

Level 3

Diploma in Residential Childcare

(610/7146/8)

nqual.

SPECIFICATION PACK

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Diploma in Residential Childcare is regulated by Ofqual.

Qualification Number: 610/7146/8

Overview

The NQual Level 3 Diploma in Residential Childcare is the required qualification for people working (or newly appointed) in children's homes and other residential childcare settings in England. It is designed for residential childcare workers, key workers, and similar roles who support children and young people day-to-day, and must be achieved (for newly appointed individuals) within two years of employment in line with sector expectations.

This qualification develops knowledge and occupational competence to provide safe, nurturing, trauma-informed, and outcomes-focused care. Learners build capability in areas such as safeguarding, communication, risk management, assessment and planning, group living, attachments and positive relationships, health and well-being, rights, equality and diversity, professional development and effective team working.

Learners **must** be working, volunteering, or on practical placement in real residential childcare settings to generate competence evidence.

The duration of this programme is commonly 12-18 months depending on experience, delivery model and ability.

Entry Requirements

- Minimum age: 18

There are no further entry requirements, however, learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.

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Progression Opportunities

- Level 5 Diploma in Leadership & Management for Residential Childcare
- Level 5 Diploma in Health and Social Care

Unit Guidance

Learners must achieve 61 credits. The total credit value for this qualification is 61.

Mandatory Units

Learners must achieve all of the mandatory units totalling 61 credits.

Unit Reference	Title	Level	GLH	Credit Value
J/651/9795	Supporting Children and Young People in Residential Childcare to Achieve their Learning Potential	3	40	5
K/651/9796	Safeguarding and Protection of Children and Young People in Residential Childcare	3	56	7
L/651/9797	Supporting the Rights, Diversity and Equality of Children and Young People	3	32	4
M/651/9798	Supporting Children and Young People Who Have Experienced Harm and/or Abuse	3	24	3
R/651/9799	Effective Communication and Information Handling in Residential Childcare Settings	3	32	4
F/651/9800	Risk Management in Residential Childcare	3	32	4
H/651/9801	Assessment and Planning with Children and Young People	3	24	3
J/651/9802	Supporting Group Living in Residential Childcare	3	24	3
K/651/9803	Supporting Positive Outcomes for Children and Young People	3	40	5
L/651/9804	Supporting Attachment and Positive Relationships for Children and Young People	3	32	3
M/651/9805	Supporting the Well-Being and Resilience of Children and Young People	3	32	3
R/651/9806	Supporting Children and Young People in Residential Childcare to Manage their Health	3	24	3
T/651/9807	Support the Development of Socially Aware Behaviour with Children and Young People in Residential Childcare	3	32	4
Y/651/9808	Working with Families of Children and Young People in Residential Childcare	3	40	5
A/651/9809	Professional Development and Effective Team Working	3	24	5

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Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 488.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 610.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

Simulation: Not permitted except where explicitly stated.

The Qualification is graded Pass only.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written Answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list. Competency-based units **must** include direct observation in the workplace as a primary source of evidence.

This qualification is assessed in accordance with the assessment principles and guidance developed by Skills for Care & Development.

Please see the link to the most recent version of Skills for Care and Development Assessment Principles: *HERE*

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Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

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

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual procedures for registering learners.

Support From NQual

NQual supports all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification completes some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.
Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- 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
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)

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- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

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MANDATORY UNITS

Unit Breakdown: Level 3 Diploma in Residential Childcare

Learners must complete all mandatory units for this qualification totalling 61 credits.

Unit: Supporting Children and Young People in Residential Childcare to Achieve their Learning Potential

Unit Code: J/651/9795

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the expected patterns of development for children and young people	1.1 Describe the expected patterns of development from birth to 19 years, including physical, cognitive, language, social and emotional development 1.2 Explain factors that influence a child or young person's development: • Genetics • Health • Disability • Trauma and abuse • Attachment history • Social and environmental factors 1.3 Explain why development may not follow expected patterns: • Impact of looked-after status • Impact of separation, loss, and bereavement • Group living influences in residential settings
2. Understand the impact of trauma, attachment, and adverse childhood experiences on development	2.1 Explain key theories of attachment and their relevance to residential childcare practice: • Bowlby, Ainsworth • Impact on relationships and behaviour 2.2 Describe how early trauma affects brain development, emotional regulation, and behaviour 2.3 Explain the concept of Adverse Childhood Experiences (ACEs) and how these impact long term outcomes 2.4 Analyse how residential childcare can promote recovery from trauma

