

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

HEALTH AND SOCIAL CARE

Unit 21

Looked after children and young
people

F/507/4442

Guided learning hours: 60

Version 4 – September 2017

LEVEL 3

UNIT 21: Looked after children and young people

F/507/4442

Guided learning hours: 60

Essential resources required for this unit: For LO4, learners will need access to relevant case studies from authoritative sources.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Parents may not always be able to provide safe and effective care for their children without support. In order for children and young people to fulfil their potential, they must be safe and well cared for. So what happens when children are not safe and well cared for? The health and social care sector works in various ways to support families to care for their children, so that their physical, emotional and mental health needs are met. Sometimes families are not able to care for their children in a way that meets these needs, so all those who work with children and young people need to be able to recognise the signs when children are not thriving. Children can come under the care of the authorities for many different reasons.

This unit aims to develop your understanding of the roles and responsibilities of professionals who work with children and young people; and the rights and needs of children and young people in care. This unit aims to highlight to you the reasons why children and young people enter care and the problems they may experience. The rights of children or young people need to always be at the heart of decisions made about them and therefore understanding their needs and views is crucial.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand what is meant by looked after children and young people in the context of the health and social care sector	<p>1.1 Legal definition of 'looked after children' i.e.</p> <ul style="list-style-type: none">• Section 22, Children Act (HM Government, 1989)• Children in care <p>1.2 The pathways for children entering the care system i.e.</p> <ul style="list-style-type: none">• voluntarily, because parents are struggling to cope• through intervention by local authority agencies because a child is deemed at risk of significant harm <p>1.3 Defining and determining 'significant harm' i.e.</p> <ul style="list-style-type: none">• ill treatment leading to impaired health or development <p>1.4 The agencies who may work with the family and assess the child i.e.</p> <ul style="list-style-type: none">• social services• police• education• health agencies <p>1.5 Care provided by agencies i.e.</p> <ul style="list-style-type: none">• supporting families before they reach crisis point• achieving permanency (adoption) for children who cannot return to their families• providing temporary placements (fostering) for children and young people when permanency is not desirable or feasible <p>1.6 Places where children may receive care i.e.</p> <ul style="list-style-type: none">• at home with their parents with support or under supervision• with foster carers• in residential children's homes• in other residential settings (e.g. secure units, schools)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Understand possible issues and difficulties that may affect looked after children and young people</p>	<p>2.1 Legislation and policy i.e.</p> <ul style="list-style-type: none"> • focus on standard of care due to an attainment gap between looked after children and their peers, i.e. <ul style="list-style-type: none"> ○ White Paper – Care Matters – Time for a Change (DfES, 2007) ○ Children and Young Persons Act (HM Government, 2008) ○ Health and Social Care Act (2012) <p>2.2 The attainment gap i.e.</p> <ul style="list-style-type: none"> • physical health (e.g. poor health, injuries, malnourishment, (e.g. overweight, underweight)) • social and emotional wellbeing (e.g. poor social skills, behavioural difficulties) • educational achievement (e.g. low attainment, truancy) <p>2.3 Risk factors for a child going into care (e.g. attachment behaviour, separation, loss and trauma, instability, abuse/neglect, lack of suitable placements, lack of highly skilled carers, lack of consistent carer)</p> <p>2.4 Problems that may arise for a looked after child (e.g. low resilience, difficulty regulating behaviour, special educational needs, greater risk of exclusion from educational settings, feelings of guilt and loss)</p> <p>2.5 Outcomes that looked after children may experience (e.g. difficulty forming stable relationships, poor mental health, lower educational outcomes, more likely to be convicted for a criminal offence, more likely to misuse drugs, more at risk of further abuse)</p>

<p>3. Know the responsibilities of those involved in the care of children and young people</p>	<p>3.1 Legal responsibilities i.e.</p> <ul style="list-style-type: none"> • Local Authority as corporate parent (Children Act 1989) • integrated Multi-agency responsibility (The Health and Social Care Act 2012) • child-centred approach (United Nations Convention on the Rights of the Child – UNCRC) <p>3.2 Safeguarding i.e.</p> <ul style="list-style-type: none"> • definition • effective safeguarding of children is everyone’s responsibility (e.g. teachers, GPs, nurses, midwives, health visitors, early years professionals, foster carers, family and youth workers, police, hospital staff, voluntary and community workers and social workers) • effective safeguarding must be based the needs and views of children <p>3.3 Child-centred, coordinated approach to care i.e.</p> <ul style="list-style-type: none"> • vigilance • understanding and action • stability • respect • information and engagement • explanation <p>3.4 Collaborative working in practice i.e.</p> <ul style="list-style-type: none"> • the lead role of Children’s Services • team around the child (TAC) • information sharing • care plans and review meetings
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<p>4. Understand how the needs of children and young people in care are being met</p>	<p>4.1 The rights of children and young people i.e.</p> <ul style="list-style-type: none"> • due regard is given to the wishes of children (Children Act 1989) • eliminate discrimination and promote equality of opportunity (Equality Act 2010) • to be heard and to be informed (UNCRC) <p>4.2 Meeting the needs of looked after children and young people in order for them to thrive i.e.</p> <ul style="list-style-type: none"> • warm, nurturing care • stable, high quality placements • support to make sense of their identity and build relationships • support from specialist services • support to fulfil their potential • support to move to independence <p>4.3 The aim of a collaborative approach to care is to meet the needs and rights of children and young people i.e.</p> <ul style="list-style-type: none"> • promoting stable placements and nurturing relationships • supporting the full range of placements, including with family and friends • encouraging educational achievement • supporting transition to independent living • meeting particular needs including those from black and minority ethnic backgrounds; unaccompanied asylum seekers; those with disabilities • placing children and young people at the heart of decision-making <p>4.4 How support for looked after children and young people could be improved i.e.</p> <ul style="list-style-type: none"> • better support for families that are struggling (e.g. with domestic abuse, substance abuse, mental health issues) • better evidence and assessment of when/whether to remove children from their families • more therapeutic support services for children in care
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GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand what is meant by looked after children and young people in the context of the health and social care sector	P1: * Explain what is meant by looked-after children and young people in the context of the health and social care sector		
2. Understand possible issues and difficulties that may affect looked after children and young people	P2*: Explain risk factors for a child going into care	M1: Explain why looked-after children and young people might experience negative outcomes	
	P3: * Describe the problems that a child or young person may experience as a result of poor quality care		
	P4*: Explain why legislation and policy focus on the attainment gap		
3. Know the responsibilities of those involved in the care of children and young people	P5: * Describe the responsibilities of those involved in the care of looked-after children and young people		
4. Understand how the needs of children and young people are being met	P6: * Explain the factors that are important for children and young people in care in order for them to thrive	M2: Evaluate how the needs of looked-after children and young people are being met	D1: Suggest improvements that could be made to the support and care of looked-after children and young people
	P7: * Analyse how a collaborative approach to care supports the needs of looked-after children and young people		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand what is meant by looked after children and young people in the context of the health and social care sector

Learners must be able to explain the term Looked after Children and young people referring to the legal context. For this LO learners will benefit from drawing on learning from Unit 11 Career planning for Health and Social care.

LO2: Understand possible issues and difficulties that may affect looked after children and young people

For P2, learners must produce work which explains the risk factors for a child going into care, and for P3 they must describe the problems which a looked after child may face as a result of poor quality care. For P4, they must explain why policy and legislation for looked after children focus on the attainment gap. In order to achieve M1, learners must be able to explain why looked after children might experience negative outcomes in life. For this LO learners will benefit from drawing upon learning from mandatory Unit 2 Equality, diversity and rights in health and social care, Unit 15 Promoting Health and wellbeing, Unit 22 Psychology for health and social care, Unit 23 Sociology for health and social care.

LO3: Know the responsibilities of those involved in the care of children and young people

For P5, learners must be able to describe the responsibilities of those involved in the care of looked after children and young people. For this LO learners will benefit from drawing on learning from Unit 7 Safeguarding, Unit 11 Career planning for Health and Social care.

LO4: Understand how the needs of children and young people in care are being met

For P6, learners must be able to explain factors which are necessary for children and young people in care to be able to thrive. For P7, learners must also provide an analysis of how a collaborative approach to care supports looked after children and young people. In order to achieve M2, learners must evaluate how looked after children and young people's needs are being met. Further to this, for D1, learners must explain suggestions of improvements which could be made to the support of looked after children and young people. For this LO learners will benefit from drawing upon learning from Mandatory Unit 2 Equality, diversity and rights in health and social care. Unit 22 Psychology for health and social care, Unit 23 Sociology for health and social care.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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