Unit Title: **Practise as a foster carer**

Sector unit number:	FC2
Level:	3
Credit value:	5
Guided learning hours:	46
Unit reference number:	A/503/5879

Unit purpose and aim

The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1 Be able to prepare to accommodate children or young people in their own home	1.1 Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided 1.2 Evaluate how the needs, background and experience of the child or young person can be accommodated within own home 1.3 Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges	
2 Be able to support children and young people to settle into the family home	2.1 Take steps to make a child or young person feel welcomed into the home 2.2 Personalize the home for the child or young person 2.3 Support the child or young person to understand any house rules for living in the home according to their age and stage of development 2.4 Support the child or young person to express needs, wishes and feelings	

Learning Outcomes	Assessment Criteria	Exemplification
3 Be able to provide a safe home environment for children and young people accessing foster care	3.1 Identify a range of **risks** that may be considered when providing accommodation for a child or young person 3.2 Evaluate hazards and risks within the home environment 3.3 Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety	**Risks** could include: • Environmental • Behavioural • Emotional • Allegations
4 Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care	4.1 Explain the impact that emotional, social and physical demands may have on family and other key people 4.2 Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member 4.3 Support family and other key people to balance their own needs with those of the child or young person 4.4 Take steps to address conflicts and disagreements as they arise 4.5 Develop **strategies** to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others	**Key people** – may include members of wider family, friends, carers, others with whom the family has a supportive relationship, etc **Strategies** could include either: • Past, present or future strategies • Strategies agreed with other professionals
5 Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care	5.1 Implement elements of the care plan that relate to own role as part of the foster care team 5.2 Work with the fostering team and **others** to support children or young people's **health and well being** 5.3 Demonstrate the use of organisational skills in foster carer role	**Others** could include: • Child's family • Own family • Friends/informal networks **Health and well being** could include: • Physical • Emotional • Psychological • Education • Employment • Social

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, all the learning outcomes must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit maps to HSC 318. It does not guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .