

Level 5

Diploma in Leadership & Management for Residential Childcare

(610/7150/X)

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 5 Diploma in Leadership & Management for Residential Childcare is regulated by Ofqual.

Qualification Number: 610/7150/X

Overview

The NQual Level 5 Diploma in Leadership & Management for Residential Childcare is the required qualification for anyone working as a Registered Manager, Deputy Manager, or person in a senior management position within a children's home in England. It supports compliance with the Children's Home (England) Regulations 2015, which mandates that leaders in residential childcare must hold this Level 5 Diploma.

This qualification is designed to equip managers with the advanced leadership and management skills needed in residential childcare and ensure practitioners understand and can implement the legislative, safeguarding and regulatory frameworks for children's homes.

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

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

Entry Requirements

- Minimum age: 19

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 6 Diploma in Health & Social Care Management
- Level 7 Strategic Management

Unit Guidance

Learners must achieve all 57 credits of mandatory units and a minimum of 8 credits of optional units. The total credit value for this qualification is 65.

Mandatory Units

Learners must achieve all of the mandatory units totalling 57 credits.

Unit Reference	Title	Level	GLH	Credit Value
R/651/9815	Understand Children and Young People's Development in Residential Childcare	5	24	3
T/651/9816	Understand Support for Children and Young People who are Vulnerable and Disadvantaged	4	16	2
Y/651/9817	Develop and Support Health and Safety Practice and Lead Risk Management	5	32	4
A/651/9818	Lead and Develop Safeguarding Practice and Protection of Children and Young People	5	56	7
D/651/9819	Lead, Manage and Develop an Effective Team	5	40	5
J/651/9820	Lead and Develop Professional Supervision Practice	5	32	4
K/651/9821	Manage Resources and Finance Within Own Area of Responsibility	5	32	4
L/651/9822	Manage and Support Change	5	40	5
M/651/9823	Lead Practice that Supports Positive Outcomes for Children and Young People	5	40	5
R/651/9824	Lead Practice that Supports Equality, Diversity and Inclusion Promoting the Rights of Children and Young People	5	24	3
T/651/9825	Lead and Support Effective Information Sharing, Positive Relationships and Communication Systems	5	40	5
Y/651/9826	Develop, Engage with and Support Effective Partnerships	5	32	4
A/651/9827	Lead Practice in the Safe use of Digital, Internet and Mobile Technology with Children and Young People	4	24	3
D/651/9828	Undertake Professional Development in Residential Childcare Settings	5	24	3

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Optional Units

Learners must achieve all at least 8 credits from optional units.

Unit Reference	Title	Level	GLH	Credit Value
F/651/9829	Understand the Care System and its Impact on Children and Young People	5	24	3
K/651/9830	Understand the Youth Justice System and its Relation to Residential Childcare	5	24	3
L/651/9831	Lead Practice Which Supports Young People Leaving Care	5	32	4
M/651/9832	Principles of Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services	5	24	3
R/651/9833	Manage and Develop Quality Practice and Assurance	5	32	4
T/651/9834	Implement a Positive Relationship Policy in Residential Childcare	5	40	5

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 520.

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 650.

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.

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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

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 support 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 complete 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.

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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)
- 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 5 Diploma in Leadership & Management for Residential Childcare

Learners must complete all mandatory units for this qualification totalling 65 credits.

Unit: Understanding Children and Young People's Development in Residential Childcare

Unit Code: R/651/9815

RQF Level: 5

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 and principles of children and young people's development	1.1 Analyse theoretical approaches to child and young person development. 1.2 Analyse how theories of development influence current practice. 1.3 Explain how the development of children and young people is influenced by their stage of development, relationships, and life events. 1.4 Evaluate the impact of factors, including family, environment and trauma, on children and young people's development.
2. Understand factors that impact on children and young people's development	2.1 Analyse how adverse experiences, abuse, neglect and trauma may affect development and life outcomes. 2.2 Explain the potential impact of disability, health needs and genetic factors on development. 2.3 Analyse the role of attachment, loss and separation in development. 2.4 Explain how environmental, cultural and social factors influence development.
3. Understand how to support children and young people's development in residential childcare	3.1 Evaluate approaches that support healthy development in children and young people. 3.2 Explain the importance of providing developmentally appropriate responses and interventions. 3.3 Explain how residential childcare staff can use trauma-informed and attachment aware approaches to promote development.

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	3.4 Analyse the role of leadership in ensuring the environment, policies and practice promote positive development.
4. Understand the role of assessment in identifying developmental needs	4.1 Explain how observation, monitoring and recording are used to assess development. 4.2 Analyse how multi-agency and specialist assessments contribute to understanding developmental needs. 4.3 Evaluate the importance of early identification and intervention where developmental concerns arise. 4.4 Explain the role of the residential childcare manager in ensuring assessment findings inform planning and practice.
5. Understand how to lead practice that promotes positive development	5.1 Explain how to ensure staff understand developmental needs and stages. 5.2 Evaluate methods for supporting staff to provide developmentally appropriate care. 5.3 Explain how to promote a residential culture that supports learning, resilience and growth. 5.4 Analyse how to use supervision, reflection and training to develop staff understanding of development. 5.5 Explain how to monitor and improve practice that supports children and young people's development.

Unit Overview:

This unit provides leaders and managers in residential childcare with an in-depth understanding of child and adolescent development, including typical and atypical patterns of physical, cognitive, social, emotional and neurological development. It explores how trauma, attachment disruption, adverse childhood experiences, disability, health needs, and environmental factors influence development and behaviour. Learners also examine how residential childcare practice, leadership and organisational culture can actively support and promote healthy development.

The unit enables leaders to evaluate developmental theories, recognise developmental delay or concerns, and understand how multiagency assessment processes contribute to planning and intervention. Learners will also understand their role in ensuring that staff practice is developmentally appropriate, trauma-informed and personalised to each child's needs.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Understand Support for Children and Young People Who Are Vulnerable and Disadvantaged

Unit Code: T/651/9816

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand factors that contribute to vulnerability and disadvantage	1.1 Explain factors that may contribute to children or young people being vulnerable and disadvantaged. 1.2 Analyse how these factors can impact development, well-being and life chances. 1.3 Explain how disadvantage may be compounded by intersectionality (e.g., disability, ethnicity, social class, learning needs).
2. Understand the support available for vulnerable or disadvantaged children and young people	2.1 Describe support and services available to children and young people who are vulnerable or disadvantaged. 2.2 Explain the purpose of early help and preventative approaches. 2.3 Analyse how multi-agency and specialist services contribute to reducing vulnerability and disadvantage. 2.4 Explain the importance of advocacy in promoting the rights and entitlements of vulnerable or disadvantaged children and young people.
3. Understand the role of residential childcare in reducing vulnerability and disadvantage	3.1 Evaluate how residential childcare settings can support children and young people to overcome barriers linked to vulnerability and disadvantage. 3.2 Explain how trauma-informed, attachment aware and relationship-based practice can mitigate the effects of early adversity. 3.3 Analyse how inclusive practice, participation and empowerment support positive outcomes. 3.4 Explain how leaders ensure that the residential environment promotes equality, safety, wellbeing and a sense of belonging.

