

# Unit 14: Engage in Professional Development in Residential Childcare Settings

**Unit reference number:** F/506/7782

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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## Unit summary

In this unit, you will gain an understanding of what is required for competence within your own job role in a residential childcare setting. This includes the duties, responsibilities, boundaries and expectations of your own job role and the importance of your own resilience, maturity and emotional intelligence when working in a residential childcare setting.

The unit will enable you to reflect on and evaluate your own practice through knowledge of the cyclical process of reflection, evaluating your own knowledge and understanding against relevant standards and your own performance using feedback. You will be able to engage with professional supervision to plan and review your own development and use reflective practice in order to contribute to your professional development.

## Additional information

**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
- Professional standards

**Others** may include:

- Children and young people in the work setting
- Family members
- Advocates
- Supervisor, line manager or employer
- Other professionals

A **professional development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review etc.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand what is required for competence in own job role in a residential childcare setting</p>	<p>1.1 Explain the duties, responsibilities and boundaries of own job role</p> <p>1.2 Explain expectations about own job role as expressed in relevant <b>standards</b></p> <p>1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting</p> <p>1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work</p>
<p>2 Be able to reflect on own practice</p>	<p>2.1 Explain the cyclical process of reflection</p> <p>2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided</p> <p>2.3 Reflect on own practice</p> <p>2.4 Reflect on how work demands have impacted on self</p>
<p>3 Be able to evaluate own performance</p>	<p>3.1 Evaluate own knowledge and understanding against relevant standards</p> <p>3.2 Obtain formal and informal feedback from <b>others</b> on the impact of own actions and interactions in the workplace</p> <p>3.3 Evaluate own performance using feedback</p>

Learning outcomes	Assessment criteria
<p>4 Be able to engage with professional supervision to plan and review own development</p>	<p>4.1 Participate in supervision in accordance with requirements in the workplace</p> <p>4.2 Use supervision to review and prioritise own</p> <ul style="list-style-type: none"> <li>• learning needs</li> <li>• professional interests</li> <li>• development opportunities</li> </ul> <p>4.3 Use supervision to agree own <b>professional development plan</b></p>
<p>5 Be able to use reflective practice to contribute to professional development</p>	<p>5.1 Use reflective practice to evaluate how learning activities have affected practice</p> <p>5.2 Demonstrate how reflective practice has contributed to improved ways of working</p> <p>5.3 Record progress in relation to professional development</p>

## Unit amplification

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### **1 Understand what is required for competence in own job role in a residential childcare setting**

*The duties, responsibilities and boundaries of own job role:* contractual responsibilities e.g. hours, lines of reporting; specific roles and responsibilities e.g. behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting e.g. behaviour, children and young people protection, health and safety; keeping up to date with changes to procedures; keeping up to date with changes to practice

*Expectations about own job role as expressed in relevant standards:* Special educational needs and disability code of practice; National Care Standards; standards relevant to own role; Quality standards for the health and well-being of looked after children; national occupational standards for Learning and Development (NOS CCLD), national occupational standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities e.g. role to support child or young person with special educational needs, expectations to meet standards

*The importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting:* ability to empathize; respect individuals; non-judgmental attitude; development of own practice, skills and knowledge; application of different approaches; using supervision effectively; ability to reflect

*Ways to ensure that personal attitude or beliefs do not obstruct the expected standard of own work:* regular reflection; structured approach to practice; view from different perspectives; self-awareness of values, beliefs that affect approach to practice; recognition of conflicts between own values and beliefs; respect and fairness in attitude

## Information for tutors

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### Suggested resources

#### Books

Knott, C, Scragg, T – *Reflective Practice in Social Work (Transforming Social Work Practice Series)* 2nd edition (Learning Matters, 2010) ISBN 9781844453641

Maclean, S – *The Social Work Pocket Guide to...: Reflective Practice* (Kirwin Maclean Associates, 2010) ISBN 978190357569 7

Milligan, I, Stevens, I *Residential Child Care: Collaborative Practice* (SAGE Publications Ltd, 2006) ISBN 978141290851 1

#### Websites

[www.gov.uk](http://www.gov.uk) – the government services and information website, which provides a variety of resources, including the special educational needs and disability (SEND) code of practice

[www.tcsw.org.uk](http://www.tcsw.org.uk) – the website of The College of Social Work provides a variety of information, including a module on the Reflective Self (module 3). Membership is required for full access

#### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

#### Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of what is required for competence within their own job role in a residential childcare setting. A professional discussion, question and answers or assignment could be

used to evidence learners' understanding. Reflection on practice would support knowledge with learners' recording the impact and development of own performance when working with children and young people within a residential setting.

Evidence for learning outcome 2 could be drawn from observation where appropriate, in particular for ACs 2.3 and 2.4. However, where observation is not appropriate, a reflective account and witness testimony could provide evidence of learners' ability to reflect on their own practice. Learners could explain the importance of reflecting on their own practice and how this enables them to continuously improve their practice and service provided (AC 2.2). The reflective account provided by learners would provide evidence towards ACs 2.3 and 2.4.

A reflective account, witness testimony and personal statement could be used to assess learners' ability to evaluate their own performance, for learning outcome 3. Feedback, statements or witness testimony from children and young people or learners' supervisor or line manager could be used as evidence for ACs 3.2 and 3.3.

For learning outcome 4, observation could be used as a source of evidence of learners' ability to engage with professional supervision to plan and review their own development. Work products, such as a copy of a completed professional development plan, would also provide evidence for this learning outcome, in particular AC 4.3. Witness testimony from a supervisor, line manager or employer and PDP record, could also be used as evidence for this learning outcome.

For learning outcome 5, a reflective account could be used to evidence learners' ability to use reflective practice to contribute to professional development. Learners could record how they have used reflective practice to evaluate their learning activities and how these activities have affected their practice (AC 5.1). Witness testimony would also provide suitable evidence for this learning outcome, for example from learners' supervisor or line manager.