

## Children's Workforce Development Council

| <b>Standard 1 – