

Vocational Qualifications (QCF, NVQ, NQF)

Leadership for Health and Social Care

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) Wales and Northern Ireland (**04698**)

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (**04699**)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09621** and **10396** – Children and Young's People's Residential Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09622** and **10397** – Children and Young's People's Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09623** and **10398** Children and Young's People's Advanced Practice)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults) (England) (**09624** and **10393** – Adults' Residential Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults) (England) (**09625** and **10394** – Adults' Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults') (England) (**09626** and **10395** – Adults' Advanced Practice)

Level 5 Diploma in Leadership and Management for Residential Childcare **10406**

OCR Report to Centres 2014 – 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Level 5 Diploma in Leadership for Health and Social Care and Children and Young People (04698, 04699, 09621-09626, 10393-10398, 10406)

1 Overview:

In relation to the qualifications / suite as a whole

The **Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) Wales and Northern Ireland (scheme 04698)** closed for entries on 31/12/2013 and certification is available until 31/12/2015. Candidates must achieve a minimum of 90 credits: 64 credits from Mandatory Group A, a minimum of 12 credits from Group B and the remaining credits from Group B and/or C.

The **Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Advanced Practice) Wales and Northern Ireland (scheme 04699)** closed for entries on 31/12/2013 and certification is available until 31/12/2015. Candidates must achieve a minimum of 80 credits: 52 credits from Mandatory Group A and the remaining credits from Group B and/or C. A maximum of 6 credits from Group C can be used to achieve the full qualification.

The **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England)**

- This qualification has been separated by OCR for ease of delivery into six separate pathways:
 - 09621: Children & Young People’s Residential Management
 - 09622 – Children & Young People’s Management
 - 09623 – Children & Young People’s Advanced Practice
 - 09624 – Adults’ Residential Management
 - 09625 – Adults’ Management
 - 09626 – Adults’ Advanced Practice
- For **scheme 09621** candidates must achieve a minimum of 80 credits: 64 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09622** candidates must achieve a minimum of 80 credits: 58 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and a maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09623** candidates must achieve a minimum of 80 credits: 46 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09624** candidates must achieve a minimum of 80 credits: 52 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09625** candidates must achieve a minimum of 80 credits: 53 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.

- For **scheme 09626** candidates must achieve a minimum of 80 credits: 41 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C. A minimum of 56 credits to be achieved at or above the level of the qualification.

Due to changes in the structure and an increase in the mandatory credit, this qualification was closed for entries on 31/03/2015 and for certification on 31/03/2018. OCR has replaced this qualification (see schemes 10393-10398 below).

The **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)**

- This qualification has been separated by OCR for ease of delivery into six separate pathways:
 - 10396 – Children & Young People's Residential Management
 - 10397 – Children & Young People's Management
 - 10398 – Children & Young People's Advanced Practice
 - 10393 – Adults' Residential Management
 - 10394 – Adults' Management
 - 10395 – Adults' Advanced Practice
- For **scheme 10396** candidates must achieve a minimum of 90 credits: 74 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10397** candidates must achieve a minimum of 90 credits: 68 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and a maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10398** candidates must achieve a minimum of 90 credits: 56 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C.
- For **scheme 10393** candidates must achieve a minimum of 90 credits: 68 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10394** candidates must achieve a minimum of 90 credits: 69 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10395** candidates must achieve a minimum of 90 credits: 57 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C.

Due to new qualifications for those working in residential childcare being introduced on 01/02/2015 the OCR Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) – 10396 was closed for entries on 31/01/2015.

The required L5 qualification for the workforce as stated in the current Children's Homes Regulations 2015 is: **The Level 5 Diploma in Leadership and Management for Residential Childcare (England)**:

- For **scheme 10406** candidates must achieve a minimum of 65 credits: 57 credits from Mandatory Group A and a minimum of 8 credits (3 units) from Group B.

Assessment of candidates indicated that the Level 5 qualification had provided them with the opportunity to consider the full remit of their managerial roles and responsibilities: in particular those in relation to risk assessments and record keeping. Initial assessment processes are robust; meetings with candidates' managers to discuss their job roles and responsibilities and carrying out additional observations in candidates' their work settings enabled Assessors to clearly ascertain the level of learners' working activities and responsibilities. Feedback to candidates was robust and identified clearly areas for development and how any gaps in knowledge identified could be met. Assessment and internal quality assurance activities are planned and documented clearly.

Good practice areas that were noted across Centres included the following:

Assessment Planning and Reviews:

candidates' portfolios included evidence of detailed initial planning, ongoing assessment and regular, effective progress reviews that were completed with candidates. These had been documented in line with candidates' needs and successfully motivated candidates to the completion of their qualifications.

Initial Assessment:

Initial assessment procedures are working effectively in relation to determining candidates' suitability to undertake a Level 5 qualification; both candidates' skills and abilities are taken into consideration before being registered.

Internal Quality Assurance Activities:

Internal quality assurers' sampling plans and outcomes are clearly recorded and auditable. Feedback provided to Assessors is detailed and thorough with any actions identified followed up quickly.

Monitoring of Candidate Progress:

Centres continue to closely monitor candidates' progress; it was also noted that Centres have given candidates focused and realistic deadline dates for completion of their qualifications.

Areas for development that were noted across Centres included the following:

CPD Records:

Assessment teams documented a wide range of CPD undertaken that related to the updating of both skills and knowledge of the sector. It is also important that Centre personnel ensure that CPD records also indicate how the activities undertaken relate specifically to the qualification and the units delivered as well as evidence how they have applied the learning they've gained.

Expert Witnesses

Effective use of expert witnesses has been made by Centres. Some Centres request that expert witnesses photocopy their CVs, and Certificates and complete a profile every time a candidate needs them to act as a witness. Centres could instead consider the possibility of identifying key expert witnesses with different employers that learners work with, obtain their CVs, Certificates and Profiles and place copies on a main file held at the Centre. This in addition may help Centres with building an established network of expert witness and reducing the amount of duplicate paperwork obtained.

RPL Evidence

Previous training undertaken by candidates is being obtained and used as RPL. It is important that when RPL is used that it is discussed first and its link to the units established.

2 General Comments

Specific to each level within a qualification

Good practice areas that were noted in relation to the performance of candidates included the following:

Case Studies:

Candidates who completed case studies in small groups benefitted from the discussions and different perspectives that were shared. The use of role play was also effective as candidates fully engaged with each of the roles involved in the case study and enabled them to understand and analyse the key issues in depth.