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3. Understand the context of learning for children and young people in residential childcare	3.1 Summarise theories about how children and young people learn. 3.2 Explain the differences between learning, learning potential and education. 3.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning. 3.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning. 3.5 Describe aspects of the physical environment known to be conducive to children and young people's learning.
4. Be able to engage children and young people in learning	4.1 Engage with children and young people to identify their interests, skills, talents and aspirations. 4.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations. 4.3 Support children and young people to recognise how they can build on their interests, skills and talents. 4.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them. 4.5 Manage the physical environment in ways that encourage learning.
5. Understand the education system	5.1 Describe the legislation underpinning children and young people's access to education. 5.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare. 5.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential. 5.4 Describe alternatives to formal education and when these might be beneficial to a child or young person.

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6. Be able to support children and young people to overcome barriers to learning	6.1 Identify barriers to learning experienced by children and young people in residential childcare. 6.2 Implement strategies that help children and young people overcome identified barriers to learning. 6.3 Review and adapt support strategies to improve learning engagement and progress.
7. Be able to promote motivation and positive attitudes toward learning	7.1 Encourage children and young people to develop a positive mindset towards learning. 7.2 Support children and young people to set realistic and achievable learning goals. 7.3 Provide feedback and encouragement that reinforces confidence and sustained engagement in learning.
8. Understand how to monitor and review learning progress in residential childcare	8.1 Explain the importance of monitoring children and young people's learning progress. 8.2 Describe methods used to gather information about learning progress. 8.3 Explain how monitoring information can be used to plan next steps in learning support.

Unit Overview:

This unit develops the knowledge and skills required to help children and young people in residential settings engage in, sustain and maximise their learning—across school, college, alternative provision and informal/community learning.

Assessment:

This unit must be assessed using a **portfolio of evidence.** Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Safeguarding and Protection of Children and Young People in Residential Childcare Settings

Unit Code: K/651/9796

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the context of safeguarding and protection of children and young people	1.1 Define the term safeguarding in relation to children and young people. 1.2 Explain how child protection relates to safeguarding. 1.3 Outline current legislation, national guidelines and policies affecting the safeguarding and protection of children and young people.
2. Understand policies and practices for the protection of children, young people and adults who work with them	2.1 Explain why it is important to ensure children and young people are protected from harm and abuse. 2.2 Explain how findings from official inquiries and serious case reviews are used to inform practice. 2.3 Identify policies and procedures that are in place to protect children and young people and the adults who work with them. 2.4 Analyse how working practices with children and young people reflect national and local guidelines, policies and procedures for safeguarding. 2.5 Explain how following procedures helps protect team members from allegations and complaints as well as protecting children and young people from harm and abuse. 2.6 Explain the importance of building positive, trusting and consistent relationships with children and young people who are vulnerable to harm or abuse. 2.7 Describe systems and practices to ensure children and young people can voice allegations, concerns and complaints and be confident these will be addressed.

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3. Understand how to respond to evidence or concerns of abuse or harm	3.1 Explain the types of abuse and harm that may occur to children and young people. 3.2 Describe indicators of abuse and harm. 3.3 Explain the immediate actions to take when evidence or concerns about abuse or harm arise. 3.4 Explain the importance of accurate recording, reporting and information sharing.
4. Understand how to reduce the risk of harm to children and young people	4.1 Explain how working in an open and transparent way reduces the risk of harm or abuse. 4.2 Explain the importance of duty of care in safeguarding. 4.3 Describe the importance of whistleblowing. 4.4 Explain safe working practices that reduce the risk of harm or abuse.
5. Understand how to work with others to safeguard and protect children and young people	5.1 Identify key partners and agencies involved in safeguarding. 5.2 Explain the roles and responsibilities of different agencies in safeguarding and protecting children and young people. 5.3 Explain the importance of multi-agency working to safeguard children and young people.

Unit Overview:

This unit provides learners with the essential knowledge and understanding required to safeguard and protect children and young people living in residential childcare. It explores the legal, policy and procedural frameworks that underpin safeguarding practice and examines how professionals must work transparently, ethically and collaboratively to protect children from harm, abuse and neglect. Learners will develop a comprehensive understanding of different types of abuse, their indicators, and the actions required when concerns arise.