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4. Understand the role of assessment and planning in supporting vulnerable or disadvantaged children and young people	4.1 Explain how assessment identifies needs related to vulnerability and disadvantage. 4.2 Explain the importance of personalised planning and targeted intervention. 4.3 Analyse how children and young people should be involved in assessment and planning. 4.4 Explain how leaders ensure that staff contribute to and follow plans appropriately.
5. Understand leadership responsibilities in supporting staff to work with vulnerable and disadvantaged children and young people	5.1 Explain the skills and knowledge staff need to support vulnerable and disadvantaged children and young people. 5.2 Evaluate approaches for developing staff confidence, competency and resilience in this area. 5.3 Explain how leaders can monitor and improve staff practice related to supporting disadvantage. 5.4 Explain how reflective supervision supports staff working with trauma, adversity and complex needs.

Unit Overview:

This unit explores the factors that contribute to children and young people becoming vulnerable or disadvantaged and how these can affect their development, relationships, wellbeing and life chances. It examines the ways in which residential childcare services can work to reduce disadvantage through targeted, trauma-informed, and child centred support. Learners gain insight into the legal and policy context, the role of multiagency partnerships, and the importance of early help, advocacy, and inclusive practice. The unit also focuses on how leaders can ensure that staff have the skills, resources and understanding needed to effectively support children and young people who face complex challenges, adversity or marginalisation.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Develop and Support Health and Safety Practice and Lead Risk Management

Unit Code: Y/651/9817

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand legal, regulatory and organisational requirements for health, safety and risk management in residential childcare	1.1 Analyse the legislation, guidance and standards that inform health and safety and risk management in residential childcare. 1.2 Explain the responsibilities of leaders, staff, external agencies and organisations in maintaining safe environments. 1.3 Evaluate how organisational policies and procedures support compliance with legal requirements. 1.4 Explain how failures in systems and practice have been highlighted in inquiries and serious case reviews.
2. Understand how to lead health and safety practice and promote a culture of safety	2.1 Analyse the importance of organisational culture in promoting health, safety and well-being. 2.2 Explain how to lead staff to implement safe working practices consistently. 2.3 Evaluate leadership approaches that support staff to recognise hazards, report concerns and take preventative action. 2.4 Explain how supervision, coaching and reflective practice contribute to safe practice.
3. Understand principles of risk management in residential childcare	3.1 Explain the purpose and principles of risk management, including positive risk taking. 3.2 Analyse how risk assessment models can be used to support children's safety, development and rights. 3.3 Evaluate situations in which a multiagency team should be formed to manage risk around a child or young person. 3.4 Explain how to balance protection with children's autonomy, independence and developmental needs.

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4. Be able to lead and manage health and safety practice in residential childcare	4.1 Develop and implement procedures to identify, assess and control risks in the work setting. 4.2 Monitor the health and safety of the living environment and take action to maintain compliance. 4.3 Lead staff to complete risk assessments for activities, care planning and the physical environment. 4.4 Ensure that staff understand and follow reporting procedures for incidents, near misses and hazards. 4.5 Lead investigations into incidents and contribute to learning, improvement and organisational review.
5. Be able to develop staff to support safe practice and effective risk management	5.1 Identify the health and safety training needs of staff and implement plans to meet these needs. 5.2 Provide guidance, mentoring or coaching to support staff competence and confidence in managing risk. 5.3 Monitor staff performance and provide feedback to improve risk related practice. 5.4 Lead team discussions and reflective reviews to strengthen shared understanding and safe working practice.
6. Be able to lead multiagency risk management where required	6.1 Work collaboratively with external professionals to share information and develop coordinated risk plans. 6.2 Contribute to multi-agency meetings to review and update risk assessments. 6.3 Ensure that agreed multi-agency actions are implemented within the residential home. 6.4 Support children and young people to understand decisions made about their safety in a developmentally appropriate way.

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Unit Overview:

This unit develops the knowledge, understanding and leadership skills required to implement, monitor and improve health and safety practice within residential childcare settings. It covers the legal and regulatory framework, organisational responsibilities, and the role of leaders in creating a culture of safety and risk awareness. Learners examine how to lead risk management in a way that balances safety with developmental needs, positive risk taking and children's rights.

The unit also explores staff supervision, training, incident review, and continuous improvement processes, ensuring that leaders can develop staff competency, identify hazards, lead effective risk assessments, respond to incidents, and embed safe working practices across the team. It prepares managers to lead multi-agency collaboration when managing complex risk and to ensure that the living environment, activities and care plans are safe, enabling and aligned to statutory requirements.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead and Develop Safeguarding Practice and Protection of Children and Young People

Unit Code: A/651/9818

RQF Level: 5

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 of current legislation for the safeguarding of children and young people	1.1 Explain the current legislative framework that underpins the safeguarding of children and young people. 1.2 Analyse how current national and local guidelines, policies and procedures for safeguarding affect working practices with children and young people. 1.3 Review how processes used in the work setting comply with current legislation. 1.4 Explain the relationship between safeguarding and child protection
2. Be able to participate in local networks to safeguard children and young people	2.1 Identify the range of agencies and organisations involved in local networks for safeguarding of children and young people. 2.2 Assess the importance of developing and implementing information sharing protocols across agencies in relation to suspected harm or abuse. 2.3 Work with other agencies and organisations in local networks using agreed protocols
3. Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members	3.1 Implement policies and legal requirements that support safe recruitment of team members. 3.2 Support team members to recognise the power inherent in their role and the potential for this to be abused. 3.3 Support team members to understand how following policies and procedures protects them from allegations/complaints and protects children and young people from harm.

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4. Be able to lead practice that minimises the risk of harm and abuse in the care setting	4.1 Lead a culture where the needs and rights of children and young people are paramount. 4.2 Support staff to develop positive, trusting and consistent relationships in which children and young people are listened to and heard. 4.3 Implement systems to ensure children and young people can raise concerns/complaints and have them promptly addressed. 4.4 Analyse the roles of advocates and independent visitors in relation to safeguarding children and young people in care. 4.5 Describe theory and best practice in the use of restraint; manage and model safe systems where restraint is legally and ethically governed
5. Be able to implement policies and procedures for safeguarding children and young people	5.1 Identify policies and procedures needed for comprehensive safeguarding in a residential childcare setting. 5.2 Lead the implementation of safeguarding policies and procedures. 5.3 Manage training for team members about types/indicators of harm and abuse, and the actions required if harm or abuse is alleged or suspected. 5.4 Provide information and mentoring to team members about safeguarding. 5.5 Evaluate own role in ensuring prompt response to suspicions of harm or abuse. 5.6 Challenge poor practice and attitudes in relation to safeguarding. 5.7 Support continuous improvement to safeguarding practice and culture.

