



Vocational Qualifications (QCF, NVQ, NQF)

Leadership for Health and Social Care

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**

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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.

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

1. Overview:

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** learners 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** learners 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** learners 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** learners 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** learners 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** learners 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

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- 10398 – Children & Young People's Advanced Practice
 - 10393 – Adults' Residential Management
 - 10394 – Adults' Management
 - 10395 – Adults' Advanced Practice
- For **scheme 10396** learners 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** learners 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** learners 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** learners 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** learners 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** learners 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** learners must achieve a minimum of 65 credits: 57 credits from Mandatory Group A and a minimum of 8 credits (3 units) from Group B.

The following are examples of good practice areas that were noted across Centres:

Assessment Methods:

Assessment of these qualifications was of a good quality for this academic year. There was a wide range of assessment methods used with learners and the rationale for each of these was clearly explained and documented in assessment planning documentation for individual learners. It was noted that there was effective use made of oral questioning, assignments, projects and work product evidence including both discussion and observation of work product evidence.

Initial assessments:

Initial assessments completed with learners were very thorough and ensured that learners were in suitable job roles for their respective qualification and chosen pathway. A thorough analysis of learners' capacity to undertake the qualification alongside their current management responsibilities was also conducted with learners at the beginning of their qualifications and at regular intervals throughout their learning programme.

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The following are examples of areas for development that were noted across Centres:

Assessment Planning

Assessment planning can be further improved by ensuring that targets set and agreed with learners are SMART. It is also important that all targets that are achieved are documented clearly.

E-portfolios

Guidance was provided to Centres on considering how resources such as links to official websites for research, useful books and articles could be made available to learners through e-portfolio systems.

Witness Testimony and Discussion

Guidance was provided to Centres on increasing the use of witness testimony and discussion with learners. The options of using oral witness testimony and digitally recorded discussions were also discussed with Centres' assessment teams.

2. General Comments

The following are examples of good practice areas that were noted across learners:

Observations:

Observations of learners' practices were very detailed; they captured the activities observed well and all holistic opportunities for assessment were maximised. They also included an introductory paragraph that set the context of the learner's work place and job role as well as providing useful information about the needs of the individuals they provided care or support to.

Oral questioning:

Oral questioning of learners had been planned, implemented and documented clearly. Oral questioning was used effectively to address gaps in learners' knowledge and to encourage learners to provide more detailed information i.e. this tended to occur when learners were responding to written questions or during discussions with Assessors.

Work Product Evidence

Numerous examples of work product evidence were evident including when supporting observations of learners' work practices.

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 **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, AC4.2** Analyse the essential features of information sharing agreements within and between organisations; learners' responses made reference to a range of different organisations to fully meet this AC.

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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, AC1.3** Compare the use of different sources and systems of support for professional development; the exemplification guidance with this unit could be used as the basis of learners' comparisons. For **LO2, AC2.1** Evaluate own knowledge and performance against standards and benchmarks; learners' responses must include examples of both standards and benchmarks; the exemplification guidance includes useful information about the meaning of both terms.

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, learners' responses were assessed holistically with the assessment criteria contained in Units 1 and 2. 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'.

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, where learners developed these procedures they were a good source of supporting work product evidence. Witness testimony could also be obtained and used as supporting evidence for these assessment criteria.

For **LO5, AC5.2** Evaluate the health, safety and risk management policies, procedures and practices within the work setting; the focus of learners' evaluations must be on their work settings.

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

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LO4 - Be able to work in partnership with others

For **LO3, AC3.1** Explain own role and responsibilities in working with other professionals; learners could use the exemplification guidance as the basis of their explanations although it is also important to ensure that learners relate their responses to their own job role and responsibilities.

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', the exemplification guidance included in the unit can be used as the basis of learners' explanations. For **LO5, AC5.4** Explain how legislation and regulation influence working relationships with carers, families and significant others; both legislation and regulation must be addressed in learners' explanations.

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 **LO2, LO3** and **LO4** observations of learners' 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

Observations of learners' practices for **LO2, LO3** and **LO4** can be further 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 **LO2 AC2.1** Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. It is important that learners address all aspects of this assessment criterion i.e. signs, symptoms, indicators and behaviours.

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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, AC1.5** Explain how person-centred practice can result in positive changes in individuals' lives, learners' explanations must include a range of examples of positive changes.

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

Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**. Witness testimony and work product evidence could also be used to support learners' observations.