Discussions:

Effective planning for discussions by candidates was evident. Candidates had prepared well for the structured discussions that took place with their assessors, directed and led on the key areas to be covered in line with units' requirements. Plans and notes completed by candidates were also made available and further supported candidates knowledge and understanding.

Research Skills:

Candidates were guided by Centres in 'how' to conduct and interpret findings from research undertaken accurately. Improvements to candidates' research skills were evident as candidates progressed through their qualifications.

Areas for development that were noted in relation to the performance of candidates included the following:

Knowledge

Candidates could consider further developing their knowledge in relation to keeping up to date with changes to Legislation, Standards and Codes of Practice applicable to the sector. Some Centres suggest candidates keep a CPD record of their learning activities; some Centres also provide information to candidates about any updates or changes that arise in the sector.

RPL Evidence:

Some candidates are submitting RPL evidence and asking their assessors to determine its suitability. It is important that candidates are able to demonstrate the reasons why the RPL evidence may be suitable as well as show its application and relevance to specific units and associated learning outcomes and assessment criteria i.e. by completing a personal statement.

Areas for development that were noted in relation to the performance of candidates completing a Level 3 qualification included the following:

Holistic Evidence:

Some candidates are missing opportunities to maximise their evidence by focusing the evidence they are generating on one or two units only. Centres could guide candidates with spending more time at the beginning of their qualifications familiarising themselves with the content of the units they have chosen and/or grouping units together that have common themes.

Policies and Procedures:

Some candidates are placing their work setting's policies and procedures in their portfolios when they are not necessary. They can be used if they have been developed by the candidates but must remain in the work setting and then be signposted on a separate record. Details of their content, their relevance to specific units and associated learning outcomes and assessment criteria as well as their use must also be evidenced.

RPL Evidence:

Some candidates are submitting RPL evidence and asking their assessors to determine its suitability. It is important that candidates are able to demonstrate the reasons why the RPL evidence may be suitable as well as show its application and relevance to specific units and associated learning outcomes and assessment criteria i.e. by completing a personal statement.

3 Comments on Individual Units

Mandatory Units for Schemes 10393, 10394, 10395

Unit 1: Use and develop systems that promote communication

LO1 – Be able to address the range of communication requirements in own role.

LO2 – Be able to improve communication systems and practices that support positive outcomes for individuals.

LO3 – Be able to improve communication systems to support partnership working.

LO4 – Be able to use systems for effective information management.

For **LO1, AC1.2** Explain how to support effective communication within own job role, candidates made clear links to their job roles' duties and responsibilities. For **LO2, AC2.1** Monitor the effectiveness of communication systems and practices and **LO3, AC3.3** Propose improvements to communication systems for partnership working, expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise. For **LO4, AC4.1** Explain legal and ethical tensions between maintaining confidentiality and sharing information, candidates must address both aspects of this assessment criterion, i.e. 'legal and ethical' tensions.

Unit 2: Promote professional development

LO1 – Understand principles of professional development.

LO2 – Be able to prioritise goals and targets for own professional development.

LO3 – Be able to prepare a professional development plan.

LO4 – Be able to improve performance through reflective practice.

For **LO1, AC1.2** Analyse potential barriers to professional development, a range of barriers were included in candidates' analysis. For **LO2, LO3** and **LO4** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 3: Champion equality, diversity and inclusion

LO1 – Understand diversity, equality and inclusion in own area of responsibility.

LO2 – Be able to champion diversity, equality and inclusion.

LO3 – Understand how to develop systems and processes that promote diversity, equality and inclusion.

LO4 – Be able to manage the risks presented when balancing individual rights and professional duty of care.

For **LO1, AC1.1** Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility, candidates related the research they had undertaken to specific responsibilities they had in their job roles. For **LO2, AC 2.1** Promote equality, diversity and inclusion in policy and practice, both aspects of this assessment criterion must be addressed i.e. 'policy and practice'. For **LO3, AC3.3** Propose improvements to address gaps or shortfalls in systems and processes, work product evidence and witness testimony can be used as supporting evidence. For **LO4, AC4.1** Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care, candidates reflected on their experiences to generate evidence towards this assessment criterion.

Unit 4: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

LO1 – Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.

LO2 – Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.

LO3 – Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings.

LO4 – Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.

LO5 – Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.

For **LO1, AC1.2** Analyse how policies, procedures and practices in own setting meet health and safety risk management requirements and **LO3, AC3.1** Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others, they were a good source of supporting work product evidence where learners developed these procedures. For **LO2, AC2.2** Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work, support to a range of 'others' must be evidenced to fully meet this assessment criterion. For **LO4** and **LO5** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 5: Work in partnership in health and social care or children and young people's settings

LO1 – Understand partnership working.

LO2 – Be able to establish and maintain working relationships with colleagues.

LO3 – Be able to establish and maintain working relationships with other professionals.

LO4 – Be able to work in partnership with others.

For **LO1, AC1.2** Explain the importance of partnership working with colleagues, other professionals and others, candidates' explanations included a detailed rationale that supported each aspect of this assessment criterion. For **LO2, AC2.1** Explain own role and responsibilities in working with colleagues and **LO3, AC3.1**, clear examples of how candidates' job roles and responsibilities related to working with colleagues and professionals were provided. For **LO4, AC4.5** Deal constructively with any conflict that may arise with others, observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise.

Unit 6: Manage health and social care practice to ensure positive outcomes for individuals

LO1 – Understand the theory and principles that underpin outcome based practice.

LO2 – Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being.

LO3 – Be able to lead practice that promotes individuals' health.

LO4 – Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve.

LO5 – Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes.

For **LO1, AC1.1** Explain 'outcome based practice', candidates' explanations were based on detailed research that they had undertaken and had been linked to their practices. For **LO2, LO3, LO4** and **LO5** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 7: Safeguarding and protection of vulnerable adults

LO1 – Understand the legislation, regulations and policies that underpin the protection of vulnerable adults.

LO2 – Be able to lead service provision that protects vulnerable adults.

LO3 – Be able to manage interagency, joint or integrated working in order to protect vulnerable adults.

LO4 – Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults.

For **LO1, AC1.4** Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults, Centres encourage candidates to use current examples of case reviews or inquiries. For **LO2, LO3** and **LO4** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 8: Lead and manage group living for adults (scheme 10393 only)

LO1 – Be able to develop the physical group living environment to promote positive outcomes for individuals.

LO2 – Be able to lead the planning, implementation and review of daily living activities.

LO3 – Be able to promote positive outcomes in a group living environment.

LO4 – Be able to manage a positive group living environment.