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Unit Overview:

This unit develops the knowledge, understanding and leadership skills required to lead safeguarding practice within Ofsted regulated residential childcare. Leaders will analyse the legislative framework and local safeguarding arrangements; participate in multiagency networks; and embed safe culture through safe recruitment, proportionate information sharing, staff training, reflective supervision and robust escalation. The unit also focuses on creating environments where the voice of the child is central, concerns are raised and addressed swiftly, and restraint is understood, monitored and governed in line with policy and law. Content and assessment reflect the RCC 5.4 specification used by NCFE/City & Guilds/OCR providers.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead, Manage and Develop an Effective Team

Unit Code: D/651/9819

RQF Level: 5

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 concepts of management and leadership	1.1 Compare and contrast leadership and management. 1.2 Analyse theoretical models of leadership styles. 1.3 Analyse theoretical models of management styles. 1.4 Explain how both leadership and management involve a two-way dynamic between the people involved
2. Understand the features of effective team performance within residential childcare	2.1 Compare models of team working. 2.2 Analyse the features of an effective team. 2.3 Analyse barriers to effective team performance. 2.4 Analyse how management and leadership styles influence team performance. 2.5 Analyse methods for conflict resolution within a team
3. Be able to lead the development of a positive organisational culture	3.1 Analyse components of a positive organisational culture. 3.2 Develop strategies to support a positive organisational culture in own team. 3.3 Implement strategies to support a positive organisational culture in own team. 3.4 Evaluate strategies used to develop a positive organisational culture
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Support team members to understand and commit to the vision and strategic direction of the organisation. 4.2 Work with team members to agree team objectives that implement the vision, ambition and strategic direction. 4.3 Deploy the skills, interests, knowledge, creativity and expertise within the team to meet agreed objectives. 4.4 Agree roles and responsibilities with team members.

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	4.5 Support sharing of skills and knowledge between team members
5. Be able to support individual team members to work towards agreed objectives	5.1 Carry out professional supervision with team members in accordance with organisational requirements. 5.2 Set individual work objectives with team members based on agreed team objectives. 5.3 Use a solution focused approach to support team members in addressing challenges. 5.4 Support team members to manage their emotional responses to distressing situations that arise in their job role. 5.5 Work with team members to identify opportunities for continuing professional development.
6. Be able to manage performance	6.1 Involve children or young people in the monitoring and management of team performance. 6.2 Monitor progress towards agreed objectives. 6.3 Provide feedback on performance to the individual and to the team. 6.4 Explain processes for managing individuals when their performance does not meet agreed personal objectives. 6.5 Explain processes for managing teams when their performance does not meet agreed objectives
7. Be able to lead and support change with the team	7.1 Analyse factors that drive change in residential childcare settings. 7.2 Compare theories of change management. 7.3 Evaluate tools and techniques that support team members to implement change

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Unit Overview:

This unit develops the knowledge, understanding and leadership skills required to build and sustain an effective team that delivers positive outcomes for children and young people in residential childcare. It covers the distinctions and interrelationships between leadership and management, features of high performing teams, how culture is shaped at team level, collaborative planning that aligns with organisational vision, supervision and development of individual practitioners, performance management (including involving children and young people in evaluating practice), and leading teams through conflict and change.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead and Develop Professional Supervision Practice in Residential Childcare

Unit Code: J/651/9820

RQF Level: 5

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 professional supervision in residential childcare	1.1 Explain the functions of supervision in residential childcare, including safeguarding oversight, emotional containment, reflective learning and performance management. 1.2 Analyse how different models of supervision relate to practice in residential settings, including those that place emphasis on reflection, accountability or restorative approaches. 1.3 Analyse the ways in which supervision contributes to a safe organisational culture and consistent care for children and young people. 1.4 Explain organisational, legal and regulatory expectations for supervision in residential childcare and how these influence supervision policy and practice.
2. Understand factors that influence effective supervision	2.1 Analyse how trust, communication style, leadership approach and relational dynamics influence the effectiveness of supervision. 2.2 Evaluate barriers that may reduce the impact of supervision, including workload pressures, emotional resistance, lack of clarity, and poor recording systems. 2.3 Explain the importance of supervision that acknowledges trauma, emotional demands and the complexity of children's needs. 2.4 Explain how supervision can support staff to manage stress, develop resilience and maintain professional boundaries.

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3. Be able to lead the implementation and development of supervision systems	3.1 Review existing supervision arrangements and identify areas for development in line with best practice. 3.2 Develop or adapt supervision procedures, templates and recording systems to promote clarity, consistency and compliance. 3.3 Implement systems to monitor the timeliness, quality and frequency of supervision across the team. 3.4 Lead improvements to supervision practice through modelling, coaching and constructive feedback to supervisors.
4. Be able to provide supervision that promotes high quality practice	4.1 Prepare and conduct supervision sessions that follow organisational requirements and reflect the needs of the supervisee. 4.2 Facilitate supervision in a way that encourages honest discussion, critical thinking and emotional processing. 4.3 Use supervision to agree objectives, review performance, and plan development opportunities for staff. 4.4 Support supervisees to identify and address challenges in their practice by using reflective and solution focused approaches. 4.5 Record supervision sessions clearly, accurately and in line with policy, ensuring follow up actions are monitored.
5. Be able to develop a supervision culture that supports practice improvement	5.1 Promote supervision as a shared organisational responsibility that values learning, curiosity and openness. 5.2 Support staff and supervisors to understand the purpose and benefits of supervision and to engage actively in the process. 5.3 Evaluate supervision outcomes to identify trends, risks and development needs across the team. 5.4 Lead changes to supervision structures or practice in response to monitoring findings, emerging priorities or workforce needs.

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	5.5 Ensure that the voice and experiences of children and young people inform the content and focus of supervision where appropriate.

Unit Overview:

This unit focuses on the leadership responsibilities involved in designing, delivering, developing and quality assuring professional supervision within residential childcare. It explores how supervision supports safe practice, staff development, emotional resilience, critical reflection and improved outcomes for children and young people. The unit requires learners to evaluate their organisational supervision systems, adapt models of supervision to meet residential childcare demands, and lead supervisors and staff to engage in supervision effectively. It also includes shaping a supervision culture that is relational, reflective, child-centred and accountable.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Manage Resources and Finances Within Own Area of Responsibility

Unit Code: K/651/9821

RQF Level: 5

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 of resource and financial management in residential childcare	1.1 Explain the relationship between resource decisions (people, physical assets, services) and outcomes for children and young people in a residential setting. 1.2 Explain key concepts in financial management relevant to a children's home (budget setting, cashflow awareness, cost centres, variance analysis, value for money). 1.3 Explain how organisational policies, commissioning arrangements and regulatory expectations influence financial and resource management.
2. Be able to plan resources and budgets for own area of responsibility	2.1 Forecast staffing, services and physical resource needs using demand, rota and placement information. 2.2 Produce a budget for own area that aligns with organisational priorities and placement requirements. 2.3 Justify planned expenditure using value for money criteria (cost, quality, safety, outcomes, whole life cost). 2.4 Identify financial and operational risks associated with the plan and propose mitigations.
3. Be able to procure goods and services and manage supplier performance	3.1 Apply organisational procurement procedures when sourcing goods and services for the home. 3.2 Specify requirements and evaluate options to secure value for money and compliance (e.g., quality, safeguarding, data protection, health and safety). 3.3 Monitor supplier performance against agreed standards and address shortfalls.