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, learners' explanations must evidence all three aspects of this assessment criterion: 'legislation, codes of practice and agreed ways of working'.

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

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For **LO4, AC4.3** Reflect how own research findings substantiate initial literature review; links back to the initial literature review must be made by learners to meet the requirements of this assessment criterion.

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 **LO2, AC2.3** Describe how conflicts between management and leadership models can be addressed; it is important that learners' descriptions include details of 'how' conflicts can be addressed.

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 **LO4, AC4.1**, Develop others' understanding of the functions of a range of assessment tools, learners could consider the range of 'others' identified in the exemplification guidance i.e. other professionals, carers/family members, advocates and colleagues.

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 **LO3, AC3.2** Compare the effectiveness of different communications systems for partnership working and **AC3.3** Propose improvements to communication systems for partnership working could be assessed holistically together.

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, AC1.3** Compare the use of different sources and systems of support for professional development; the exemplification guidance with this unit could be used as the basis of learners' comparisons. For **LO4, AC4.3** Use reflective practice and feedback from others to improve performance, learners could also use work product evidence and witness testimony to support their observations of practice.

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 **LO2, AC 2.2** Challenge discrimination and exclusion in policy and practice could be supported with discussion and oral questioning of the learner if an opportunity has not arisen naturally where this has been observed.

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 **LO2, AC2.4** Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements; learners' responsibilities for competing records and reports will vary depending on their job roles and work settings.

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 **LO4, AC4.5** Deal constructively with any conflict that may arise with others, observations of learners' 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.

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Unit 6: Understand children and young person's development

LO1 - Understand the pattern of development that would normally be expected for children and young people from birth-19 years

LO2 - Understand the factors that impact on children and young people's development

LO3 - Understand the benefits of early intervention to support the development of children and young people

LO4 - Understand the potential effects of transition on children and young people's development

LO5 - Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

For **LO3, AC3.3** Evaluate how multi agency teams work together to support all aspects of development in children and young people; learners' evaluations must include examples of different multi agency teams who work together. For **LO4, AC4.1** Explain how different types of transitions can affect children and young people's development; learners will find the exemplification guidance useful in relation to the different types of transitions that they could include.

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 **LO2, AC2.1** Support use of different methods of developmental assessment and recording for children and young people; learners' observations must be in line with the remit of their job roles and the requirements of their work settings

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, AC1.2** Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people; learners' evaluation must include evidence of national guidelines, local guidelines, policies and procedures to fully meet the requirements of this assessment criterion.

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

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For **LO2, AC2.1** Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people; learners' practices must be within the scope of their job role and responsibilities i.e. support others.

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, learners' analysis can include reflections on their own work setting and team.

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 **LO3, AC3.1** Explain factors which result in a power imbalance in professional supervision, a range of factors must be included in learners' 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

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For **LO1, AC2.1** Lead practice that supports others to engage with children and young people to build their self-esteem; the exemplification guidance included in the unit is a useful reference to ensure learners understand the full scope of the meanings of 'others' and 'build their self-esteem'. For **LO4, AC4.1** Lead practice that supports children and young people to make positive choices about their health needs; learners must reflect a full understanding of the scope and meaning of 'health needs'.

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, AC1.3** Explain ethical considerations that apply to the area of the research project; the exemplification guidance can be used as the basis of learners' responses although the ethical considerations must be relevant and apply to the research project being carried out.

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

Unit: Lead Active Support

LO1 - Understand how the active support model translates values into person-centred practical action with individuals

LO2 - Be able to use practice leadership to promote positive interaction

LO3 - Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation

LO4 - Be able to use practice leadership in supporting others to maintain individuals' quality of life

For **LO4**, be able to use practice leadership in supporting others to maintain individuals' quality of life, observations of learners' practices must be the main assessment method.

Unit: Lead the Management of Transitions

LO1 - Understand the impact of change and transitions on the well-being of individuals

LO2 - Be able to lead and manage provision that supports workers to manage transitions and significant life events

For **LO2, AC2.2** Promote a culture that supports and encourages individuals to explore challenges, this 'promotion' must be evident, rather than inferred, when learners' practices are observed.

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

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For **LO1, AC1.3** Analyse the impact of adolescent development on a young person's thoughts, feelings and behaviours; learners' analysis must be focused on the impact of 'adolescent development'. For **LO2, AC2.3** Evaluate how theories of development and frameworks to support development influence current practice, learners' evaluations must address both aspects of this assessment criterion i.e. theories of development and frameworks.