For **LO1, AC1.1** Review current theoretical approaches to group living provision for adults, Centres tasked candidates with carrying out some independent research on key and current theoretical approaches relevant to group living provision. Observations of candidates' practices for **LO2, LO3** and **LO4** can be supported with work product evidence and witness testimony.

Unit 9: Understand safeguarding of children and young people for those working in the adult sector

LO1 – Understand the policies, procedures and practices for safe working with children and young people.

LO2 – Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.

For **LO1** and **LO2** candidates' responses must be in line with their own work roles and work setting's policies and procedures.

Unit 10: Lead person centred practice

LO1 – Understand the theory and principles that underpin person centred practice.

LO2 – Be able to lead a person centred practice.

LO3 – Be able to lead the implementation of active participation of individuals.

For **LO1, AC1.4** Explain how person centred practice informs the way in which consent is established with individuals, candidates' explanations included a detailed understanding of 'consent'. For **LO2**, candidates' practices must evidence support to a range of 'others'. For **LO3, AC3.3** Support the use of risk assessments to promote active participation in all aspects of the lives of individuals, supporting work product evidence can be used.

Unit 11: Lead and manage a team within a health and social care or children and young people's setting (schemes 10393 and 10394)

LO1 – Understand the features of effective team performance within a health and social care or children and young people's setting.

LO2 – Be able to support a positive culture within the team for a health and social care or children and young people's setting.

LO3 – Be able to support a shared vision within the team for a health and social care or children and young people's setting.

LO4 – Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting.

LO5 – Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting.

LO6 – Be able to manage team performance in a health and social care or children and young people's setting.

For **LO1, AC1.5** Analyse how different management styles may influence outcomes of team performance, candidates' analysis included both reflections and research based tasks. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**.

Unit 12: Develop professional supervision practice in health and social care or children and young people's work settings

LO1 – Understand the purpose of professional supervision in health and social care or children and young people's work settings.

LO2 – Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.

LO3 – Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.

LO4 – Be able to provide professional supervision in health and social care or children and young people's work settings.

LO5 – Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.

LO6 – Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.

For **LO1, AC1.3** Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision, candidates' explanations evidenced all three aspects of this assessment criterion: 'legislation, codes of practice and agreed ways of working'. For **LO2, AC2.3** Analyse how performance indicators can be used to measure practice, candidates' analysis reflected an in-depth understanding of 'performance indicators' and how they are used. For **LO3, AC3.1** Explain factors which result in a power imbalance in professional supervision, a range of factors must be included in candidates' explanations. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO3, LO4, LO5 and LO6**.

Unit 37: Undertake a research project within services for health and social care or children and young people

LO1 – Be able to justify a topic for research within services for health and social care or children and young people.

LO2 – Understand how the components of research are used.

LO3 – Be able to conduct a research project within services for health and social care or children and young people.

LO4 – Be able to analyse research findings.

For **LO1, AC1.2** Develop the aims and objectives of the research project, observation of candidates' practices must be the main assessment method used to evidence this competence based assessment criterion. For **LO2, AC2.1** Critically compare different types of research, some Centres devised group and pairs activities to enable candidates to research and then debate the different types of research that exist including their purpose, use and validity. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO3 and LO4**.

Unit 85: Understand professional management and leadership in health and social care or children and young people's settings

LO1 – Understand theories of management and leadership and their application to health and social care or children and young people settings.

LO2 – Understand the relationship between professional management and leadership.

LO3 – Understand the skills of professional management and leadership in health and social care or children and young people's settings.

LO4 – Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services.

For **LO1, AC1.1** Research theories of management and leadership, candidates' research included a range of theories of management and leadership that were relevant. For **LO2, AC2.3** Describe how conflicts between management and leadership models can be addressed; it is important that candidates' descriptions include details of 'how' conflicts can be addressed. For **LO3, AC3.1** Analyse the skills required to be an effective manager and effective leader, candidates' analysis reflected a clear differentiation of the skills required for both roles. For **LO4, AC4.1** Identify factors that influence policy drivers, candidates identified a range of factors that were relevant.

Additional Mandatory Units for Schemes 10394 and 10395

Unit 8: Lead and manage group living for adults is not a mandatory unit in scheme 10394, Unit 12 Assess the individual in a health and social care setting is included instead.

Unit 8: Lead and manage group living for adults and Unit 11: Lead and manage a team within a health and social care or children and young people's setting are not mandatory units in scheme 10395, Unit 12 Assess the individual in a health and social care setting is included instead.

Unit 12: Assess the individual in a health and social care setting

LO1 – Understand assessment processes.

LO2 – Be able to lead and contribute to assessments.

LO3 – Be able to manage the outcomes of assessments.

LO4 – Be able to promote others' understanding of the role of assessment.

LO5 – Review and evaluate the effectiveness of assessment.

For **LO1, AC1.1** Compare and contrast the range and purpose of different forms of assessment, candidates detailed both similarities and differences of a range of forms of assessment. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3 and LO4**. Expert witness testimony proved to be of value when evidencing candidates' skills in **LO5**.

Mandatory Units for Schemes 10396, 10397 and 10398

Unit 1: Use and develop systems that promote communication

LO1 – Be able to address the range of communication requirements in own role.

LO2 – Be able to improve communication systems and practices that support positive outcomes for individuals.

LO3 – Be able to improve communication systems to support partnership working.

LO4 – Be able to use systems for effective information management.

For **LO1, AC1.2** Explain how to support effective communication within own job role, candidates made clear links to their job roles' duties and responsibilities. For **LO2, AC2.1** Monitor the effectiveness of communication systems and practices and **LO3, AC3.3** Propose improvements to communication systems for partnership working, expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise. For **LO4, AC4.1** Explain legal and ethical tensions between maintaining confidentiality and sharing information, both aspects of this assessment criterion must be addressed by candidates i.e. 'legal and ethical' tensions.

Unit 2: Promote professional development

LO1 – Understand principles of professional development.

LO2 – Be able to prioritise goals and targets for own professional development.

LO3 – Be able to prepare a professional development plan.

LO4 – Be able to improve performance through reflective practice.

For **LO1, AC1.2** Analyse potential barriers to professional development, a range of barriers were included in candidates' analysis. For **LO2, LO3** and **LO4** observations of candidates' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 3: Champion equality, diversity and inclusion

LO1 – Understand diversity, equality and inclusion in own area of responsibility.

LO2 – Be able to champion diversity, equality and inclusion.

LO3 – Understand how to develop systems and processes that promote diversity, equality and inclusion.

