

# Unit 17: Understand the Care System and Its Impact on Children and Young People

**Unit reference number:** H/506/7595

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 22

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## Unit summary

In this unit, you will gain knowledge and understanding required to comprehend the care system and its impact on children and young people, exploring how children and young people enter the care system and the possible reasons for this. This includes identifying the frameworks underpinning the care system and how these can facilitate positive outcomes for children and young people.

You will also gain knowledge and understanding of the importance of collaboration in a setting in order to support the wellbeing of children and young people, examining approaches to working and how they are underpinned by legislation, policy and theoretical frameworks. The workings of the care system are explored and its role in the lives of children and young people, ensuring their experience of the care system is a positive one. You will also cover the importance of planning frameworks for children and young people.

## Additional information

**Key professionals** may include:

- social workers
- Children's guardian (CAFCASS)
- legal professionals

**Entitlements** will include those relating to

- visits
- allowances
- contact with family members
- preparation for reviews
- advocacy
- Independent Visitors

**Theoretical approaches** may include:

- Social Pedagogy
- All Systems
- Outcome Based
- Lifespace
- Solution Focused

**Types of care arrangements** may include:

- Staying with parents (compulsory supervision)
- Kinship care
- Foster care
- Children's homes
- Residential schools

**A residential childcare service:** this should be the learner's own workplace where there is one, otherwise a service local to the learner

**Good practice** will incorporate current theories, policies, regulations and legislation and include:

- child centred provision
- children's rights
- equality and inclusion
- cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices)
- networking with other agencies to build a team around a child
- advocacy

**Challenges** may include:

- repeated, sudden and enforced transitions
- living away from the family
- the need to engage with a range of professionals

**Plans** will include the following:

- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

## 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 the process by which a child or young person comes into care</p>	<p>1.1 Analyse factors in a child's circumstances that can lead to them entering the care system</p> <p>1.2 Summarise the legal process by which children and young people become 'looked after'</p> <p>1.3 Explain the role of key professionals in the care system</p> <p>1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare</p>
<p>2 Understand the entitlements of children and young people in care</p>	<p>2.1 Explain the legal and statutory entitlements of children and young people in care</p> <p>2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them</p>
<p>3 Understand the context of residential services for children and young people in care</p>	<p>3.1 Summarise current theoretical approaches relating to residential childcare services</p> <p>3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people</p> <p>3.3 Compare types of care arrangements for 'looked after' children and young people</p> <p>3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services</p> <p>3.5 Explain the aims and objectives of a residential childcare service</p> <p>3.6 Describe characteristics of provision that reflect good practice</p>

Learning outcomes	Assessment criteria
<p>4 Understand the impact of residential childcare services on children and young people</p>	<p>4.1 Describe how being in care presents additional challenges for children and young people</p> <p>4.2 Compare the life chances and outcomes of children and young people in residential childcare with</p> <ul style="list-style-type: none"> <li>• children and young people in other types of care</li> <li>• children and young people outside the care system</li> </ul>
<p>5 Understand how to support a positive experience of care services for children and young people</p>	<p>5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable</p> <p>5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting</p> <p>5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting</p>
<p>6 Understand planning frameworks for children and young people in residential childcare</p>	<p>6.1 Describe the purpose and features of plans required for children and young people in residential childcare</p> <p>6.2 Explain why children and young people should be supported to understand their own plans</p> <p>6.3 Explain the importance of 'permanency planning' for children and young people in care</p>

## Unit amplification

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### **1 Understand the process by which a child or young person comes into care**

*Factors in a child's circumstances that can lead to them entering the care system:* abuse; harm; safeguarding; risk; family separation/relocation/unemployment/change to financial circumstances; death; illness; injury; abandonment; court decision; care order; offending behaviour

*The legal process by which children and young people become 'looked after':* e.g. depending on level of urgency/risk; identification of placement; Brief Child and Family Assessment; Complex Child and Family Assessment; Chronology; Placement Information Record; Review record; Care Plan; Assessment and Progress Records; Pathway Plan; Statutory Visit; Parental Consent; involvement of guardian

*The role of key professionals in the care system:* e.g. social workers-assessment of needs, monitoring, review, management of transaction, accessing resources and funding, safeguarding; Children's guardian (CAFCASS)-representation in court, safeguard and promote the welfare of children, provision of advice to the family courts, provide information, advice and support to children and their families; legal professionals-safeguarding, acting in best interests of children and young people, key decision making in liaison with child/young person, overseeing of court orders, contact

*Why a child or young person may have experienced multiple transitions and traumas before entering residential childcare:* safeguarding; protection; suitability; success; contact; court order; offending behaviour; funding; assessment; breakdown of placement; change of needs; placement cannot address needs; location

### **2 Understand the entitlements of children and young people in care**

*The legal and statutory entitlements of children and young people in care:* will include those relating to visits-risk assessed on an individual basis, must be consistent with their welfare; allowances-support and benefits to help with costs; contact with family members-encouraged but dependent on individual circumstances; advocacy; Independent Reviewing Officer-support with care planning, preparation for reviews, access to resources *do not understand their entitlements or are not supported to access them:* needs not met; inadequate assessment; review; placement breakdown; unmet duty of care; impact on development

### **3 Understand the context of residential services for children and young people in care**

*Theoretical approaches relating to residential childcare services:* Social Pedagogy- approach to caring for children and young people which combines education and care, shared responsibility of parents/carers and society; All Systems-consistent approach with built in flexibility for change and adaptation; Outcome Based-focus on what has can be achieved rather what has not been achieved; Lifespace-the promotion of individual growth and development within the context of daily activities and events.; Solution Focused-identification of goals, focus on resources