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4. Be able to control expenditure and manage variances	4.1 Implement processes to record and authorise expenditure in line with policy and delegated authority. 4.2 Monitor actual spend and resource utilisation against plan; identify variances and their causes. 4.3 Take timely corrective action to address overspend, underspend or inefficiencies, documenting decisions and impact on children's outcomes. 4.4 Report financial and resource performance to senior leaders and commissioners in agreed formats and timescales
5. Be able to manage people and physical assets effectively	5.1 Use workforce planning to ensure safe staffing, competence mix and cost-effective rota coverage. 5.2 Optimise deployment of staff, agency usage and overtime within budget and quality parameters. 5.3 Maintain asset registers and ensure timely servicing, maintenance and replacement of equipment and vehicles to meet safety and regulatory requirements.
6. Be able to evaluate and improve resource and finance practice	6.1 Review the effectiveness of resource and budget decisions using financial metrics and outcome indicators for children and young people. 6.2 Obtain feedback from staff, children and young people, and relevant partners to inform resource planning and prioritisation. 6.3 Identify lessons learned and implement improvements to planning, procurement, monitoring and reporting cycles

Unit Overview:

This unit develops the knowledge, understanding and skills required to plan, control and review the use of people, physical assets and budgets in a children's home. It covers forecasting demand for resources; setting and monitoring budgets; cost control and value for money; procurement and contract management; workforce planning; asset care and compliance; and linking resource decisions to children's outcomes and regulatory standards. Learners will implement a resource and finance plan for their own area, track expenditure and utilisation, manage variances, and report performance and risks to senior leaders and stakeholders. The content reflects how Level 5 residential childcare programmes integrate resource and finance leadership for managers.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Manage and Support Change

Unit Code: L/651/9822

RQF Level: 5

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, drivers and barriers of change in residential childcare	1.1 Explain internal and external factors that drive the need for change in a residential childcare service (for example: regulatory inspection, updated legislation, staffing structure, children's needs, commissioning expectations or resource pressures). 1.2 Analyse theoretical models of change and their relevance to practice in residential settings. 1.3 Explain the ways individuals and teams may respond to change and how this affects implementation. 1.4 Analyse barriers that may make change difficult, including cultural resistance, communication issues, capacity, resources or emotional impact.
2. Be able to plan change within own area of responsibility	2.1 Identify the purpose, intended outcomes and scope of the required change. 2.2 Gather relevant information, evidence and views from staff, children and young people, and external partners to inform planning. 2.3 Assess risks associated with proposed change and develop mitigation strategies. 2.4 Produce a clear and achievable change plan that includes actions, timescales, resource needs, communication strategies and accountability.
3. Be able to support staff and children through change	3.1 Communicate the rationale, benefits and potential impact of change using methods appropriate to different audiences. 3.2 Support children and young people to understand change in ways that are sensitive to their needs and circumstances. 3.3 Provide staff with opportunities to discuss concerns, ask questions and contribute ideas.

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	3.4 Use coaching, supervision and modelling to help staff build confidence and adapt to new expectations. 3.5 Support staff and children to manage the emotional aspects of change, recognising stress, uncertainty and resistance.
4. Be able to implement change	4.1 Lead the implementation of the agreed change plan in line with timescales and organisational procedures. 4.2 Monitor progress against planned objectives, identifying early signs of difficulty or unintended consequences. 4.3 Adjust actions, resources or communication approaches where needed to maintain momentum and engagement. 4.4 Ensure safeguarding, equality and professional standards are maintained throughout the change process.
5. Be able to review and sustain change	5.1 Evaluate the effectiveness and impact of the change using feedback, performance indicators, observations and outcomes for children and young people. 5.2 Identify what worked well and what could be improved in future change initiatives. 5.3 Work with staff, children and young people to embed new practices and prevent regression to old patterns. 5.4 Produce a structured review or report to inform organisational learning and future planning.

Unit Overview:

This unit explores the leadership responsibilities involved in planning, implementing and sustaining change within a residential childcare setting. Change may relate to staffing, working practices, organisational priorities, regulatory expectations, service development or the needs of children and young people. Learners will examine theoretical models of change, understand how people respond to change, and develop strategies to support staff and children throughout the process. The unit emphasises communication, participation, risk management, emotional awareness and reflective evaluation. It reflects the expectations placed on residential childcare managers within Level 5 pathways where leading change is referenced alongside managing resources, teams and safeguarding.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead Practice that Supports Positive Outcomes for Children and Young People

Unit Code: M/651/9823

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand positive outcomes for children and young people in residential childcare	1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve.
2. Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person. 2.2 Lead child or young person-centred assessments to identify support required, focusing on strengths and abilities. 2.3 Plan provision that meets identified needs of children or young people. 2.4 Implement provision that meets the identified needs of children or young people.
3. Be able to lead engagement with families to benefit children or young people	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting impact on engagement with families. 3.2 Cultivate attitudes within the team that promote productive engagement with families. 3.3 Implement practices that support proactive liaison and engagement with families. 3.4 Support team members to address situations with families where advocacy for the rights of the child or young person is required.
4. Be able to lead practice that addresses the health needs of children or young people	4.1 Review issues affecting access to healthcare services for children or young people in residential childcare. 4.2 Review the impact of limited access to healthcare services on the health of children and young people. 4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare.

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	4.4 Explain the importance of early identification of mental health needs. 4.5 Support team members to enable children or young people to recognise and address their own health needs 4.6 Ensure policies and procedures for safe use of medication are in place and followed.
5. Be able to lead evaluation and continuous improvement of outcomes	5.1 Establish measures and review cycles that track progress toward agreed outcomes. 5.2 Analyse outcome information and feedback to identify trends and improvement priorities. 5.3 Lead changes to practice, staff development or partnership working in response to findings and evidence the impact during reviews.

Unit Overview:

This unit develops the knowledge, leadership and practice skills required to set the culture, systems and day-to-day practice that place the child or young person at the centre and measurably improve outcomes across health and wellbeing, relationships, learning, leisure and identity. Managers are expected to lead strength-based assessment and planning, proactive family engagement, equitable access to health (including mental health) support, and consistent evaluation of impact against positive outcomes defined in residential childcare frameworks.

National guidance emphasises participation, stable and positive relationships, access to health (physical and mental), education and leisure, and planned transitions; this unit enables leaders to translate those principles into day-to-day practice and service level improvement.