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 **LO2, AC2.2** Analyse how poverty and disadvantage can affect children and young people's: Physical development, Communication development, Intellectual/cognitive development, Social, emotional and behavioural development. All aspects of this assessment criterion must be included in learners' analysis.

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 **LO3, LO4, LO5 and LO6** observations of learners' 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 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, AC1.2** Analyse how current national and local guidelines, policies and procedures for safeguarding affect working practices with children and young people; learners' analysis must include national and local guidelines, policies and procedures i.e. address all aspects of this assessment criterion.

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 **LO5, AC5.1** Analyse key communication skills in models of conflict resolution; learners' assignments evidenced a range of different models of conflict resolution. For **LO7, AC7.1** Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation; learners' analysis must address both aspects of this assessment criterion i.e. legal and ethical.

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, AC2.1** Analyse how risk-taking relates to the well-being and development of children and young people; the links between risk-taking, well-being and the development of children and young people must be made clear in learners' analysis.

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 **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 learners for the assessment criteria contained within **LO4** must focus on planning, implementing and reviewing activities with children and young people.

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

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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; learners' 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 learners' assessors.

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, AC2.3** Plan provision that meets the identified needs of children or young people, learners could make reference to the information and guidance included within the exemplification in this unit about what is involved in 'planning provision'. For **LO4, AC4.3** Research the prevalence and nature of mental health needs among children and young people in residential childcare and **AC4.4** Explain the importance of early identification of mental health needs among children and young people in residential childcare could be holistically assessed with the research conducted for AC4.3 providing the basis of learners' explanations for AC4.4.

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

Observations of learners' 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, learners' explanations must focus on current definitions of the terms 'physical intervention and restraint.'. The exemplification guidance included with this unit as well as current legislation are useful sources of evidence for the meaning of these terms.

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 **LO3** and **LO4** observation of learners' work practices must be the main assessment used to evidence the competence based assessment criteria contained within these units.

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 **LO1, AC1.1** Analyse the benefits to children and young people in care of using digital, internet and mobile technology; learners' analysis must address the benefits of using all three technologies i.e. digital, internet and mobile technology.

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 **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** personal development planning documentation could be used as supporting work product evidence of learners' observed working practices.

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, AC1.2** Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people, learners could relate their responses to AC1.1; both assessment criteria could be holistically assessed. For **LO3, AC3.2** Evaluate models of anti-discriminatory practice in residential childcare settings for children or young people; learners' evaluations must include a range of different models that are relevant to anti-discriminatory practice.

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

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For **LO3, AC3.4** Negotiate the parameters of the team's work; learners could refer to the exemplification guidance for the meaning of the term 'parameters' that is used within the context of this unit.

Optional Units

Unit 19: Lead practice to support young people leaving care

LO1 - Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently

LO2 - Be able to recognise factors that impact on the experience of leaving care

LO3 - Be able to lead support for young people as they prepare for independent living

LO4 - Be able to work with others to support young people leaving care

LO5 - Be able to review support in relation to young people leaving care

For **LO4, AC4.1** Research local agencies and professionals who can contribute information, advice or services to young people leaving care; learners could use their own local knowledge as well as the internet for researching local agencies and professionals.

Unit 22: Support others to understand models of disability and their effects on working practice with children and young people

LO1 - Understand models of disability

LO2 - Be able to review how models of disability underpin organisational practice with children and young people

LO3 - Be able to develop others' awareness of models of disability

For **LO1, AC3.1** Explain the benefits of others understanding, models of disability, how they are experienced by children and young people, how models of disability shape organisational structure and ways of working learners could refer to the unit's exemplification guidance for the meaning of 'others'.

4. Sector Update

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

November 2016

➤ The Department of Health's Dementia Listening Programme

The dementia listening programme is aimed at finding out more about the experiences of people with dementia and their carers in England. The first part of this work was an online survey for people who have been diagnosed with dementia in the past 2 years (since November 2014), and people who provide unpaid care for them. The survey, which was open until 31 January 2017, asked about people's experiences of dementia diagnosis, support and awareness.

The feedback, data and information gathered will inform the formal review of the Dementia Challenge Implementation Plan in 2018.

