**QCF LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR RESIDENTIAL CHILDCARE (ENGLAND) AGE RANGE 19 +**

**Learners must achieve 57 credits from mandatory units (501-515) and a minimum of 8 credits from optional units (317, 318, 516-521)**

|  |  |  |
| --- | --- | --- |
| **Unit no** | **MANDATORY** | **CREDITS** |
|  | **Core knowledge** |  |
| 501 | Understand children and young people’s development in residential childcare | 3 |
| 502 | Understand support for children and young people who are vulnerable and disadvantaged | 2 |
|  | **Core skills** |  |
| 503 | Lead and manage a team within a residential childcare setting | 5 |
| 504 | Lead practice to support the safeguarding and protection of children and young people in residential childcare | 8 |
| 505 | Lead practice for communication and information management in residential childcare settings | 4 |
| 506 | Manage risk in residential childcare | 3 |
| 507 | Lead and manage group living in residential childcare | 4 |
| 508 | Lead a service that can support children or young people who have experienced harm or abuse | 3 |
|  | **Achieving outcomes** |  |
| 509 | Lead practice to achieve positive outcomes for children and young people in residential childcare | 5 |
| 510 | Implement a Positive Relationship Policy in residential childcare | 6 |
| 511 | Lead practice to support the well-being and resilience of children and young people in residential childcare | 3 |
| 512 | Lead practice in safe use of digital, internet and mobile technology with children and young people | 2 |
|  | **Professional practice** |  |
| 513 | Undertake professional development in residential childcare settings | 2 |
| 514 | Lead practice to promote the rights, diversity and equality of children and young people in residential childcare | 3 |
| 515 | Lead networks and multi-agency work to benefit children and young people in residential childcare | 4 |
|  | **TOTAL** | **57** |
|  | **OPTIONAL - choose 3** |  |
| 317 | Understand the care system and its impact on children and young people | 3 |
| **516\*** | Lead a residential childcare service that can engage with the youth justice system | 5 |
| **318\*** | Understand the youth justice system as it relates to residential childcare | 3 |
| 517 | Lead practice to support young people leaving care | 4 |
| 518 | Understand the context of residential childcare for children and young people with complex disabilities or conditions | 3 |
| 519 | Principles for leading the transition of young people with complex disabilities or conditionsto adult services | 3 |
| 520 | Support others to understand models of disability and their effects on working practice with children and young people | 2 |
| 521 | Undertake a research project within services for health and social care or children and young people | 10 |
| \* | = **BARRED COMBINATION**  **TOTAL** | **8 - 19** |