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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Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

Unit: Lead Practice that Supports Equality, Diversity and Inclusion, Promoting the Rights of Children and Young People

Unit Code: R/651/9824

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand legal, policy and rights frameworks for equality, diversity and inclusion	1.1 Explain the legislative, regulatory and policy frameworks that underpin children's rights, equality, diversity and inclusion in residential childcare. 1.2 Explain how rights based and child-centred approaches support identity, wellbeing, participation and access to services. 1.3 Analyse how organisational values and partnership arrangements influence equality, diversity and inclusion practice
2. Be able to lead a culture that promotes rights, equality, diversity and inclusion	2.1 Communicate clear expectations around equality, diversity, inclusion and children's rights to all staff. 2.2 Model inclusive leadership that recognises individual identity, background, experiences and preferences of children and young people. 2.3 Establish accessible ways for children and young people to express views, raise concerns and influence decisions
3. Be able to identify and remove barriers to access and participation	3.1 Audit the environment, routines and provision to identify potential barriers related to identity, language, disability, neurodiversity, gender, sexuality, faith or socio-economic factors. 3.2 Ensure individual plans include actions that address barriers and promote equal access to health, learning, leisure and relationships. 3.3 Work with families, advocates and external agencies to widen access to support and reduce inequalities

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4. Be able to prevent, challenge and address discriminatory practice	4.1 Implement procedures that prevent discrimination, harassment and bullying and ensure they are consistently followed. 4.2 Provide supervision and coaching to challenge discriminatory attitudes, language or behaviour and promote reflective improvement. 4.3 Record and monitor concerns and actions taken, ensuring outcomes support improvement for the child or young person.
5. Be able to use Information and Feedback to improve equality, diversity and inclusion	5.1 Collect and analyse information on access, participation, incidents, health, learning and wellbeing to identify patterns and inequalities. 5.2 Engage children and young people in reviewing the fairness and inclusivity of the home's practice and culture. 5.3 Implement improvement actions and monitor their impact, sharing findings with staff, children and young people and relevant partners.

Unit Overview:

This unit develops the knowledge and leadership capabilities needed to embed children's rights, equality, diversity and inclusion within residential childcare. It prepares leaders to create an inclusive culture, ensure participation, remove barriers, challenge discrimination, uphold legal standards, and use evidence to improve 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
- **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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Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

Unit: Lead and Support Effective Information Sharing, Positive Relationships and Communication Systems

Unit Code: T/651/9825

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand frameworks for communication, information management and positive relationships	1.1 Explain the legislative, regulatory and organisational requirements for information handling, recording and sharing in residential childcare. 1.2 Compare theoretical models of communication and analyse their relevance to residential settings and relationship-based practice. 1.3 Explain how socially aware behaviour and positive relationships interlink, and why this is central to practice in children's homes.
2. Be able to lead staff capability for high-quality communication	2.1 Support team members to develop knowledge and skills to communicate effectively with children and young people and to overcome common barriers. 2.2 Ensure staff recognise behaviour as communication and reflect on the impact of their own communication. 2.3 Coordinate multiagency input and specialist support to meet identified communication needs, including the use of appropriate methods and aids.
3. Be able to establish systems that enable children and young people to communicate openly and build positive relationships	3.1 Develop and maintain a culture, practices and channels that encourage open communication within the home and between children and staff. 3.2 Implement a Positive Relationship Policy that meets legal, ethical and statutory requirements, codesigned with children, families and relevant others. 3.3 Embed restorative approaches and other relationship strengthening strategies; compare their application and impact on everyday practice.

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4. Be able to lead Information sharing and recordkeeping that Is lawful, proportionate and purposeful	4.1 Set and monitor standards for accurate, timely recording and secure storage of information in line with organisational policy and sector requirements. 4.2 Develop information sharing protocols with partners and lead staff to apply them consistently to support safety, wellbeing and positive outcomes. 4.3 Review risk management and recordkeeping systems to ensure they reflect the Positive Relationship Policy, including post incident support and feedback routes.
5. Be able to lead conflict resolution and relational approaches	5.1 Analyse key communication skills within conflict resolution models and train staff to use them in practice. 5.2 Assess when working with, rather than immediately resolving, conflict may enhance learning and relationship repair for children and staff.
6. Be able to monitor, evaluate and improve communication, information and relationship practice	6.1 Evaluate the effectiveness of communication systems, staff capability and family/partner engagement using feedback and evidence from practice. 6.2 Use data and reflective learning to identify changes needed to policies, procedures, tools and training; lead implementation and review impact. 6.3 Schedule regular policy and system reviews, ensuring learning from incidents, advocacy and children's feedback informs continuous improvement.

Unit Overview:

This unit develops leadership capability to design, implement and continuously improve communication systems, information sharing practice and positive relationship approaches in residential childcare. Learners evaluate theoretical models of communication; build staff skills for inclusive, child centred interaction; ensure lawful, ethical information handling and multiagency sharing; and implement a Positive Relationship Policy that embeds restorative, relational practice.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Develop, Engage with and Support Effective Partnerships

Unit Code: Y/651/9826

RQF Level: 5

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 and governance for effective partnerships	1.1 Explain the legal, regulatory and organisational requirements that inform partnership working and information sharing in residential childcare. 1.2 Explain the principles of effective partnership working, including shared purpose, roles, accountability, information sharing, and escalation. 1.3 Analyse the risks of poor partnership working for children and young people and for the service, and how governance mitigates these risks.
2. Be able to map, initiate and formalise partnerships	2.1 Identify and map relevant agencies, services and community resources that contribute to outcomes for children and young people. 2.2 Engage partners to agree shared aims, roles, boundaries and decision-making processes. 2.3 Develop or adopt partnership agreements, information sharing protocols and meeting structures consistent with organisational policy and sector expectations.
3. Be able to lead a team around the child or young person	3.1 Convene and chair multi-agency meetings that centre the child's voice and current plans. 3.2 Coordinate assessments, planning, actions and reviews with partners, ensuring clear ownership and timescales. 3.3 Ensure information is shared lawfully, proportionately and purposefully to support safety, wellbeing and progress.

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4. Be able to overcome barriers and improve partnership practice	4.1 Identify and address barriers to partnership working, including culture, capacity, communication and data handling issues. 4.2 Use supervision, coaching and feedback to strengthen staff confidence in multiagency practice and information sharing. 4.3 Apply agreed escalation routes to resolve disagreements or drift and maintain focus on the child's outcomes.
5. Be able to monitor, evidence and report partnership impact	5.1 Agree measures and evidence sources with partners to track progress against the child's outcomes and service level objectives. 5.2 Review partnership working at planned intervals, using feedback from children, families, staff and partner agencies to inform improvements. 5.3 Report partnership performance, risks and learning to organisational leaders and relevant stakeholders, and implement agreed improvements.