It will cover the 5 main themes in the Implementation Plan:

- health and care
- risk reduction
- dementia awareness and social action
- research
- continuing the UK's global leadership role

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January 2017

- Useful resources for the Care Certificate

A set of free resources for the Care Certificate including information, guidance and useful documents:

<https://carecertificate.co.uk/useful-information/>

February 2017

- Age UK's report 'Health and Care of Older People in England'.

The report uses information from official sources to inform on how health and care provision is working for older people in the UK. The report can be accessed from here:

http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/The_Health_and_Care_of_Older_People_in_England_2016.pdf?dtrk=true

February 2017

- The Care Quality Commission's (CQC) Report 'The state of adult social care services 2014 to 2017'

This publication presents findings from their comprehensive inspections of adult social care services. Additional information including the report is available from:

<http://www.cqc.org.uk/publications/major-report/state-adult-social-care-services-2014-2017>

February 2017

- Department for Education's Statutory guidance: Working together to safeguard children

This guidance was first published in March 2015 and it was updated in February 2017 to add the definition of child sexual exploitation. It can be accessed from here:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#history>

March 2017

- NSPCC (2017) NSPCC safeguarding standards and guidance for the voluntary and community sector: children, young people and young adults aged 0-25 (England). London: NSPCC.

This set of recommended standards and accompanying guidance will help non-statutory organisations such as voluntary and community organisations in England that work with children and young people up to the age of 25, to put clear safeguarding arrangements in place.

The standards help organisations to take responsibility for keeping children, young people and young adults safe; have a practical approach; and comply with legislation and national guidance.

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The standards can be accessed from here:

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/safe-network-standards/>

May 2017

- The Care Quality Commission's (CQC) Report 'The state of care in mental health services 2014 to 2017'

The state of care in mental health services 2014 to 2017 presents findings from their comprehensive inspections of specialist mental health services. Additional information including the report is available from:

www.cqc.org.uk/publications/major-report/state-care-mental-health-services-2014-2017

June 2017

- Social Care Blog from Gov.uk - Learning disability, dementia and the support to live well with both

In February 2016, the charity MacIntyre was awarded a significant grant from the Department of Health's Innovation, Excellence and Strategic Development Fund for a three-year project to address the issues and gaps for people with a learning disability who develop dementia i.e. research shows that about one in five people with a learning disability aged 65 and over will develop the condition.

Macintyre plan to raise awareness of dementia among people with a learning disability and their families so that they can better understand the condition and what this means for their future care. The charity also plans to help people with a learning disability achieve a timely dementia diagnosis as well as train professionals to provide better care for people with a learning disability living with - or at risk of - developing dementia.

The MacIntyre Dementia Project will create a range of learning and multi-media information resources, made freely available after the third year of the project, to address the issues outlined above.

Additional information about this project is available from:

www.macintyrecharity.org/our-work/supporting-people-with-dementia/macintyre-dementia-project/

August 2017

- Social Care Blog from Gov.uk - How can we engage and empower people?

Professor Ian Banks of the Self Care Forum, a health care charity believes that simply advising people to self-care is not enough: 'Self-care is not no care'. He believes health and care services can do more to engage with local populations and give them greater power and control over their own wellbeing.

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Additional information about the Self Care Forum is available from:

www.selfcareforum.org/

August 2017

- NSPCC's 'Lessons from Serious Case Reviews: Child mental health'

Safeguarding in child and adolescent mental health services is often overlooked. The NSPCC has analysed evidence from serious case reviews published between 2015 and July 2017 to identify risk factors and learning for improved practice.

August 2017

- Childnet International's resource 'Trust me'

Free downloadable resource developed by Childnet International helps protect pupils from online radicalisation by developing their critical thinking.

Trust Me was created by online safety charity Childnet International in response to Islington Council's request for help in producing an assembly addressing online extremism and radicalisation.

September 2017

- The Barnardo's study 'Care leavers missing out on mental health support'

A study by the charity of 274 of its care leaver services cases found that 125 young people had mental health needs but 81 (65 per cent) were not receiving specialist support from a mental health service.

The study also found that one in four (69) care leavers had experienced a mental health crisis since leaving care.

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, Model Assignments, Support Materials, Teaching and Learning Resources:

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/>

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For scheme 09625 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-gcf-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-gcf-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-gcf-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-gcf-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-gcf-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-gcf-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-gcf-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-gcf-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-gcf-leadership-and-management-for-residential-childcare-england-level-5-diploma-10406/>

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