*Legislative and policy frameworks underpinning care for 'looked after' children and young people:* The United Nations Convention on the Rights of the Child 1989; Children Act 1989; Data Protection Act 1998; Human Rights Act 1998; Children (Leaving Care) Act 2000; Children Act 2004; Children and Young Person Act 2008; Equality Act 2010; Children and Families Act 2014; the Care Act 2014

*Types of care arrangements for 'looked after' children and young people:* e.g. staying with parents (compulsory supervision); kinship care; foster care; children's homes; residential schools

*Characteristics of therapeutic services that distinguish these from other residential childcare services:* use of models/approaches; tailored to the needs/preferences/abilities of the child/young person; focus on specific aspects of health and/or wellbeing; impartial; funding mechanisms

*The aims and objectives of a residential childcare service:* this should be the learner's own workplace where there is one, otherwise a service local to the learner

*Characteristics of provision that reflect good practice:* current theories; policies; regulations and legislation; include child centred provision; children's rights; equality and inclusion; cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices); networking with other agencies to build a team around a child; advocacy

#### **4 Understand the impact of residential childcare services on children and young people**

*How being in care presents additional challenges for children and young people:* repeated; sudden and enforced transitions; living away from the family; the need to engage with a range of professionals

*Compare the life chances and outcomes of children and young people in residential childcare with:*

- *children and young people in other types of care:* similarities and differences; levels of risk identified; opportunities; availability; transient environment; access to preferences/choices; increased levels of support
- *children and young people outside the care system:* environment; parental/carer support; resources; peer influence; community

#### **5 Understand how to support a positive experience of care services for children and young people**

*The impact on practice of recognising that all children and young people in care are vulnerable:* safeguarding; protection; duty of care; roles and responsibilities; reporting/recording; monitoring; observation; collaboration; effective communication

*The attitudes and values team members need to enable children and young people to have a positive experience of the care setting:* embracing diversity; recognising equality; respect and tolerance; non-judgemental attitudes; anti-discriminatory practice; the importance of challenging overt and covert discrimination; self-assertion; giving unambiguous messages; understanding procedures for reporting; motivation; determination; interpersonal skills; competence; comprehension of needs/abilities/preferences of children and young people

## **6 Understand planning frameworks for children and young people in residential childcare**

*The purpose and features of plans required for children and young people in residential childcare:* Placement Plan; Statutory Care Plan; Health and Education Plan; Training Plan; Remand Plan

*Why children and young people should be supported to understand their own plans:* inclusion; child/person centred; motivation; achievement; supporting implementation; involvement; preferences; ability; options

*The importance of 'permanency planning' for children and young people in care:* consistency; continuity; assessment; needs met; child/young person led; inclusion; abilities

## Information for tutors

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### Suggested resources

#### Books

Cairns K – *Attachment, Trauma and Resilience: Therapeutic Caring for Children* (British Association for Adoption and Fostering (BAAF), 2002) ISBN 9781903699102

Fahlberg V – *A Child's Journey Through Placement* (British Association for Adoption and Fostering (BAAF), 2008) ISBN 9781873868133

Ginsburg K – *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (American Academy of Pediatrics, 2011) ISBN 9781581105513

Tough P – *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

#### Websites

[www.4children.org.uk](http://www.4children.org.uk) – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

[www.barnardos.org.uk](http://www.barnardos.org.uk) – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

[www.gov.uk](http://www.gov.uk) – the government services and information website where information relating to childcare can be found

[www.ncb.org.uk](http://www.ncb.org.uk) – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

[www.nspcc.org.uk](http://www.nspcc.org.uk) – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

#### 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 the learners will need to show an understanding of the reasons why children and young people might need to access the care system, at times going through more than one transition. This can be for a range of reasons and learners are asked to analyse these, summarising the legal requirements of the 'looked after' process. Learners are also required to identify practitioners involved in care service delivery and explain their roles.

For assessment criteria 1.1, 1.2, 1.3 and 1.4 reflective accounts could be used and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

For learning outcome 2, learners will need to show an understanding of the legal and statutory rights supporting children and young people in care. Learners are also required to analyse the level of risk involved if children and young people are not aware of their rights or are not able to access them fully. A professional discussion or reflective account could be used for assessment criteria 2.1 and 2.2 and learners should ensure they fully explain a child or young person's legal and statutory rights.

For learning outcome 3, learners will need to demonstrate an understanding of the care system and what influences it, for example the theoretical approaches, such as social pedagogy, in terms of service delivery. The range of settings that children and young people can access are also explored, as are the features and aims of a service delivering good practice. This evidence can comprise of a report or a reflective account, covering assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6, which asks learners to look into the care system in detail and analyse key components of service delivery.

For learning outcome 4, learners are asked to describe the challenges children and young people in care may face, comparing their outcomes with those of other specified groups.

This evidence can be in the form of a reflective account, covering learning outcome 4 assessment criteria 4.1 and 4.2.

For learning outcome 5, a reflective account, professional discussion or report would be appropriate, where the learners will need to firstly explore the importance acknowledging that children and young people in care are vulnerable. Learners will also need to describe the skills, values and attitudes necessary to ensure children and young people view their experience of care settings in a positive way.

For learning outcome 6, the learners will need to show an understanding of the requirement to plan, implement and review for children and young people in care settings. This could be addressed through learners using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for assessment criterion 6.1 the learner could produce a report for colleagues describing approaches to planning, and for assessment criterion 6.2 the value of children and young people being involved in every step of planning.