

Unit 19: Support Young People Leaving Care

Unit reference number: K/506/8540

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

In this unit, you will gain knowledge and understanding of the statutory and legal frameworks in relation to young people who are leaving care and of the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people who are leaving care. You will understand common emotional responses to change, why young people leaving residential care may have additional reasons for anxiety and strategies for dealing with this.

You will be able to support young people to plan their move from care, preparing them for practical aspects of daily living. You will also be able to support young people with the emotional challenges of leaving care and prepare them to manage personal risks once they have moved on from care.

You will also gain an understanding of how to provide a continued welcome in the care setting after young people have left, including reasons for a young person visiting the care setting after leaving and ways you can reassure young people that they continue to be valued in the setting after they have left.

Additional information

Additional reasons e.g.

- Incomplete attachment
- History of abuse or exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats
- Externally imposed time scales

- Limited aspirations and low self esteem
- Fear of particular individuals or networks they may encounter

Strategies to reduce anxiety e.g.

- talking through as often as needed
- repeated reassurance
- active involvement in planning
- introductions to key people
- signposting to information sources
- realistic pace for planning
- 'taster' visits to new places

Employment including information and advice about

- Finding work
- Pursuing a career
- Self-employment and entrepreneurial opportunities
- Dealing with unemployment

Manage personal finances e.g.

- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers rights
- Financial rights
- Where to get financial advice

Manage and maintain accommodation e.g.

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance – changing light bulbs etc.
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

Maintaining health and well-being e.g.

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check ups
- Healthy balanced diet
- Safe use of alcohol
- Regular exercise
- Rest and sleep

Risks e.g.

- Use of social media
- Meeting people through the internet
- Obtaining cash
- Shopping online
- Opening door to strangers
- Purchasing on the doorstep
- Substance use and misuse
- Bullying and harassment

Reasons may include

- Broad reasons why a young person may wish to visit the setting as home
- The specific reason a young person chooses to visit on a given occasion (e.g. crisis or celebration)
- Underlying reasons that may indicate difficulties with current living arrangements

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 statutory and legal frameworks in relation to young people who are leaving care</p>	<p>1.1 Describe the statutory and legal frameworks that apply to young people when they leave care</p> <p>1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently</p> <p>1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care</p>
<p>2 Understand emotional responses to change</p>	<p>2.1 Describe common emotional responses to change and uncertainty about the future</p>
<p>3 Understand young people's emotional responses about leaving care</p>	<p>3.1 Explain why young people in residential childcare may have additional reasons for anxiety when they are expected to leave care to live independently</p> <p>3.2 Explain the emotional importance of having somewhere that is 'home'</p> <p>3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care</p> <p>3.4 Describe strategies to reduce anxiety for young people preparing to leave care</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support young people to plan their move from care</p>	<p>4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition</p> <p>4.2 Support young people to explore their own views, perceptions and choices about leaving care</p> <p>4.3 Support young people to understand the potential outcomes of their choices</p> <p>4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices</p> <p>4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances</p> <p>4.6 Source information and support designed for young people leaving care</p>

Learning outcomes	Assessment criteria
<p>5 Be able to prepare young people for practical aspects of daily living as they leave care</p>	<p>5.1 Explain why practical support and advice for leaving care is a long term task</p> <p>5.2 Support young people to access sources of information and advice on:</p> <ul style="list-style-type: none"> • housing • financial support • further or higher education • employment <p>5.3 Support young people to plan for a future income</p> <p>5.4 Provide young people with information about how to manage personal finances</p> <p>5.5 Provide young people with information to prepare them to manage and maintain accommodation</p> <p>5.6 Prepare plans with young people that will assist them in maintaining their own health and well being</p> <p>5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet</p>

Learning outcomes	Assessment criteria
<p>6 Be able to support young people with the emotional challenges of leaving care</p>	<p>6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care</p> <p>6.2 Communicate reassurance and confidence to the young person about their capacity to succeed</p> <p>6.3 Support young people to plan and prepare for their future social life and relationships</p> <p>6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them</p> <p>6.5 Support young people to understand how resilience can help them face challenges and disappointments</p> <p>6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care</p>
<p>7 Be able to prepare young people to manage personal risks when they have moved on from care</p>	<p>7.1 Support young people to develop skills in how to assess risks to their personal safety and well being</p> <p>7.2 Support young people to understand ways to minimise risks</p> <p>7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help</p>

Learning outcomes	Assessment criteria
<p>8 Understand how to provide a continued welcome in the care setting after young people have left</p>	<p>8.1 Identify reasons why a young person may visit the care setting after they have left</p> <p>8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left</p> <p>8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left</p> <p>8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting</p>

Unit amplification

1 Understand the statutory and legal frameworks in relation to young people who are leaving care

The statutory and legal frameworks that apply to young people when they leave care: Children Act 1989; Children Act 2004; Every Child Matters 2003; Care Matters 2006; Working Together to Safeguard Children 1999; A better education for children in care 2003 (Social Exclusion Unit Report); Children (Leaving Care) Act 2000; Children and Young Persons Act 2008; Adoption and Children Act 2002; The United Nations Convention on the Rights of the Child 1989; Human Rights Act 1998; Data Protection Act 1998; Framework for the Assessment of Children in Need and Their Families 2000; residency orders; duty of aftercare; care orders