Unit Overview:

This unit develops leadership knowledge and skills to build, lead and sustain effective partnerships that improve outcomes for children and young people in residential childcare. Learners will understand partnership principles, governance and information sharing; map and engage the local network of services; negotiate roles, protocols and joint plans; remove barriers to integrated working; and monitor impact and value.

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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Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead Practice in the Safe Use of Digital, Internet and Mobile Technology with Children and Young People

Unit Code: A/651/9827

RQF Level: 5

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 uses of technology by children and young people in society	1.1 Identify digital, internet and mobile technology used in society. 1.2 Explain the role that digital, internet and mobile technology has in the lives of children and young people
2. Understand benefits and risks for children and young people when using digital, internet and mobile technology	2.1 Analyse the benefits to children and young people in care of using digital, internet and mobile technology. 2.2 Explain potential risks to children and young people arising from their use of digital, internet and mobile technology. 2.3 Describe signs and indicators of each risk. 2.4 Explain the implications for children and young people if restrictions are imposed on their use of digital, internet and mobile devices compared with that of their peers.
3. Be able to support safe use of digital, internet and mobile technology by children and young people	3.1 Research mechanisms and guidance for safe use of digital, internet and mobile services and technology. 3.2 Support others to understand features of safe use of digital, internet and mobile services and technology. 3.3 Work with others to apply the principles of positive risk-taking to children's use of digital, internet and mobile services and technology. 3.4 Review safeguarding and child protection policies and procedures to ensure harm from digital, internet and mobile use is fully covered.

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4. Be able to address risks to team members associated with use of digital, internet and mobile technology	4.1 Analyse risks and benefits of team members using digital, internet and mobile technology when working with children or young people. 4.2 Develop policies and procedures for safe use of technology by team members. 4.3 Support team members to understand policies and procedures for safe use of technology. 4.4 Support team members to implement policies and procedures.

Unit Overview:

This unit develops leadership knowledge and skills to ensure children and young people use digital, internet and mobile technologies safely, confidently and in line with their rights and developmental needs. It covers understanding benefits and risks, positive risk-taking, staff and child guidance, lawful and ethical information handling, and alignment with safeguarding and child protection procedures in residential childcare.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Undertake Professional Development in Residential Childcare Settings

Unit Code: D/651/9828

RQF Level: 5

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 requirements for professional development in residential childcare	1.1 Explain the importance of continual professional development for meeting the needs of children and young people in residential childcare. 1.2 Explain how professional standards, organisational expectations and regulatory frameworks influence professional development. 1.3 Analyse factors that impact own professional development needs, including role requirements, personal strengths and areas for improvement
2. Be able to prioritise and plan professional development	2.1 Evaluate own knowledge, understanding and practice against standards relevant to residential childcare. 2.2 Identify short and long-term development goals that support improved practice and outcomes for children and young people. 2.3 Develop a professional development plan that includes clear objectives, timescales and methods for meeting learning needs. 2.4 Agree the plan with relevant others, such as supervisors, mentors or managers.
3. Be able to access opportunities and resources for professional development	3.1 Use supervision, appraisal, reflective practice and feedback from children, families and colleagues to inform development. 3.2 Access learning resources, including training, research, legislation, best practice guidance, and professional networks. 3.3 Take responsibility for implementing the actions within the professional development plan.

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4. Be able to apply new knowledge and skills to improve practice	4.1 Evaluate the relevance of newly acquired knowledge or skills to the work role. 4.2 Apply learning to practice to improve the quality of care, leadership or decision-making. 4.3 Demonstrate how changes in practice contribute to better outcomes for children and young people.
5. Be able to reflect on the impact of professional development	5.1 Review the outcomes of professional development activities against the objectives in the development plan. 5.2 Use evidence, including feedback, observations and outcomes for children, to assess the effectiveness of development activities. 5.3 Update the professional development plan based on learning, new priorities or changes in role requirements.

Unit Overview:

This unit develops the knowledge and skills required to take responsibility for ongoing professional development within a residential childcare role. It covers evaluating current practice, identifying development needs, planning and accessing learning opportunities, applying new knowledge and skills to practice, and reviewing impact.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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OPTIONAL UNITS

Learners must achieve at least 8 credits of optional units:

Unit: Understand the Care System and its Impact on Children and Young People

Unit Code: F/651/9829

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand why children and young people may need to be looked after	1.1 Explain reasons why children and young people may need to be looked after, including abuse, neglect, family breakdown, parental illness, disability, or risk of significant harm. 1.2 Explain the difference between voluntary accommodation and care proceedings. 1.3 Describe the range of care settings, including residential childcare, foster care, kinship care and respite arrangements.
2. Understand the legal and policy framework of the care system	2.1 Explain the legislation and statutory guidance that underpin the care system and residential childcare. 2.2 Explain the roles of the local authority, courts, social workers and corporate parenting within the care system. 2.3 Explain the responsibilities of residential childcare services within the wider statutory system. 2.4 Describe the key documents and plans (such as care plans, placement plans and pathway plans) that structure support for children and young people.
3. Understand the impact of care experiences on children and young people	3.1 Analyse the potential emotional, psychological, social and educational impacts of becoming looked after. 3.2 Explain how experiences of abuse, trauma, loss or separation may affect behaviour, development, trust and relationships. 3.3 Describe how living in a residential childcare setting may influence identity, belonging, routine and relationships with peers and adults.

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4. Understand how the care system seeks to promote positive outcomes	4.1 Explain how multi-agency working supports safety, wellbeing and developmental outcomes. 4.2 Describe how the care system aims to support stability, participation, education and health. 4.3 Explain how the voice and rights of the child or young person are promoted within care planning and review processes.
5. Understand transitions within the care system	5.1 Describe different transitions children and young people may experience, including moves between placements, return home, or moving to independence. 5.2 Explain the potential effects of transitions on wellbeing, resilience and behaviour. 5.3 Describe the role of residential childcare in preparing young people for transition and adulthood.

Unit Overview:

This unit provides the knowledge required to understand how the care system in England is structured, the processes that lead to children becoming looked after, the legal and policy frameworks that govern residential childcare, and the impacts of care experiences on children and young people. It examines how the care system seeks to safeguard, support and promote positive outcomes, while recognising the challenges, disadvantages and emotional effects associated with entering and living within 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

Assessment conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Understand the Youth Justice System and its Relation to Residential Childcare

Unit Code: K/651/9830

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand why children and young people in care are vulnerable to engagement in offending behaviour	1.1 Define the term "offending behaviour". 1.2 Summarise theories relating to youth offending, for example pathways theory, the good lives model, social capital and labelling theory. 1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour
2. Understand how to reduce the risk of criminalisation of children and young people	2.1 Define the term "criminalisation". 2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people. 2.3 Analyse risks of systematically classifying behaviour as offending rather than seeking alternative responses. 2.4 Describe methods to reduce the risk of criminalising children and young people, including restorative approaches and appropriate police involvement. 2.5 Describe principles that typically feature in an organisation's Police Involvement Policy.
3. Understand partnership working in the youth justice system	3.1 Outline the roles of agencies involved in the youth justice system, such as Youth Offending Teams (YOT), Probation Service, Crown Prosecution Service, education, substance misuse services and CAMHS. 3.2 Describe the residential practitioner's role in relation to the youth justice system, including information sharing and advocacy. 3.3 Analyse assessment tools used in youth justice practice (for example, Youth Justice National Standards tools such as Asset/Onset and aligned frameworks).