LO4 – Be able to manage the risks presented when balancing individual rights and professional duty of care.

For **LO1, AC1.1** Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility, candidates related the research they had undertaken to specific responsibilities they had in their job roles. For **LO2, AC 2.1** Promote equality, diversity and inclusion in policy and practice, both aspects of this assessment criterion must be addressed i.e. 'policy and practice'. For **LO3, AC3.3** Propose improvements to address gaps or shortfalls in systems and processes, work product evidence and witness testimony can be used as supporting evidence. For **LO4, AC4.1** Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care, candidates reflected on their experiences to generate evidence towards this assessment criterion.

Unit 4: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

LO1 – Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.

LO2 – Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.

LO3 – Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings.

LO4 – Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.

LO5 – Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.

For **LO1, AC1.2** Analyse how policies, procedures and practices in own setting meet health and safety risk management requirements and **LO3, AC3.1** Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others, they were a good source of supporting work product evidence where learners developed these procedures. For **LO2, AC2.2** Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work, support to a range of 'others' must be evidenced to meet fully this assessment criterion. For **LO4** and **LO5** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 5: Work in partnership in health and social care or children and young people's settings

LO1 – Understand partnership working.

LO2 – Be able to establish and maintain working relationships with colleagues.

LO3 – Be able to establish and maintain working relationships with other professionals.

LO4 – Be able to work in partnership with others.

For **LO1, AC1.2** Explain the importance of partnership working with colleagues, other professionals and others, candidates' explanations included a detailed rationale that supported each aspect of this assessment criterion. For **LO2, AC2.1** Explain own role and responsibilities in working with colleagues and **LO3, AC3.1**, clear examples of how candidates' job roles and responsibilities related to working with colleagues and professionals were provided. For **LO4, AC4.5** Deal constructively with any conflict that may arise with others, observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise.

Unit 6: Understand children and young person's development

LO1 – Understand the expected pattern of development for children and young people from birth to 19 years.

LO2 – Understand the factors that influence children and young people's development and how these affect practice.

LO3 – Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.

LO4 – Understand the importance of early intervention to support the speech, language and communication needs of children and young people.

LO5 – Understand the potential effects of transitions on children and young people's development.

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development and why the difference is important, candidates' explanations included a clear rationale of the differences. For **LO2, AC 2.3** Explain how theories of development and frameworks to support development influence current practice, candidates researched in detail current theories of development and frameworks used. For **LO3, AC3.3** Explain how disability may affect development, candidates were tasked with conducting research around different conditions that may affect development; sources used were referenced in detail. For **LO4, AC4.3**. Explain how play and activities are used to support the development of speech, language and communication, some Centres invited guest speakers to talk through how play and activities are used. For **LO5, AC 5.1** Explain how different types of transitions can affect children and young people's development, candidates based their explanations on a range of transitions; some were included within the exemplification.

Unit 7: Lead practice that supports positive outcomes for child and young person development

LO1 – Understand theoretical approaches to child and young person development.

LO2 – Be able to lead and support developmental assessment of children and young people.

LO3 – Be able to develop and implement programmes with children or young people requiring developmental support.

LO4 – Be able to evaluate programmes for children or young people requiring developmental support.

LO5 – Be able to lead and promote support for children experiencing transitions.

LO6 – Be able to lead positive behaviour support.

For **LO1 AC1.1** Explain different theories and frameworks of child and young person development, a range of theories and frameworks must be explained. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**.

Unit 8: Develop and implement policies and procedures to support the safeguarding of children and young people

LO1 – Understand the impact of current legislation that underpins the safeguarding of children and young people.

LO2 – Be able to support the review of policies and procedures for safeguarding children and young people.

LO3 – Be able to implement policies and procedures for safeguarding children and young people.

LO4 – Be able to lead practice in supporting children and young people's wellbeing and resilience.

For **LO1, AC1.3** Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing, candidates' explanations were supported with reflections and work product evidence. For **LO2, AC2.5** Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people, candidates were able to evidence their skills in liaising with a range of 'different organisations'. Observations of candidates practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3 and LO4**.

Unit 9: Lead and manage group living for children (schemes 10396 and 10397 only)

LO1 – Understand the legal, policy, rights and theoretical framework for group living for children and young people.

LO2 – Be able to lead the planning, implementation and review of daily living activities for children and young people.

LO3 – Be able to promote positive outcomes in a group living environment.

LO4 – Be able to manage a positive group living environment.

LO5 – Be able to safeguard children and young people in a group living environment.

Unit 10: Lead and manage a team within a health and social care or children and young people's setting (schemes 10396 and 10397 only)

LO1 – Understand the features of effective team performance within a health and social care or children and young people's setting.

LO2 – Be able to support a positive culture within the team for a health and social care or children and young people's setting.

LO3 – Be able to support a shared vision within the team for a health and social care or children and young people's setting.

LO4 – Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting.

LO5 – Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting.

LO6 – Be able to manage team performance in a health and social care or children and young people's setting.

For **LO1, AC1.5** Analyse how different management styles may influence outcomes of team performance, candidates' analysis included both reflections and research based tasks. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**.

Unit 11: Develop professional supervision practice in health and social care or children and young people's work settings (schemes 10396 and 10397 only)

LO1 – Understand the purpose of professional supervision in health and social care or children and young people's work settings.

LO2 – Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.

LO3 – Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.

LO4 – Be able to provide professional supervision in health and social care or children and young people's work settings.

LO5 – Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.

LO6 – Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.

For **LO1, AC1.3** Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision, candidates' explanations evidenced all three aspects of this assessment criterion: 'legislation, codes of practice and agreed ways of working'. For **LO2, AC2.3** Analyse how performance indicators can be used to measure practice, candidates analysis reflected an in-depth understanding of 'performance indicators' and how they are used. For **LO3, AC3.1** Explain factors which result in a power imbalance in professional supervision, a range of factors must be included in candidates' explanations. Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO3, LO4, LO5 and LO6**.

Unit 12: Lead practice in promoting the well-being and resilience of children and young people

LO1 – Understand how different approaches to promoting positive wellbeing and resilience in children and young people impact on practice.

LO2 – Be able to lead practice in supporting children and young people's wellbeing and resilience.

LO3 – Be able to lead practice in work with carers who are supporting children and young people.

LO4 – Be able to lead practice in responding to the health needs of children and young people.
LO5 – Be able to lead the development of practice with children or young people to promote their wellbeing and resilience.

