</b> of children and young people <b>1.2</b> Explain why it is important for children and young people to develop resilience <b>1.3</b> Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting <b>1.4</b> Describe ways of working with <b>key people</b> to enable them to support well-being and resilience in children and young people
<b>2</b> Be able to support the development of children and young people's social and emotional identity and self esteem	<b>2.1</b> Explain why <b>social and emotional identity</b> are important to the well-being and resilience of children and young people <b>2.2</b> Use a range of <b>methods</b> to encourage children or young people to be confident in their social and emotional identity <b>2.3</b> Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests <b>2.4</b> Support children or young people to recognise and value their own abilities, talents and achievements <b>2.5</b> Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem
<b>3</b> Be able to support children and young people to develop a positive outlook on their lives	<b>3.1</b> Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives <b>3.2</b> Support children or young people to respond positively to challenges and disappointments <b>3.3</b> Support children or young people to express their feelings, views and hopes <b>3.4</b> Use own actions and interactions to reflect a positive outlook for children or young people

<b>Unit Title</b>	<b>Support the well-being and resilience of children and young people in residential childcare</b>	
<b>BIIAB Reference</b>	<b>RD10</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>D/617/9127</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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	Explain how to recognise when day to day difficulties can amount to mental health concerns that require intervention for the individual child or young person
	4.3	Describe <b>types of behaviour</b> that may indicate distress or are likely to compromise a child or young person's wellbeing
	4.4	Take action to report, address and record concerns following agreed procedures
	4.5	Support children or young people to consider choices for positive change in their lives

<b>Additional information</b>
<p><b>Unit aim</b> This unit provides the knowledge and skills required to support the well-being and resilience of children and young people in residential childcare.</p> <p><b>Assessment requirements</b> This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.</p> <p>(AC1.1) <b>Factors that impact on well-being:</b></p> <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Relationships</li> <li>• Emotional security</li> <li>• Opportunities for fun and enjoyment</li> <li>• Early experiences</li> <li>• Health</li> <li>• Self esteem</li> </ul>



**Additional information**

- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed

**(AC1.4) Key people may include:**

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

**(AC2.1) Social and emotional identity:**

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

**(AC2.2) Methods eg:**

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

**(AC4.3) Types of behaviour eg:**

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

<b>Additional information</b>
<ul style="list-style-type: none"><li>• Changes in the nature, frequency or intensity of behaviours</li></ul>

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support children and young people in residential childcare to achieve their learning potential</b>  <b>RD11</b> <b>3</b> <b>4</b> <b>30</b> <b>H/617/9128</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the context of learning for children and young people in residential childcare	1.1 Summarise theories about how children and young people learn 1.2 Explain the differences between learning, learning potential and education 1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning 1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning 1.5 Describe aspects of the physical environment known to be conducive to children and young people’s learning
2 Be able to engage children and young people in learning	2.1 Engage with children and young people to identify their interests, skills, talents and aspirations 2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations 2.3 Support children and young people to recognise how they can build on their interests, skills and talents 2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them 2.5 Manage the physical environment in ways that encourage learning
3 Understand the education system	3.1 Describe the legislation underpinning children and young people’s access to education 3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare 3.3 Describe how the roles of <b>key professionals</b> in the education system support children and young people to achieve their learning potential 3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support children and young people in residential childcare to achieve their learning potential</b>  <b>RD11</b>  <b>3</b>  <b>4</b>  <b>30</b>  <b>H/617/9128</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
4 Be able to support children and young people to sustain engagement in learning and education	4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education 4.2 Work with children and young people to set goals and targets for their learning 4.3 Work with children and young people to monitor progress towards their learning goals and targets 4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning 4.5 Support children and young people to sustain their <b>engagement in learning and education</b>
5 Be able to work with children and young people to maximise learning	5.1 Support learning activities with children and young people 5.2 Provide children and young people with positive feedback to celebrate achievement 5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life
6 Understand how to work with others to support children and young people to maximise outcomes from learning	6.1 Explain the importance of engaging family members in children and young people's learning wherever possible 6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education 6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement 6.4 Describe strategies for working with the local community to create opportunities and experiences for learning

**Additional information****Unit aim**

This unit provides the knowledge and skills required to support children and young people in residential childcare to achieve their learning potential.

**Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles. Learning outcomes 2, 4 and 5 must be assessed in a real work environment.

(AC3.3) **Key professionals** eg:

- Teachers and tutors
- SENCOs
- Educational psychologists

(AC4.5) **Engagement in learning and education** may include attendance at school or college but is not confined to this

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support children and young people in residential childcare to manage their health</b>  <b>RD12</b>  <b>3</b>  <b>2</b>  <b>17</b>  <b>K/617/9129</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand health service provision in relation to children and young people in residential childcare	1.1 Describe the range and function of health agencies and services available locally 1.2 Explain the impact on a child or young person if they are not able to register with <b>primary health services</b> 1.3 Describe factors that may jeopardise access to health services for children and young people 1.4 Describe ways to help children and young people overcome barriers to accessing health service provision
2 Be able to address concerns about the health of children and young people	2.1 Assess <b>concerns</b> about the health of children or young people to decide what action is necessary 2.2 Take action to address concerns following agreed procedures 2.3 Record and report concerns following agreed procedures 2.4 Seek support where concerns are beyond own experience, competence or job role
3 Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding	3.1 Support children or young people to recognise their own <b>health needs</b> 3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments 3.3 Support children or young people to access health services and complete recommended treatments 3.4 Support children or young people who manage their own medication or treatment to do this safely
4 Be able to support children and young people to make healthy lifestyle choices	4.1 Describe factors associated with a healthy lifestyle 4.2 Evaluate how own actions model a healthy lifestyle 4.3 Support children or young people to understand the choices they can make about their lifestyle 4.4 Support children or young people to sustain healthy lifestyle choices

**Additional information****Unit aim**

This unit provides the knowledge and skills required to support children and young people in residential childcare to manage their health.

**Assessment requirements**

This unit must be assessed in line with the Skills for Care & Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

(AC1.2) **Primary health services:** GP, dentist, optometrist

(AC2.1) **Concerns** may include:

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

(AC3.1) **Health needs** eg:

- Physical
- Mental
- Emotional
- Sexual

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support the development of socially aware behaviour with children and young people in residential childcare</b>  <b>RD13</b>  <b>3</b>  <b>5</b>  <b>34</b>  <b>D/617/9130</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand principles for supporting the development of socially aware behaviour in children and young people	1.1 Summarise theories of behaviour development in children and young people 1.2 Explain the links between positive relationships and socially aware behaviour 1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour 1.4 Summarise own organisation’s policies and procedures to support socially aware behaviour 1.5 Explain the importance of using own actions to model socially aware behaviour
2 Be able to support children and young people to understand their actions relating to socially aware behaviour	2.1 Adapt communication with a child or young person according to their level of ability and understanding 2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them 2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable 2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour 2.5 Support a child or young person to understand the consequences of their behaviour 2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations
3 Be able to agree expectations about socially aware behaviour	3.1 Work with a child or young person, <b>key people</b> and <b>others</b> to agree expectations about socially aware behaviour 3.2 Agree actions that will provide <b>consistent support</b> to a child or young person in working towards targets and expectations 3.3 Support a child or young person to agree indicators that show they are meeting expectations



<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support the development of socially aware behaviour with children and young people in residential childcare</b>  <b>RD13</b>  <b>3</b>  <b>5</b>  <b>34</b>  <b>D/617/9130</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	3.4	Record agreed expectations, actions and indicators in relevant plans
4 Be able to support children and young people to achieve targets and adhere to agreed expectations	4.1 4.2 4.3 4.4 4.5 4.6 4.7	Provide consistent support to a child or young person to help them meet agreed expectations Support key people and others in providing consistent support to a child or young person to help them to meet agreed expectations Use <b>activities</b> to support a child or young person to meet agreed expectations Feedback to the child or young person about their behaviour Share observations about behaviour with key people and others to monitor progress Encourage progress towards agreed expectations through positive feedback and praise Explain why recognising and praising all observed progress towards agreed expectations is important
5 Be able to respond to instances of socially unacceptable behaviour	5.1 5.2 5.3 5.4 5.5	Access help and support where there are concerns about the behaviour of a child or young person Use <b>agreed interventions</b> when a child or young person is behaving in a socially unacceptable way Work with a child or young person to develop their understanding of how they could respond differently to specific situations Record progress towards the achievement of expectations in line with work setting requirements Record instances of socially unacceptable behaviour in line with work setting requirements
6 Understand the use of physical intervention and restraint	6.1 6.2 6.3	Summarise the legal context and key principles relating to <b>physical intervention and restraint</b> Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting Explain the ethical reasons why restraint must always be regarded as an action of last resort