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	3.4 Explain how to contribute to a holistic care plan for a child engaged with youth justice services. 3.5 Describe processes for informing social workers and those with parental responsibility of police involvement.
4. Understand the court system and sentencing as they relate to youth justice	4.1 Outline legislation and standards relevant to the youth court system. 4.2 Describe the youth sentencing process and the purpose of court reports. 4.3 Summarise the main disposal options for children and young people, including Precourt measures, community sentences and custodial sentences. 4.4 Describe systems for supporting compliance with disposal requirements and explain ways to minimise breaches among young people in residential childcare
5. Understand the secure estate and transitions linked to youth justice	5.1 Describe the different types of secure settings experienced by children and young people and the purposes they serve. 5.2 Analyse why children and young people in secure settings are at higher risk of poor outcomes and identify approaches that improve outcomes. 5.3 Describe challenges and success factors in transfers within the secure estate and in resettlement to the community, including the residential home's role

Unit Overview:

This unit develops the knowledge required to understand why children in care are vulnerable to being drawn into offending, how residential childcare can reduce the risk of criminalisation, how to work effectively with youth justice partners, and how the youth court and sentencing framework operate. It also considers the role of residential practitioners in supporting compliance with disposal requirements and in managing movement to, within and from the secure estate.

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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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Lead Practice Which Supports Young People Leaving Care

Unit Code: L/651/9831

RQF Level: 5

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 needs and rights of young people preparing to leave care	1.1 Explain the legal and policy framework for supporting young people leaving care. 1.2 Explain the rights of care leavers, including participation in planning and access to advocacy. 1.3 Analyse the emotional, psychological, social and practical challenges faced by young people preparing to leave residential care. 1.4 Describe the factors that promote positive long-term outcomes for care leavers.
2. Be able to lead planning for young people preparing for independence	2.1 Work with the young person and relevant others to assess strengths, needs, risks and aspirations relating to independence. 2.2 Develop or contribute to the pathway plan, ensuring clear goals, timescales and support arrangements. 2.3 Ensure planning reflects the young person's voice, identity, culture, preferences and learning needs. 2.4 Coordinate multi-agency involvement to support education, health, finance, accommodation and community integration.
3. Be able to lead practice that builds young people's skills for independence	3.1 Lead staff to support young people in developing practical skills, including budgeting, selfcare, health management, cooking, travel and household management. 3.2 Support young people to access education, training, employment and community activities. 3.3 Lead approaches that develop confidence, resilience, emotional literacy and help seeking skills. 3.4 Ensure positive risk-taking is used appropriately to support learning and independence.

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4. Be able to support young people through transition out of residential care	4.1 Prepare the young person for their move through clear communication, modelling and emotional support. 4.2 Work with others to plan and manage the transfer of the young person to new accommodation or services. 4.3 Analyse factors for successful transition within and out of the secure estate or residential settings. 4.4 Maintain appropriate support and contact during early stages of independence, in line with organisational policies and young people's preferences. 4.5 Advocate on behalf of young people to ensure their rights and entitlements are upheld.
5. Understand and lead practice that reduces risks for young people leaving care	5.1 Analyse risks associated with leaving care, including homelessness, exploitation, offending, substance misuse and social isolation. 5.2 Develop and implement proactive strategies to reduce identified risks and enhance protective factors. 5.3 Lead staff to work collaboratively with specialist services to address mental health, safeguarding, health and wellbeing needs. 5.4 Support staff to maintain clear professional boundaries while providing consistent relational support.
6. Be able to review and improve practice related to young people leaving care	6.1 Evaluate the effectiveness of planning and support provided to young people who have left care. 6.2 Obtain feedback from care leavers, professionals and staff to inform improvements. 6.3 Lead changes to systems, training, policy or practice based on identified learning. 6.4 Contribute to wider organisational development in relation to care leaver pathways.

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Unit Overview:

This unit develops the leadership knowledge and practice skills required to prepare, support and advocate for young people leaving residential childcare and moving towards independence or adult services. It covers statutory duties, planning, multiagency coordination, emotional readiness, practical skill development, risk assessment, and ongoing support before, during and after transition. The unit reflects expectations identified in published youth justice and care leaver transition frameworks.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

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Unit: Principles of Leading the Transition of Young People with Complex Disabilities or Conditions to Adult Services

Unit Code: M/651/9832

RQF Level: 5

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 legal, policy and rights framework for transition to adult services	1.1 Explain the legislation, statutory guidance and national frameworks that underpin transition planning for young people with complex disabilities or conditions. 1.2 Explain the rights of young people and families during transition, including participation, advocacy and decision-making. 1.3 Analyse how policies relating to education, health, social care and adult services eligibility influence transition processes and outcomes.
2. Understand the challenges faced during transition for young people with complex disabilities or conditions	2.1 Analyse the emotional, social, physical and practical challenges associated with moving from children's services to adult services. 2.2 Explain how disrupted relationships, changes in professionals and reduced service entitlements can increase vulnerability. 2.3 Analyse why young people with complex disabilities or conditions are at increased risk of poor outcomes during transitions. 2.4 Explain the role of families, carers and trusted adults in promoting resilience and continuity.
3. Understand approaches, models and principles that support effective transition	3.1 Describe models and approaches that support structured transition, including person-centred planning and multiagency pathways. 3.2 Explain the principles of preparing for adulthood, including independence, community participation, health management and employment/education. 3.3 Analyse how holistic assessment tools can be used to identify strengths, needs and long-term aspirations.

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	3.4 Explain how to ensure transitions are paced appropriately, individualised and coproduced with the young person.
4. Be able to lead practice that supports effective transition	4.1 Lead a team to assess the young person's readiness, aspirations and long-term support needs. 4.2 Coordinate multiagency involvement to ensure information sharing, joint planning and clear accountability. 4.3 Ensure staff communicate effectively with young people using preferred methods, accessible formats or communication aids. 4.4 Lead the development of a transition plan that includes goals, timescales, responsibilities and contingency arrangements. 4.5 Support the young person to build practical skills, confidence and familiarity with adult service environments. 4.6 Ensure that cultural, sensory, behavioural or health related needs are addressed in all transition planning.
5. Be able to lead practice that reduces risks and promotes positive outcomes	5.1 Analyse risks associated with transitions, including loss of support, health deterioration, safeguarding concerns, accommodation changes or increased isolation. 5.2 Develop risk management strategies that promote safety while respecting independence and positive risk-taking. 5.3 Lead staff to collaborate with adult service providers, health teams, education and community resources to ensure continuity. 5.4 Advocate for the young person to access assessments, entitlements, reasonable adjustments and funded support packages. 5.5 Support staff to maintain professional boundaries, reliability and emotional availability throughout the transition.