For **LO1, AC1.1** Explain the importance of wellbeing for children and young people and **AC1.2** Explain the importance of resilience for children and young people, candidates' explanations included a clear differentiation of the importance of the terms 'well-being' and 'resilience'. For **LO2, LO3, LO4 and LO5** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

Unit 37: Undertake a research project within services for health and social care or children and young people

LO1 – Be able to justify a topic for research within services for health and social care or children and young people.

LO2 – Understand how the components of research are used.

LO3 – Be able to conduct a research project within services for health and social care or children and young people.

LO4 – Be able to analyse research findings.

For **LO1, AC1.2** Develop the aims and objectives of the research project, observation of candidates' practices must be the main assessment method used to evidence this competence based assessment criterion. For **LO2, AC2.1** Critically compare different types of research, some Centres devised group and pairs activities to enable candidates to research and then debate the different types of research that exist including their purpose, use and validity. Observations of candidates' practices must be the main assessment method used for the competence based assessment criteria included within **LO3 and LO4**.

Optional Units for Schemes 10393, 10394, 10395, 10396, 10397 and 10398

Unit: Understand partnership working

LO1 – Understand partnership working.

For **LO1, AC1.3** Analyse how partnership working delivers better outcomes and **AC1.4** Explain how to overcome barriers to partnership working, reflections and case scenarios proved to be good sources of evidence for both these assessment criteria.

Unit: Develop, maintain and use records and reports

LO1 – Understand the legal and organisational requirements for recording information and providing reports.

LO2 – Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.

LO3 – Be able to use records and reports to inform judgements and decisions.

For **LO1, AC1.1** Specify own responsibilities and those of others when recording information and producing reports, candidates reflected a very good understanding of own responsibilities and those of others within the remit of different job roles. Observations of candidates' practices for the competence based assessment criteria within **LO2 and LO3** was supported with work product evidence and witness testimony.

Mandatory Units for Scheme 10406

Unit 1: Understand children and young people's development in residential childcare

LO1 – Understand the expected pattern of development for children and young people from birth to 19 years.

LO2 – Understand the factors that influence children and young people's development and how these affect practice.

LO3 – Understand the cycle of monitoring, assessment and intervention for children and young people's development.

LO4 – Understand the importance of early intervention to support development needs of children and young people.

LO5 – Understand the effects of transitions on children and young people's development.

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development, candidates' explanations included a clear rationale of the differences. For **LO2, AC 2.3** Explain how theories of development and frameworks to support development influence current practice in a residential care setting, candidates researched in detail current theories of development and frameworks used that were relevant to residential care settings. For **LO3, AC3.1** Explain how to monitor children and young people's development using different methods, a range of methods must be explained. For **LO4, AC4.1** Explain the importance of early identification of development issues, candidates completed research tasks and activities set by Centres in detail. For **LO5, AC 5.1** Explain how times of transitions can affect children and young people's development, candidates based their explanations on a range of transitions; some were included within the exemplification.

Unit 2: Understand support for children and young people who are vulnerable and disadvantaged

LO1 – Understand factors that impact on outcomes and life chances of children and young people.

LO2 – Understand how poverty and disadvantage can affect children and young people's development.

LO3 – Understand the strategic and policy context for improving outcomes for children and young people.

LO4 – Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage.

LO5 – Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.

For **LO1, AC1.2** Describe how factors impact on outcomes and life chances for children and young people, a range of factors must be evidenced. Explanations for **LO2, AC2.1** Explain what is meant by disadvantage and vulnerability in relation to children and young people, differentiated between the terms disadvantage and vulnerability. Research activities and case scenarios were used to support candidates to evidence their knowledge of the assessment criteria within **LO3, LO4 and LO5**.

Unit 3: Lead and manage a team within a residential childcare setting

- LO1** – Understand the concepts of management and leadership.
- LO2** – Understand the features of effective team performance within residential childcare.
- LO3** – Be able to lead the development of a positive organisational culture.
- LO4** – Be able to develop a plan with team members to meet agreed objectives.
- LO5** – Be able to support individual team members to work towards agreed objectives.
- LO6** – Be able to manage performance.
- LO7** – Understand how to lead a team through change.

For **LO1, AC1.2** Analyse theoretical models of leadership styles and **AC1.3** Analyse theoretical models of management styles, candidates' analysis included a range of models of leadership and management styles that were relevant. For **LO2, AC2.5** Analyse methods for conflict resolution within a team; it is important that candidates 'analyse' methods for resolving conflicts. For **LO3, LO4, LO5 and LO6** observations of candidates' practices must be the main assessment method used; expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise. For **LO7, AC7.2** Compare theories of change management, a range of theories must be compared.

Unit 4: Lead practice to support the safeguarding and protection of children and young people in residential childcare

- LO1** – Understand the impact of current legislation for the safeguarding of children and young people.
- LO2** – Be able to participate in local networks to safeguard children and young people.
- LO3** – Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members.
- LO4** – Be able to lead practice that minimises the risk of harm and abuse in the care setting.
- LO5** – Be able to implement policies and procedures for safeguarding children and young people.
- LO6** – Understand situations that present high risk of harm for children and young people.
- LO7** – Understand approaches that address child sexual exploitation.
- LO8** – Be able to review policies and procedures for safeguarding children and young people in residential childcare.

For **LO1, AC1.1** Explain the current legislative framework that underpins the safeguarding of children and young people, examples of current legislation are required. For **LO2, LO3, LO4, LO5 and LO8**, observations of candidates' practices must be the main assessment method used. Research based activities supported candidates' evidence generation towards **LO6 and LO7**.

Unit 5: Lead practice for communication and information management in residential childcare settings

- LO1** – Understand the theoretical context of communication in residential childcare settings.
- LO2** – Be able to develop team members' knowledge and skills to support communication with children and young people.
- LO3** – Be able to support team members in addressing specific communication needs of children and young people.
- LO4** – Be able to develop practices that support children and young people to communicate openly in the work setting.
- LO5** – Understand approaches to conflict management.
- LO6** – Be able to develop communication to support professional networks and teams.
- LO7** – Be able to manage systems for effective information management.

For **LO1, AC1.1** Compare theoretical models of communication relevant to residential childcare settings, research based activities need to focus on 'models of communication'; their relevance to residential childcare settings must also be made clear. For **LO2, LO3 and LO4** training and supervision of personnel can generate some good evidence towards the competence based assessment criteria contained within these LOs. Case scenarios and reflections could support the knowledge based assessment criteria contained within the 'Be able to' **LOs 6 and 7**.

Unit 6: Manage risk in residential childcare

LO1 – Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings.

LO2 – Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people.

LO3 – Be able to lead implementation of risk management procedures.