How to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently: Personal Education Plan (PEP); multi-disciplinary teams; person-centred approach; sharing information between professionals and working in integrated manner; requirements for recording information

The importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care: prevent a sense of rejection; support mental health issues; promote positive relationships; support self-esteem and confidence; reduce anxiety about change; not overloading of information; support empowerment of young person to make choices; maintain respect and make informed decisions about their independence

2 Understand emotional responses to change

Common emotional responses to change and uncertainty about the future: fear and anxiety of managing budgets, accommodation, employment, education, relationships; separation and loss; anger; low self-esteem; behavioural issues; attachment issues

3 Understand young people's emotional responses about leaving care

Why young people in residential care may have additional reasons for anxiety when they are expected to leave care to live independently: isolation; family background/history; mental health problems; lack of stability within their lives; attachment disorder; lack of self-esteem, self-knowledge and self-efficacy; not feeling in control; poor education; labelled; judged; discriminated against

The emotional importance of having somewhere that is 'home': stability; consistency; ownership; self-definition; area of responsibility; place of safety; maintaining respect, dignity and privacy; empowerment; development of self-esteem, confidence and identity

The importance of team members conveying confidence and aspiration for the future success of the young person leaving care: protect young person from danger; care given in a way to meet their individual needs; provide relevant, accurate information so that young people can make informed decisions; preparing for transition at level and pace appropriate to the individual young person; promote independence; encourage young person to be involved and

contribute views to the assessment of needs; contribute to setting short and long-term goals; value their contribution; to promote self-reliance; empowerment

Strategies to reduce anxiety for young people preparing to leave care: structured planning; active involvement in planning; signposting to information and network sources; taster visits to new places; support on budgeting; avoiding or managing debt; shopping; where to get financial advice; maintaining a healthy lifestyle; support in registering with GP, dentist, opticians and managing any current health support; support in identifying and managing risks e.g. social media; substance use and misuse; bullying

8 Understand how to provide a continued welcome in the care setting after young people have left

Identify reasons why a young person may visit the care setting after they have left: feelings of loss and grief; feelings of isolation and loneliness; emotional and social support: advice and guidance; feeling vulnerable; attachment; share events; difficulties in money management, health, employment, education, relationships

Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left: not to feel abandoned; increasing young people's confidence and skills to live independently; to feel valued and respected

Describe ways to reassure young people that they continue to be valued in the setting after they have left: support networks in place within own setting; pathway planning; personal advisors; maintaining of contact in line with policy and procedure

Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting: duty of care; empowerment; self-confidence; self-reliance; promote independence; to acquire skills to live independently; utilising the community infrastructure

Information for tutors

Suggested resources

Books

Milligan I, Stevens I – *Residential Child Care: Collaborative Practice* (SAGE Publications Ltd, 2006) ISBN 9781412908511

Smith M, Fulcher L, Doran P – *Residential Child Care in Practice: Making a Difference (Social Work in Practice Series)* (Policy Press, 2013) ISBN 9781847423108

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

Websites

www.gov.uk – the government services and information website, which includes information on leaving foster or local authority care

leavingcare.org – the Catch22 National Care Advisory Service (NCAS) website, which focuses on young people's transition from care and provides advice and information, including care leavers' entitlements

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 legislation and law, in relation to young people who are leaving care, at a national level. A professional discussion or reflective account could be used to provide evidence for this learning outcome. For example, learners could provide examples of how they give support to young people leaving care and how they ensure that the support balances legal duties of care with the interests of the young person and the risks involved (AC 1.2).

A professional discussion could be used to evidence achievement of learning outcome, where learners are required to demonstrate their understanding of emotion responses to change.

For learning outcome 3, learners are required to demonstrate their understanding of young people's emotional responses about leaving care and of how to support young people through leaving care into independence. Professional discussion, question and answer and case studies could be used to provide evidence for this learning outcome.

Direct observation could be used to provide evidence for learning outcomes 4 and 5, where appropriate. Learners are required to demonstrate competence in supporting young people to plan their move from care and preparing them for practical aspects of daily living. Professional discussion should be used to support evidence from observation and additional evidence can be gathered from anonymised work products such as planning, meeting minutes and reports, from a learner's own work setting.

Direct observation could also be used to provide evidence for learning outcomes 6 and 7, in supporting young people with the emotional challenges of leaving care and preparing them to manage personal risks. Professional discussion or reflective account should be used to support evidence obtained from observation and witness testimonies could also be used to obtain further evidence, where observation has not been appropriate.

For learning outcome 8, learners are required to demonstrate an understanding of how to provide a continued welcome in the care setting after young people have left. A reflective account or case study could be used to provide evidence for this learning outcome. For example, learners could provide examples from their own work setting of instances when they have reassured young people that they continue to be valued in the setting after they left and ways in which they achieved this (AC 8.3).