The unit also equips learners with a strong awareness of safe working practices, the importance of building trusting relationships, and how clear reporting, recording and information sharing processes contribute to effective safeguarding. Additionally, the unit highlights the value of multiagency working, the role of serious case reviews in shaping practice, and the responsibility of residential childcare workers to uphold their duty of care at all times.

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Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Supporting the Rights, Diversity and Equality of Children and Young People

Unit Code: L/651/9797

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 advocates 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 discrimination, stereotyping and labelling on children and young people. 2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination.
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.

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4. Be able to work in a culturally sensitive way	4.1 Describe differing cultural practices and beliefs. 4.2 Support children or young people to understand and value their cultural practices and beliefs. 4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs. 4.4 Describe concerns that may arise from cultural practices and beliefs and how to address them.

Unit Overview:

This unit develops the knowledge and skills needed to uphold children's rights and champion equality, diversity and inclusion within residential childcare. Learners explore legal and rights based frameworks that protect children and young people at national and international levels, consider the effects of discrimination and multiple disadvantage, and practise culturally sensitive, person centred ways of working. The unit emphasises the importance of the child's voice and advocacy, reflective practice to address personal bias, and practical strategies to challenge discriminatory or oppressive behaviour in everyday residential care. On completion, learners will be able to embed rights, and use inclusive approaches across daily living, care planning, participation, and multiagency collaboration.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Supporting children and young people who have experienced harm and/or abuse

Unit Code: M/651/9798

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 harm or abuse. 1.2 Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse. 1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse.
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 actions or statements that could adversely affect the use of evidence in future investigations or in court. 2.3 Explain the importance of supporting a child or young person to understand with whom information will be shared and the reasons for sharing it. 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.

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3. Understand how to support children and young people who have experienced harm or abuse	3.1 Identify sources of information and guidance about how to support a child or young person who has experienced harm or abuse. 3.2 Describe ways to support a child or young person to deal with distress, fear and anxieties caused by harm or abuse. 3.3 Explain why a child or young person may need support to understand the implications of harm or abuse.
4. Be able to support children and young people to feel safe following experiences of harm or abuse	4.1 Provide consistent, emotionally attuned interactions that help children or young people feel safe and supported. 4.2 Use agreed strategies to reduce distress, fear or anxiety resulting from harm or abuse. 4.3 Support children or young people to identify trusted adults they can speak to when they feel unsafe.
5. Be able to follow organisational procedures when responding to concerns or disclosures of harm or abuse	5.1 Respond calmly and appropriately to concerns or disclosures in line with organisational procedures. 5.2 Record concerns or disclosures accurately, ensuring entries are detailed, timed, dated and signed. 5.3 Report safeguarding information to the appropriate person or agency without delay. 5.4 Seek support in situations outside own expertise, experience, or responsibility.

Unit Overview:

This unit develops the knowledge and understanding required to support children and young people who have experienced harm or abuse, including physical, emotional, sexual, financial abuse, neglect, bullying, self harm and exploitation. Learners explore the roles and responsibilities of practitioners and other professionals, the importance of building trusting relationships, and the sensitive, legally sound steps needed when responding to disclosures.

The unit also covers how to support children who display distress, fear or anxiety as a result of harm, as well as how to work collaboratively with key people, safeguarding networks and multi-agency partners. Learners will develop practical awareness of how to respond calmly, record concerns accurately, respect the child's pace and understanding, and recognise when to seek additional support.

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Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Effective Communication and Information Handling in Residential Childcare Settings

Unit Code: R/651/9799

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 communication methods and aids to meet the individual needs of children or young people. 2.3 Explain how children and young people use communication methods in different ways. 2.4 Respond to children or young people's reactions while communicating with them.
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 services 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.

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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.
6. Be able to implement organisational processes and procedures for recording, storing and sharing information	6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information. 6.2 Apply confidentiality in day-to-day communication, in line with policies and procedures. 6.3 Maintain data in line with policies and procedures that underpin information handling.

Unit Overview:

This unit develops the knowledge and practical skills required to communicate effectively within residential childcare settings and to handle information responsibly, accurately and confidentially. Learners explore the reasons people communicate, factors influencing communication, methods to meet the diverse communication needs of children and young people, and strategies for reducing barriers. They also learn how to use communication to deescalate conflict, understand confidentiality requirements, and follow organisational procedures for recording, storing and sharing information securely. The unit prepares learners to build positive relationships, uphold professional standards, and maintain accurate and safe information handling practices fundamental to residential care.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Risk Management in Residential Childcare

Unit Code: F/651/9800

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 others to establish shared agreement on how to manage risks. 2.4 Support children or young people to manage risk in their own lives, taking into account their age, abilities, needs and stage of development. 2.5 Describe potential conflicts between the rights and choices of children and young people and legal requirements for health and safety and wellbeing.
3. Be able to manage risks to health, safety and security	3.1 Describe factors to consider to ensure the living environment is healthy and safe. 3.2 Undertake health and safety risk assessments. 3.3 Use the recommendations of risk assessments to manage hazards within the work setting and in offsite visits.

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	3.4 Explain how health and safety risk assessments are monitored and reviewed.

Unit Overview:

This unit develops the knowledge and skills required to support safe, balanced and developmentally appropriate risk management in residential childcare. Learners will explore the legislative frameworks for health, safety and risk management and understand how these are implemented, monitored and reviewed within residential settings. The unit highlights the importance of promoting a positive approach to risk that supports children's development, independence and enjoyment while ensuring safety, protection and duty of care.

Learners will gain the ability to work collaboratively with children, young people, colleagues, families and other professionals to identify hazards, complete risk assessments and support children to manage risk confidently and safely. The unit also covers how to create and maintain healthy, safe and secure living environments, both onsite and during offsite activities.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Assessment and Planning with Children and Young People

Unit Code: H/651/9801

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the purpose and principles of assessment and planning with children and young people	1.1 Describe the purpose of assessment and planning with children and young people in residential childcare. 1.2 Explain why a child-centred model of assessment and planning is used. 1.3 Explain how assessment frameworks help to ensure holistic assessment. 1.4 Explain the legal requirements for recording assessment and planning information.
2. Understand how to place children and young people at the centre of assessment and planning	2.1 Explain how to use a child-centred model of assessment and planning to identify the needs of children and young people. 2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people. 2.3 Describe how to use methods of engagement to ensure the child is central when assessing and planning with children and young people. 2.4 Describe strategies for child-centred assessment and planning with children and young people who disengage from the process.
3. Be able to participate in assessment and planning for children and young people	3.1 Explain the boundaries of own role and responsibilities within assessment and planning. 3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process. 3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child-centred. 3.4 Work with the child or young person to agree goals and targets.

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	3.5 Explain how the goals and targets identified will support the achievement of positive outcomes. 3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes. 3.7 Confirm that the child or young person and others understand and agree to the plan.
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 Support the child or young person to work towards the goals and targets identified in the plan. 4.3 Monitor the implementation of the plan and the child or young person's progress towards the goals. 4.4 Record progress in accordance with legal and organisational requirements. 4.5 Explain how to work with the child or young person and others to review and revise the plan.

Unit Overview:

This unit develops the knowledge and practical skills required to carry out effective assessment and planning with children and young people in residential childcare settings. Learners explore the purpose and principles of assessment and planning, the importance of using a child-centred model, and the legal requirements for recording information. The unit emphasises collaborative working with children, families and professionals, empowering children to express their needs and aspirations, and ensuring assessments are holistic, accurate and meaningful.

Learners will also develop the skills to participate in assessment and planning processes, work with children and young people to set achievable goals, develop plans for positive outcomes, and support the implementation and review of those plans in partnership with the child and other key people.

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Assessment:

This unit must be assessed using a **portfolio of evidence**. may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Supporting Group Living in Residential Childcare

Unit Code: J/651/9802

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 wellbeing.
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 plans for children and young people. 3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space.

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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 others 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.

Unit Overview:

This unit develops the knowledge and skills needed to support children and young people to live together positively in a group setting. Learners explore theories of group behaviour and group dynamics, the influence of physical environments, and how group living can contribute to wellbeing, relationships and social development.

The unit also covers practical skills such as facilitating agreements, handling conflict, planning daily living activities, promoting socially aware behaviour, maintaining positive relationships, and contributing to continuous improvement in group living arrangements. By completing this unit, learners gain the competence to ensure that group living is supportive, structured, inclusive and developmentally beneficial.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Supporting Positive Outcomes for Children and Young People

Unit Code: K/651/9803

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 social and cultural factors on the lives of children and young people. 1.3 Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances.
2. Understand how those working with children and young people can support positive outcomes	2.1 Identify positive outcomes for children and young people that residential childcare services aim to achieve. 2.2 Explain the importance of active participation of children and young people in decisions affecting their lives. 2.3 Explain the importance of designing services around the needs of children and young people. 2.4 Explain how to support children and young people to make personal choices according to their needs and abilities. 2.5 Explain how social pedagogy aims to support positive outcomes for children and young people. 2.6 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people.
3. Understand how disability can impact on positive outcomes and life chances for children and young people	3.1 Explain the impact disability can have on positive outcomes and life chances of children and young people. 3.2 Explain the importance of positive attitudes towards disability. 3.3 Explain how the social model of disability shapes attitudes and approaches to support positive outcomes. 3.4 Describe support available for children and young people with disabilities to achieve positive outcomes.

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4. Be able to support children and young people to work towards positive outcomes	4.1 Support children or young people to identify their strengths, interests and areas for development. 4.2 Work with children or young people to set achievable goals that reflect their needs, abilities and aspirations. 4.3 Support children or young people to access opportunities, experiences and services that promote positive outcomes. 4.4 Encourage children or young people to recognise and celebrate progress and achievements.
5. Be able to promote a positive, enabling environment for children and young people	5.1 Use daily interactions and routines to model positive attitudes, resilience and aspiration. 5.2 Provide support that promotes participation, decision making and confidence in children and young people. 5.3 Adapt approaches to remove barriers and enable inclusive participation for all children and young people. 5.4 Work with others to ensure the environment consistently promotes wellbeing, inclusion and positive development.

Unit Overview:

This unit provides the knowledge required to understand the factors that influence outcomes and life chances for children and young people living in residential childcare. Learners explore how social, economic and cultural environments can affect development, opportunities and wellbeing, and how poverty, discrimination, health, education, and personal experiences shape outcomes.

The unit also examines how practitioners can actively support positive outcomes by promoting participation, enabling informed personal choices, designing child-centred services, applying social pedagogy, and holding high aspirations for every child. Additionally, it covers how disability and societal attitudes can impact life chances and how inclusive, strengths-based approaches help children overcome barriers to achieve their full potential.

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Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

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- **Professional discussion**
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Unit: Supporting Attachment and Positive Relationships for Children and Young People

Unit Code: L/651/9804

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the importance of positive attachments for the wellbeing of children and young people	1.1 Summarise theories of attachment. 1.2 Explain why positive attachments are important for children and young people. 1.3 Analyse the short and long term impacts on the wellbeing 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 factors in the life of a child or young person which can present barriers to forming positive attachments. 2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments. 2.3 Explain the connection between positive attachments and positive relationships. 2.4 Explain how attachment impacts on own role. 2.5 Describe strategies for supporting children and young people to form positive attachments
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.

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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 skills, methods and approaches to develop positive relationships with them. 4.3 Maintain professional boundaries in relationships with children and young people in residential childcare.
5. Be able to address concerns about attachments and relationships of children and young people	5.1 Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person. 5.2 Implement agreed strategies with a child or young person to promote positive attachments and relationships

Unit Overview:

This unit equips learners with the knowledge and practical skills to help children and young people in residential care build secure attachments and form positive relationships. It covers attachment theories, the importance of positive attachments for wellbeing and development, and the short and long term impacts when secure attachments are not achieved. Learners explore barriers to attachment (e.g., trauma, frequent transitions, bereavement, disability) and strategies to overcome them, as well as approaches for relationship building when children present emotional or behavioural difficulties. The unit also develops competence in engaging and connecting with children, maintaining professional boundaries, and acting on concerns about attachment or relational patterns in line with organisational procedures.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
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Unit: Supporting the well-being and resilience of children and young people

Unit Code: M/651/9805

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the wellbeing and resilience of children and young people	1.1 Explain factors that impact on the well-being of children and young people. 1.2 Explain why it is important for children and young people to develop resilience. 1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting. 1.4 Describe ways of working with key people to enable them to support well-being and resilience in children and young people.
2. Be able to support the development of children and young people's social and emotional identity and self esteem	2.1 Explain why social and emotional identity are important to the wellbeing and resilience of children and young people. 2.2 Use a range of methods to encourage children or young people to be confident in their social and emotional identity. 2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests. 2.4 Support children or young people to recognise and value their own abilities, talents and achievements. 2.5 Explain how planning and decision making offer a way to develop a child or young person's social and emotional identity and self-esteem
3. Be able to support children and young people to develop a positive outlook on their lives	3.1 Support children or young people to develop a positive outlook by identifying achievements, strengths and areas for development. 3.2 Support children or young people to develop problem solving skills and coping strategies.

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	3.3 Support children or young people to recognise the benefits of positive social relationships. 3.4 Encourage children or young people to recognise how their choices and behaviours can influence future outcomes.
4. Be able to recognise and respond to signs of distress in children and young people	4.1 Identify signs and indicators of emotional distress in children and young people. 4.2 Respond to signs of distress using supportive, trauma-informed approaches. 4.3 Seek additional support where concerns fall outside own role, expertise or responsibility.
5. Be able to support the monitoring and review of wellbeing and resilience	5.1 Work with children or young people and key people to monitor progress in well-being and resilience. 5.2 Record observations and progress in line with legal and organisational requirements. 5.3 Contribute to reviewing and adjusting plans to support ongoing well-being and resilience.

Unit Overview:

This unit provides learners with the knowledge and skills needed to support the well-being and resilience of children and young people living in residential childcare. It explores the factors that influence well-being, including attachment, relationships, emotional security, early experiences, health, lifestyle, self-esteem and access to positive activities. Learners gain an understanding of why resilience is important and how supportive attitudes and approaches within residential care can help children develop the emotional strength they need to cope with challenges.

The unit also focuses on helping children and young people build a strong social and emotional identity. This includes supporting them to recognise their talents, abilities and achievements, encouraging them to develop new skills, and helping them to form a positive sense of self. Learners will develop the ability to promote problem-solving skills, positive thinking and healthy coping strategies, and to understand how choices and behaviours can influence future outcomes.

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Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
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- **Professional discussion**
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Unit: Supporting Children and Young People in Residential Childcare to Manage their Health

Unit Code: R/651/9806

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 primary health services. 1.3 Describe factors that may jeopardise access to health services for children and young people. 1.4 Describe ways to help children and young people overcome barriers to accessing health service provision.
2. Be able to address concerns about the health of children and young people	2.1 Assess concerns about the health of children or young people to decide what action is necessary. 2.2 Take action to address concerns following agreed procedures. 2.3 Record and report concerns following agreed procedures. 2.4 Seek support where concerns are beyond own experience, competence or job role.
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 health needs. 3.2 Support children or young people to recognise the benefits of keeping appointments and implementing recommended treatments. 3.3 Support children or young people to access health services and complete recommended treatments. 3.4 Support children or young people who manage their own medication or treatment to do this safely.

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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.

Unit Overview:

This unit provides learners with the knowledge and practical skills required to support children and young people in residential childcare to understand, maintain and manage their own health needs. It covers the health services available to children and young people, the potential consequences of not accessing primary health care, and the barriers they may encounter in engaging with health provision. Learners will understand how to identify and respond to concerns about children's health, work within agreed procedures, and recognise when to involve other professionals.

The unit also focuses on enabling children and young people to take an active role in managing their health according to their age and understanding. This includes accessing appointments, understanding treatments, supporting safe self-management of medication when appropriate, and promoting healthy lifestyle choices. Learners will develop the skills to model healthy behaviour, support informed choices, and encourage sustainable healthy routines within a residential childcare setting.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Supporting the Development of Socially Aware Behaviour with Children and Young People in Residential Childcare

Unit Code: T/651/9807

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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.

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3. Be able to agree expectations about socially aware behaviour	3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour. 3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations. 3.3 Support a child or young person to agree indicators that show they are meeting expectations. 3.4 Record agreed expectations, actions and indicators in relevant plans.
4. Be able to support children and young people to work towards agreed expectations	4.1 Provide support that is consistent with agreed expectations, actions and indicators. 4.2 Encourage and reinforce progress towards agreed expectations. 4.3 Review progress with the child or young person and others and adapt support where necessary.