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support the development of socially aware behaviour with children and young people in residential childcare</b>  <b>RD13</b>  <b>3</b>  <b>5</b>  <b>34</b>  <b>D/617/9130</b>				
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>				
	<table border="1"> <tr> <td data-bbox="679 557 730 593">6.4</td> <td data-bbox="737 557 1442 629">Describe the post incident support needed for a child or young person after an instance of restraint</td> </tr> <tr> <td data-bbox="679 638 730 674">6.5</td> <td data-bbox="737 638 1442 748">Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint</td> </tr> </table>	6.4	Describe the post incident support needed for a child or young person after an instance of restraint	6.5	Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint
6.4	Describe the post incident support needed for a child or young person after an instance of restraint				
6.5	Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint				

### Additional information

#### Unit aim

This unit provides the knowledge and skills required to support the development of socially aware behaviour with children and young people in residential childcare settings.

#### Assessment requirements

This unit must be assessed in line with the Skills for Care & Development Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

(AC3.1) **Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the child or young person has an important relationship

(AC3.1) **Others** may include:

- Team members
- Other professionals

(AC3.2) **Consistent support** requires agreed responses to be made by all those involved in the care of a child or young person

(AC4.3) **Activities** should be selected to ensure they are stimulating to and achievable by the child or young person

(AC5.2) **Agreed interventions** should be designed to minimise the impact of the behaviour on the child or young person and those around them

(AC6.1) **Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, eg offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger

(AC6.1) **Restraint** is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Engage in professional development in residential childcare settings</b>  <b>RD14</b>  <b>3</b>  <b>3</b>  <b>20</b>  <b>K/617/9132</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand what is required for competence in own job role in a residential childcare setting	1.1 Explain the duties, responsibilities and boundaries of own job role 1.2 Explain expectations about own job role as expressed in relevant <b>standards</b> 1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting 1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work
2 Be able to reflect on own practice	2.1 Explain the cyclical process of reflection 2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided 2.3 Reflect on own practice 2.4 Reflect on how work demands have impacted on self
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 <b>others</b> 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 review and prioritise own <ul style="list-style-type: none"> <li>a. Learning needs</li> <li>b. Professional interests</li> <li>c. Development opportunities</li> </ul> 4.3 Use supervision to agree own <b>professional development plan</b>
5 Be able to use reflective practice to contribute to professional development	5.1 Use reflective practice to evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has contributed to improved ways of working 5.3 Record progress in relation to professional development

### Additional information

#### Unit aim

This unit provides the knowledge and skills required to engage in professional development in residential childcare settings.

#### Assessment requirements

This unit must be assessed in line with the Skills for Care & Development Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

(AC1.2) **Standards** may include:

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

(AC3.2) **Others** may include:

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

(AC4.3) A **professional development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Support the rights, diversity and equality of children and young people in residential childcare</b>  <b>RD15</b>  <b>3</b>  <b>3</b>  <b>24</b>  <b>M/617/9133</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the rights of children and young people	1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level 1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people 1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of <b>advocates</b> in supporting this 1.4 Explain how policies and procedures in own work setting reflect the rights 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 work with children and young people in residential childcare 2.2 Explain the effects of <b>discrimination</b> , stereotyping and labelling on children and young people 2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination
3 Be able to address discriminatory practice	3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment 3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice 3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change
4 Be able to work in a culturally sensitive way	4.1 Describe differing <b>cultural</b> practices and beliefs 4.2 Support children or young people to understand and value their cultural practices and beliefs 4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs 4.4 Describe <b>cultural practices</b> that are themselves discriminatory, harmful or illegal 4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal

<b>Unit Title</b>	<b>Support the rights, diversity and equality of children and young people in residential childcare</b>	
<b>BIIAB Reference</b>	<b>RD15</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>24</b>	
<b>Unit Reference No.</b>	<b>M/617/9133</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Be able to support the right of children and young people to raise concerns and make complaints	5.1	State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints
	5.2	Build confidence of children or young people that concerns and complaints they raise will be addressed
	5.3	Support children or young people in raising concerns and making complaints
	5.4	Explain how to recognise when a child or young person is expressing concern indirectly

<b>Additional information</b>
<p><b>Unit aim</b> This unit provides the knowledge and skills required to support the rights, diversity and equality of children and young people in residential childcare.</p> <p><b>Assessment requirements</b> This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 3, 4, 5 must be assessed in a real work environment.</p> <p><b>Advocates</b> are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making</p> <p><b>Discrimination</b> may be direct or indirect and may be based on one or more attribute including:</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Institutional</li> <li>• Societal</li> </ul> <p>It may be direct or indirect and may be based on one or more attribute including:</p> <ul style="list-style-type: none"> <li>• Gender/transgender</li> <li>• Sexual orientation</li> <li>• Race/ethnicity</li> <li>• Religion</li> </ul>

**Additional information**

- Age
- Ability/disability
- Health status
- Physical attributes
- Social circumstances

(AC4.1) **Cultural** the ideas, customs and social behaviours of a particular society or community

(AC4.4) **Cultural practices** may include:

- Female genital mutilation (FGM)
- Use of corporal punishment
- Practices arising from attitudes to disability
- Practices arising from attributes to gender differences
- Practices arising from attitudes to family life
- Practices arising from attitudes to children and childhood



<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Participate in teams to benefit children and young people in residential childcare</b>  <b>RD16</b>  <b>3</b>  <b>3</b>  <b>20</b>  <b>A/617/9135</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand how to work as part of a team	1.1 Explain the practices that support effective team working 1.2 Define the roles and responsibilities of different team members in own work setting 1.3 Describe ways to ensure that own responsibilities as a team member are met
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
3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare 3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews 3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency <b>team around a child or young person</b>
4 Be able to build working relationships with others involved in the care of children and young people	4.1 Build and maintain working relationships with others within and beyond the work setting 4.2 Overcome barriers to partnership working 4.3 Reflect on own practice in building and maintaining working relationships 4.4 Identify where improvements can be made in own practice to support working relationships
5 Be able to participate in a multi-agency team around a child or young person	5.1 Participate in negotiating agreement on the <b>parameters</b> of a team built around a child or young person 5.2 Adapt own role and working practice to take account of responsibilities as a team member 5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team

<b>Unit Title</b>	<b>Participate in teams to benefit children and young people in residential childcare</b>	
<b>BIIAB Reference</b>	<b>RD16</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>A/617/9135</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	5.4	Support the child or 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 <b>appropriate communication</b> for different circumstances in multi-agency working
	6.2	Explain the tensions between maintaining confidentiality and the need to share information with other agencies
	6.3	Prepare reports that meet legal requirements and are accurate, legible and concise
	6.4	Use information in reports prepared by other agencies to support multi-agency working
	6.5	Explain the value of using information prepared by other agencies

<b>Additional information</b>
<p><b>Unit aim</b> This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare.</p> <p><b>Assessment requirements</b> This unit must be assessed in line with the Skills for Care &amp; Development Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p> <p>(AC3.3) A <b>team around a child or young person</b> is a multi-agency team assembled for a specific purpose and period of time</p> <p>(AC5.1) <b>Parameters</b> eg:</p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Action plans</li> <li>• Roles and responsibilities</li> <li>• Arrangements for communication, decision making and measuring progress</li> </ul>

**Additional information**

(AC6.1) **Appropriate communication** eg: use of electronic communication aids, use of pictorial and design communication aids such as Makaton, use of an interpreter when appropriate including British/Irish Sign Language interpreters, effective use of the telephone, preparing and delivery presentations, written communication (notes of meetings, personal records, presentations, letters, formal reports, email)

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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