LO4 – Be able to review health, safety and risk management policies, procedures and practices.

For **LO1, AC1.1** Explain key points of the legislative framework for health, safety and risk management in residential childcare settings, candidates detailed the key points in their explanations of how legislation that exists relates to health, safety and risk management. For **LO2 and LO3**, candidates must demonstrate how they are able to support a range of 'others'. Observation is the required assessment method for the competence based assessment criteria for **LO4**.

Unit 7: Lead and manage group living in residential childcare

LO1 – Understand current theoretical frameworks for group living for children and young people.

LO2 – Understand the current legal, policy and rights frameworks for children and young people in group living.

LO3 – Be able to support positive outcomes in a group living environment.

LO4 – Be able to lead the planning, implementation and review of group living activities for children and young people.

LO5 – Be able to manage work schedules and patterns to maintain a positive environment for group living.

For **LO1, AC1.1** Summarise theoretical approaches to group living for children and young people in residential childcare and **AC1.2** Summarise theories about how the physical environment can support well-being in a group setting, candidates will need to base their summaries on research that they have undertaken in relation to group living with children and young people. For **LO3, AC3.1** Analyse how group living can support positive outcomes for children and young people, case scenarios could be a good source of evidence for this assessment criterion. The evidence generated by candidates for the assessment criteria contained within **LO4** must focus on planning, implementing and reviewing activities with children and young people. Expert witness testimony and work product evidence could provide additional evidence to support the competence based assessment criteria within **LO5**.

Unit 8: Lead a service that can support children or young people who have experienced harm or abuse

LO1 – Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse.

LO2 – Be able to prepare team members to respond to disclosure or detection of harm and abuse.

LO3 – Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse.

LO4 – Be able to support team members to work with challenges relating to harm or abuse.

For **LO1, AC1.1** Explain roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse and **AC1.2** Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse; candidates' knowledge must be relevant to their own work settings and include explanations of the roles and responsibilities within their own organisations and within those of external agencies. For **LO2 and LO4** expert witness testimony can be used if information is too sensitive to be shared through observations by candidates' assessors. For **LO3, AC3.1** Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse, a range of sources of information and guidance must be used.

Unit 9: Lead practice to achieve positive outcomes for children and young people in residential childcare

- LO1** – Understand positive outcomes for children and young people in residential childcare.
- LO2** – Be able to lead practice that puts children or young people at the centre.
- LO3** – Be able to lead engagement with families to benefit children or young people.
- LO4** – Be able to lead practice that addresses the health needs of children or young people.
- LO5** – Be able to lead practice that supports children or young people to learn.
- LO6** – Be able to lead practice that supports children or young people to enjoy their leisure time.
- LO7** – Be able to lead practice that promotes participation in the community.
- LO8** – Be able to lead continuous improvement to practice.

For **LO1, AC1.1** Explain positive outcomes for children and young people that residential childcare services aim to achieve, candidates' based their explanations on legal and organisational requirements. For **LO2, LO3, LO4, LO5, LO6, LO7 and LO8**, person-centred approaches to working with children, young people and their families must be central to candidates' observed practices.

Unit 10: Implement a Positive Relationship Policy in residential childcare

- LO1** – Understand the interconnection between relationships and behaviour.
- LO2** – Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people.
- LO3** – Be able to establish systems to implement the positive relationship policy.
- LO4** – Be able to equip team members to implement the positive relationship policy
- LO5** – Be able to review a Positive Relationship Policy.
- LO6** – Understand the context for use of physical intervention and restraint.

For **LO1, AC1.4** Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour, candidates' researched a range of approaches and responses to socially unacceptable behaviour, including local and national initiatives. Observations of candidates' practices for **LO2, LO3, LO4 and LO5** could be supported with work product evidence and witness testimony. For **LO6, AC6.1** Explain principles for the use of physical intervention and restraint with children and young people in residential childcare, candidates' explanations focused on current definitions of the terms 'physical intervention and restraint.'

Unit 11: Lead practice to support the well-being and resilience of children and young people in residential childcare

- LO1** – Understand well-being and resilience in children and young people in residential childcare.
- LO2** – Understand support for well-being and resilience.
- LO3** – Be able to lead practice that supports children and young people's well-being and resilience.
- LO4** – Be able to improve practice in promoting the well-being and resilience of children and young people.

For **LO1, AC1.1** Explain the concepts and elements of a) well-being b) resilience, candidates' explained the meaning of both terms in detail and in line with current knowledge. For **LO2, AC2.2** Explain the importance of homeliness, friendship and fun in the childcare setting, all three aspects of this assessment criterion must be evidenced i.e. 'homeliness, friendship and fun'. For **LO3 and LO4**, a range of 'others' must be evidenced.

Unit 12: Lead practice in safe use of digital, internet and mobile technology with children and young people

LO1 – Understand the uses of technology by children and young people in society.

LO2 – Understand benefits and risks for children and young people when using digital, internet and mobile technology.

LO3 – Be able to support safe use of digital, internet and mobile technology by children and young people.

LO4 – Be able to address risks to team members associated with use of digital, internet and mobile technology.

For **AC1.1** Identify digital, internet and mobile technology used in society, candidates could conduct some independent research of the meaning of each of these terms; this knowledge will then be used by candidates as the basis of evidencing their knowledge and skills across **LO1 and LO2**. **LO3** and **LO4** contain competence based assessment criteria that must be observed.

Unit 13: Undertake professional development in residential childcare settings

LO1 – Understand principles of professional development.

LO2 – Understand how personal attributes and experiences can be used in professional development.

LO3 – Be able to prioritise goals and targets for own professional development.

LO4 – Be able to prepare a professional development plan.

LO5 – Be able to improve performance through reflective practice.

For **LO1, AC1.3** Compare the use of different sources and systems of support for professional development, a range of different sources and systems of support must be included. For **LO2, AC2.1** Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice, all aspects of this assessment criterion must be evidenced. For **LO3, LO4 and LO5** the competence based assessment criteria must be observed by the candidate's assessor or line manager who could act as an expert witness.

Unit 14: Lead practice to promote the rights, diversity and equality of children and young people in residential childcare

LO1 – Understand the legislative frameworks for children and young people's rights

LO2 – Be able to develop policies and procedures that promote the rights of children and young people.

LO3 – Understand anti-discriminatory practice with children and young people.

LO4 – Be able to lead anti-discriminatory practice.

LO5 – Be able to lead practice that supports the right of children and young people to raise concerns and make complaints.

LO6 – Be able to lead continuous improvement to practice to promote the rights of children and young people.