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6. Be able to review and improve transition practice	6.1 Evaluate transition processes using feedback from young people, families, adult service partners and staff. 6.2 Analyse outcomes for young people who have transitioned to identify patterns, gaps or improvement needs. 6.3 Lead changes to policy, training or practice within the residential service based on evaluation findings. 6.4 Contribute to organisational and multiagency development of improved transition pathways.

Unit Overview:

This unit develops the knowledge needed to lead high-quality transition planning and support for young people with complex disabilities or long-term conditions as they move from children's services into adult services. It covers legislative expectations, multiagency coordination, rights-based approaches, personalised planning, communication, assessment frameworks, and leadership responsibilities for reducing risks and promoting continuity of 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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
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Unit: Manage and Develop Quality Practice and Assurance

Unit Code: R/651/9833

RQF Level: 5

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria. *Assessment of these outcomes demonstrates a learner can:*
1. Understand quality requirements in residential childcare	1.1 Explain the legislative, regulatory and organisational frameworks that govern quality in residential childcare. 1.2 Explain the purpose and principles of quality assurance, including safeguarding, consistency, accountability and continuous improvement. 1.3 Analyse how inspection frameworks, commissioning requirements and organisational policies influence quality practice and expectations.
2. Be able to lead a culture of high-quality practice	2.1 Communicate clear expectations of high-quality practice to staff and ensure alignment with organisational vision and values. 2.2 Model high-quality, child-centred practice and professional standards. 2.3 Support staff to understand the relationship between quality practice, outcomes for children and regulatory judgement. 2.4 Promote a learning culture in which staff feel confident to reflect, share concerns, learn from mistakes and contribute to improvements.
3. Be able to implement systems for monitoring and evaluating quality	3.1 Develop or apply systems for monitoring quality, including audits, observations, supervision records, incident monitoring and feedback mechanisms. 3.2 Monitor compliance with policies, procedures and best practice guidance through structured review processes. 3.3 Evaluate the reliability and effectiveness of current quality assurance tools and processes and identify areas for improvement.

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	3.4 Collect and analyse information, including outcomes data, feedback from children and young people, staff views and external agency reports.
4. Be able to lead continuous improvement in residential childcare	4.1 Use evaluation findings to develop improvement plans with clear priorities, actions, responsibilities and timescales. 4.2 Lead staff to implement improvements and changes to practice, systems or procedures. 4.3 Work collaboratively with families, professionals and other agencies to improve service quality and outcomes. 4.4 Review the impact of changes on staff practice, children's experiences and regulatory performance, making further adjustments where needed
5. Be able to support staff to deliver quality practice	5.1 Provide supervision, coaching and training opportunities that develop staff competence and confidence. 5.2 Support staff to use reflective practice to improve their work with children and young people. 5.3 Address poor performance or practice concerns promptly, fairly and in accordance with organisational procedures. 5.4 Promote staff wellbeing, recognising its impact on practice consistency, team functioning and quality outcomes.
6. Be able to manage external quality processes	6.1 Prepare staff, records and practice for external inspection or quality review. 6.2 Contribute to inspection meetings, provide accurate information and represent the service professionally. 6.3 Respond to inspection findings by developing, implementing and reviewing action plans. 6.4 Maintain effective communication with regulators, commissioners and stakeholders regarding quality assurance and improvement.

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Unit Overview:

This unit focuses on the leadership skills required to manage, monitor, evaluate and improve the quality of practice within residential childcare. It covers regulatory expectations, internal quality systems, auditing, staff development, recording and information handling, service evaluation, and working with external agencies such as inspectors and commissioning teams. The unit supports managers to embed a culture of continuous improvement and high-quality 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
- **Work products** generated during real work activities
- **Reflective accounts**
- **Professional discussion**
- **Witness testimonies** from professionals in education or residential childcare
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Assessment Conditions

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Unit: Implement a Positive Relationship Policy in Residential Childcare

Unit Code: T/651/9834

RQF Level: 5

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 interconnection between relationships and behaviour	1.1 Critically analyse how socially aware behaviour and positive relationships interlink. 1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare. 1.3 Explain how strategies can be used to develop socially aware behaviour by strengthening relationships. 1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour.
2. Be able to develop a positive relationship policy	2.1 Research the elements required in a Positive Relationship Policy and the rationale for each. 2.2 Work with children or young people and others to evaluate existing policies relating to positive relationships and behaviour management. 2.3 Develop a Positive Relationship Policy that meets legal, ethical and statutory requirements and reflects evaluation outcomes
3. Be able to establish systems to implement the policy	3.1 Review systems for risk management and recordkeeping to ensure they reflect the Positive Relationship Policy. 3.2 Ensure systems are in place for children and young people to have access to support and the opportunity to provide feedback after any use of physical intervention or restraint. 3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems.

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4. Understand the context for physical intervention and restraint	4.1 Explain principles for the use of physical intervention and restraint with children and young people in residential childcare. 4.2 Analyse how understanding of child development and individual needs relates to the use of physical intervention and restraint. 4.3 Analyse how the culture of the setting and approach to supporting socially aware behaviour affect the use of restraint. 4.4 Review the range of checks needed to ensure that training in restraint meets all legal, ethical and statutory requirements.
5. Be able to implement restorative and relationship focused approaches	5.1 Lead staff to use restorative practice and relationship building strategies to respond to conflict or incidents. 5.2 Support team members to recognise behaviour as communication and respond in ways that stabilise relationships. 5.3 Promote reflective approaches to help children and young people understand their emotions, actions and consequences.
6. Be able to monitor and improve the effectiveness of the policy	6.1 Review incidents, records, feedback and outcomes to evaluate the effectiveness of the Positive Relationship Policy. 6.2 Identify improvements required in policy, practice, training or systems. 6.3 Implement changes and monitor their impact on children's experiences and staff practice. 6.4 Work with others to ensure the policy continues to promote positive, safe and socially aware behaviour.

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Unit Overview:

This unit provides the knowledge and skills needed to implement a Positive Relationship Policy in a residential childcare setting. It explores how relationships, behaviour, communication and emotional development are interconnected, and how residential childcare leaders must embed restorative, relational and child centred approaches. The unit also covers behaviour support, managing conflict, reviewing systems, risk, safe intervention, restraint principles, and ensuring the environment promotes socially aware behaviour and positive outcomes.

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

Assessment Conditions

- Assessment must take place in a **real residential childcare setting** or reflect real management responsibilities.
- Must follow **Skills for Care and Development Assessment Principles**.

Summary of Changes

All NQual documents are reviewed annually as a minimum

Version	Published	Amendment
V1	March 2026	First version

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