Unit Overview:

This unit develops the knowledge and skills needed to help children and young people in residential childcare understand their actions, make constructive choices, and develop behaviours that are socially aware and prosocial. It explores key behaviour development theories, links between secure and positive relationships and behaviour, and the role of consistent adult role modelling. Learners will practise adapting communication to the child's level of understanding, agreeing expectations and indicators of progress, and working with key people to provide consistent support. The unit also covers planning, recording and reviewing agreed expectations and actions within relevant care and behaviour plans.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
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Unit: Working with Families of Children and Young People in Residential Childcare

Unit Code: Y/651/9808

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand the impact on families when a child or young person is in residential childcare	1.1 Describe how having a child in residential childcare can impact on a family's life. 1.2 Explain how and why impacts can change over time. 1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare.
2. Understand principles of working with families	2.1 Explain the principles of partnership working with families in own work setting. 2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives. 2.3 Describe attitudes and approaches that support positive relationships with families. 2.4 Explain the importance of regarding families as partners with expertise in the care of their child. 2.5 Describe situations with families where it may be necessary to advocate for the rights of the child. 2.6 Explain the importance of having agreed roles and responsibilities for liaising with families.
3. Be able to support families to maintain their relationship with their child	3.1 Build relationships with families of children or young people. 3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare. 3.3 Encourage family members to maintain contact and sustain their relationship with their child. 3.4 Support family members to engage with their child in ways that support their child's well-being and resilience. 3.5 Monitor the involvement of family members in supporting their child's well-being and resilience.

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

Unit Overview:

This unit provides learners with the knowledge and practical skills needed to work effectively with the families of children and young people in residential childcare. It explores the emotional, social and practical impacts on families when a child enters residential care, including how these impacts can change over time and how inter-generational issues may influence family dynamics. Learners will examine principles of partnership working, the importance of recognising families as experts on their own child, and the need for clear roles, responsibilities and advocacy where required.

The unit develops competence in building and sustaining positive relationships with families, supporting them to maintain involvement and contact with their child, and encouraging family engagement in ways that promote the child's well-being and resilience. Learners will also develop skills for working collaboratively with families on agreed activities, sharing information appropriately, adapting practice based on family input, and providing additional support or signposting where needed.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
- **Assignments or written responses** demonstrating knowledge

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Unit: Professional Development and Effective Team Working

Unit Code: A/651/9809

RQF Level: 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
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 standards. 1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting. 1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work.
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. 2.5 Use reflective practice to evaluate how learning activities have affected practice. 2.6 Demonstrate how reflective practice has contributed to improved ways of working. 2.7 Record progress in relation to professional development.
3. Be able to evaluate own performance	3.1 Evaluate own knowledge and understanding against relevant standards. 3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions. 3.3 Evaluate own performance using feedback.

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4. Be able to engage with professional supervision to plan and review own development	4.1 Participate in supervision in accordance with workplace requirements. 4.2 Use supervision to review and prioritise own learning needs, professional interests and development opportunities. 4.3 Use supervision to agree own professional development plan.
5. Understand how to work as part of a team	5.1 Explain the practices that support effective team working. 5.2 Define the roles and responsibilities of different team members in own work setting. 5.3 Describe ways to ensure that own responsibilities as a team member are met.
6. Understand the local network for children and young people's services	6.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare. 6.2 Explain how and why referrals are made between agencies.
7. Understand the role of networks and multiagency work in supporting positive outcomes for children and young people	7.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people. 7.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews. 7.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person.
8. Be able to build working relationships with others involved in the care of children and young people	8.1 Build and maintain working relationships with others within and beyond the work setting. 8.2 Overcome barriers to partnership working. 8.3 Reflect on own practice in building and maintaining working relationships. 8.4 Identify where improvements can be made in own practice to support working relationships.

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9. Be able to participate in a multiagency team around a child or young person	9.1 Participate in negotiating agreement on the parameters of a team built around a child or young person. 9.2 Adapt own role and working practice to take account of responsibilities as a team member. 9.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus. 9.4 Support the child or young person to understand the work of the team according to their level of understanding.

Unit Overview:

This unit develops the knowledge and practical skills required for effective professional development and team working within residential childcare. It explores the expectations, duties and boundaries of the job role, the importance of emotional intelligence and resilience, and the role of reflective practice in continuous improvement. Learners will understand how supervision, feedback and professional standards contribute to ongoing development and high-quality care.

The unit also covers effective team working, both within the home and across multi-agency networks. Learners will develop the ability to build positive working relationships, understand team roles and responsibilities, overcome barriers to partnership working and participate in multi-agency efforts to achieve positive outcomes for children and young people.

Assessment:

This unit must be assessed using a **portfolio of evidence**. Evidence may come from a combination of the following:

- **Direct observation of practice** by an assessor
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- **Reflective accounts**
- **Professional discussion**
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Summary of Changes

All NQual documents are reviewed annually as a minimum

Version	Published	Amendment
V1	March 2026	First version

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