For **LO1 and LO3**, candidates used research based activities to evidence their knowledge. Observations of candidates' practices for **LO2, LO4, LO5 and LO6** could be supported with work product evidence.

Unit 15: Lead networks and multi-agency work to benefit children and young people in residential childcare

LO1 – Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare.

LO2 – Understand the local network for children and young people's services.

LO3 – Be able to build a multiagency team around a child or young person.

LO4 – Be able to participate in the work of a multi-agency team built around a child or young person.

LO5 – Be able to continuously improve multi-agency work.

The evidence generated by candidates contained within the knowledge and competence based assessment criteria of **LO1, LO2, LO3, LO4 and LO5** must focus on how to work in partnership with a range of agencies.

Optional Units

Unit 16: Understand the care system and its impact on children and young people

LO1 – Understand the process by which a child or young person comes into care.

LO2 – Understand the entitlements of children and young people in care.

LO3 – Understand the context of residential services for children and young people in care.

LO4 – Understand the impact of residential child care services on children and young people.

LO5 – Understand how to support a positive experience of care services for children and young people.

LO6 – Understand planning frameworks for children and young people in residential childcare.

For **LO1, AC1.2** Summarise the legal process by which children and young people become 'looked after' and **LO2, AC2.1** Explain the legal and statutory entitlements of children and young people in care, Centres will need to guide candidates with conducting some independent research. For **LO3, AC3.2** Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people, local and national policy frameworks could be addressed by candidates. For **LO4, AC4.1** Describe how being in care presents additional challenges for children and young people, the exemplification guidance in relation to 'challenges' is a useful guide for this assessment criterion. For **LO5, AC5.3** Describe activities and approaches that enable children and young people to have a positive experience of the care setting, reflections of candidates' experiences could prove a valuable source of evidence. For **LO6, AC6.1** Describe the purpose and features of plans required for children and young people in residential childcare, the exemplification guidance in relation to 'plans' is a useful guide for this assessment criterion.

Unit 23: Undertake a research project within services for health and social care or children and young people

LO1 – Be able to justify a topic for research within services for health and social care or children and young people.

LO2 – Understand how the components of research are used.

LO3 – Be able to conduct a research project within services for health and social care or children and young people.

LO4 – Be able to analyse research findings.

For **LO1, AC1.2** Develop the aims and objectives of the research project, observation of candidates' practices must be the main assessment method used to evidence this competence based assessment criterion. For **LO2, AC2.1** Critically compare different types of research, some Centres devised group and pairs activities to enable learners to research and then debate the different types of research that exist including their purpose, use and validity. Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO3 and LO4**.

4 Sector Update

The following updates have arisen in the health and social care sector:

October 2014

- NHS Five Year Forward View – A Report

A report that details the changes that are needed in the NHS between 2015 and 2020 and how to achieve them so as to ensure that the NHS is able to continue to provide high quality, safe and effective care. The report was developed by NHS England, Public Health England, Monitor, Health Education England, the Care Quality Commission and the NHS Trust Development Authority.

A copy of the report can be accessed from the following link:

<http://www.england.nhs.uk/ourwork/futurenhs/>

November 2014

- Supporting social care employers to prevent and manage abuse towards staff – A report

The report aims to support employers prevent and manage abuse towards staff. It offers a number of clear recommendations to encourage employers to ensure they have the following:

- Clear systems for reporting and recording incidents, which are well publicised to staff and monitored regularly.
- Practical help when an incident occurs – from time out or a break to recover, to counselling and further training.
- Developed and implemented policies on abuse and violence at work.
- Structured and sustained learning and development programmes – especially for those working with people with autism, people with dementia and people with a learning disability.
- Effective management support and supervision.

A copy of the report can be accessed from the following link:

<http://ipc.brookes.ac.uk/publications/pdf/Supporting-social-care-employers-to-prevent-and-manage-abuse-and-violence-FINAL-091014.pdf>

November 2014

- Child Protection – Information Sharing (CP-IS) Project

The Report of the Children and Young People's Health Outcomes Forum published in July 2012 highlighted that professionals who work in different care settings need to improve their communication with one another in relation to child protection issues and have immediate access to child protection information.

The CP-IS project went live across England in November 2014. Its aim is to connect local authorities' child protection social care IT systems with those used by staff in NHS unscheduled care settings such as emergency departments, out of hours GP services, walk-in-centres, paediatric wards, maternity wards, minor injury units and ambulance services. Information sharing focuses on those children who have a child protection plan, who have looked-after child status and pregnant women whose unborn child has a pre-birth child protection plan.

Additional information about the CP-IS project is available from the Health & Social Care Information Centre (hscic) and can be accessed from the following link:

<http://systems.hscic.gov.uk/cpis>

January 2015

- Code of practice: Mental Health Act 1983

The revised code of practice guides professionals how to carry out their roles and responsibilities under the Mental Health Act 1983, to ensure that all individuals receive high quality and safe care and also provides guidance to individuals, their families and carers on their rights. The code of practice is effective from 1 April 2015. It has been prepared in accordance with section 118 of the Mental Health Act 1983.

The revised code aims to provide stronger protection for individuals who have mental health conditions and clarify roles, rights and responsibilities. This includes involving the individual and, where appropriate, their families and carers in discussions about the individual's care at every stage, providing personalised care, minimising the use of inappropriate blanket restrictions, restrictive interventions and the use of police cells as places of safety.

The main changes to the code include:

- 5 new guiding principles;
- new chapters on care planning, human rights, equality and health inequalities;
- consideration of when to use the Mental Health Act and when to use the Mental Capacity Act 2005 and Deprivation of Liberty Safeguards and information to support victims;
- new sections on physical health care, blanket restrictions, duties to support patients with dementia and immigration detainees;
- significantly updated chapters on the appropriate use of restrictive interventions, particularly seclusion and long-term segregation, police powers and places of safety;
- further guidance on how to support children and young people, those with a learning disability or autism.

A copy of the revised code of practice can be accessed from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF

February 2015

- Prime Minister's Challenge on Dementia 2020

This document sets out what the Government wants to see in place by 2020 in order for England to be: the best country in the world for dementia care and support and for people with dementia, their carers and families to live and the best place in the world to undertake research into dementia and other neurodegenerative diseases. It also highlights the progress to date on improving dementia care, support and research.

A copy of the report can be accessed from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414344/pm-dementia2020.pdf

March 2015

- ‘No voice unheard, no right ignored’ – A Consultation

The consultation ‘No voice unheard, no right ignored’ was aimed at people with learning disabilities, autism and mental health conditions. It opened in March 2015 and closed in May 2015. It explores options on issues such as how people can: be supported to live independently, as part of a community, be assured that their views will be listened to, challenge decisions about them and about their care, exercise control over the support they receive with a Personal Health Budget, expect that different health and local services will organise themselves around their needs and know that professionals are looking out for their physical health needs as well as their mental health needs.

The document also explores views on a number of issues relating to the Mental Health Act which were raised during the recent consultation on the revised Mental Health Act Code of Practice.

A copy of the document can be accessed from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409816/Document.pdf

- Working together to safeguard children (2015)

The Department for Education published an updated version (the previous version being published in 2013) of the key statutory guidance for anyone working with children in England in March 2015. It sets out how organisations and individuals should work together and how practitioners should conduct the assessment of children. It includes changes around three main areas: the referral of allegations against those who work with children, the clarification of requirements on local authorities to notify serious incidents and a definition of serious harm for the purposes of serious case reviews.

Additional information about Working together to safeguard children (2015) is available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

- Children’s Homes Regulations 2015

These Regulations revoke and replace the Children’s Homes Regulations 2001.

The Regulations prescribe nine Quality Standards that must be met by children’s homes:

- 1 The quality and purpose of care standard (see regulation 6)
- 2 The children’s views, wishes and feelings standard (see regulation 7)
- 3 The education standard (see regulation 8)
- 4 The enjoyment and achievement standard (see regulation 9)
- 5 The health and well-being standard (see regulation 10)
- 6 The positive relationships standard (see regulation 11)
- 7 The protection of children standard (see regulation 12)
- 8 The leadership and management standard (see regulation 13)
- 9 The care planning standard (see regulation 14)

The main settings that are subject to the Regulations are: Children’s homes, Children’s homes that provide short break care, Secure children’s homes and Residential special schools or boarding schools that accommodate children for more than 295 days per year.

A Guide that provides further explanation and information about the regulations and the quality standards for children's homes, for everyone providing residential childcare can be accessed from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443634/Guide_to_the_Children_s_Homes_Regulations_including_the_quality_standards.pdf

- Tackling child sexual exploitation – a report

This report sets out how the government is dealing with child sexual exploitation and responding to the failures that were identified by Professor Alexis Jay and Louise Casey in their recent reviews into child sexual exploitation in Rotherham.

The report includes a comprehensive and targeted set of actions for all parts of the system including healthcare, social care, education, law enforcement and criminal justice agencies to:

- strengthen accountability and leadership in professions and local government;
- address the culture of inaction and denial that led to victims being dismissed and ignored;
- improve joint working and information sharing so that agencies intervene early;
- strengthen the protection of children who are at risk;
- reinforce law enforcement efforts to stop offenders;
- provide greater support for victims and survivors.

The report can be accessed from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408604/2903652_RotherhamResponse_acc2.pdf

April 2015

- Stand by Me - New Online Resource to Improve Communication and Care for People Living with Dementia

Stand by Me is a free e-learning resource that has been developed by Skills for Health, the University of Worcester Association for Dementia Studies and key partners, with funding from the Department of Health. Its aim is to enable health and social care practitioners who work in different settings to deliver high quality, person-centred care to individuals living with dementia and their families.

Additional information about the course can be accessed from the following link:

<http://www.nsahealth.org.uk/e-learning/courses-we-offer/286:stand-by-me-dementia-free-e-learning-course>

- The Care Certificate

The Care Certificate has been launched for all healthcare assistants and social care support workers. The Care Certificate sets out the basic skills, knowledge and behaviours that are required to provide individuals with safe, effective and compassionate care. It consists of 15 standards:

- 1 Understand your role
- 2 Your personal development
- 3 Duty of care
- 4 Equality and Diversity

- 5 Work in a person centred way
- 6 Communication
- 7 Privacy and dignity
- 8 Fluids and nutrition
- 9 Awareness of mental health, dementia and learning disability
- 10 Safeguarding adults
- 11 Safeguarding children
- 12 Basic life support
- 13 Health and safety
- 14 Handling information
- 15 Infection prevention and control

Further information about the Care Certificate is available from the following link:
<http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx>

- Care Improvement Works – New service from Skills for Care and SCIE

Skills for Care the Social Care institute for Excellence (SCIE) have launched an online resource for Managers of care services for adults called Care Improvement Works. All the resources on Care Improvement Works are mapped to the Care Quality Commission's five questions and key lines of enquiry (KLOEs):

- Are they safe?
- Are they effective?
- Are they caring?
- Are they responsive?
- Are they well-led?

The Care Improvement Works resource can be accessed from the following link:
<http://www.careimprovementworks.org.uk/>

July 2015

- Transforming care for people with learning disabilities – A report

The Transforming Care Delivery Board, comprising NHS England, the Local Government Association (LGA), the Association of Directors of Adult Social Services (ADASS), the Care Quality Commission (CQC), Health Education England (HEE) and the Department of Health has published a progress report on the steps taken towards improving services for people with learning disabilities.

A copy of the report can be accessed from the following link: <http://www.england.nhs.uk/wp-content/uploads/2015/01/transforming-care-progress-report.pdf>

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Verifier Annual Reports, Recording Forms, Units, Teaching and Learning Resources:

For scheme 04698 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-childrens-care-learning-and-development-management-level-5-04698/>

For scheme 04699 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-childrens-care-learning-and-development-advanced-practice-level-5-04699/>

For scheme 09621 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-residential-management-england-level-5-diploma-09621/>

For scheme 09622 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-management-england-level-5-diploma-09622/>

For scheme 09623 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-advanced-practice-england-level-5-diploma-09623/>

For scheme 09624 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-residential-management-england-level-5-diploma-09624/>

For scheme 09625 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-management-england-level-5-diploma-09625/>

For scheme 09626 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-advanced-practice-england-level-5-diploma-09626/>

For scheme 10393 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults-residential-management-england-level-5-diploma-10393-from-2014/>

For scheme 10394 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults-management-england-level-5-diploma-10394-from-2014/>

For scheme 10395 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults-advanced-practice-england-level-5-diploma-10395-from-2014/>

For scheme 10396 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-residential-management-england-level-5-diploma-from-2014-10396/>

For scheme 10397 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-management-england-level-5-diploma-10397-from-2014/>

For scheme 10398 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-advanced-practice-england-level-5-diploma-10398-from-2014/>

For scheme 10406 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-and-management-for-residential-childcare-england-level-5-diploma-10406/>

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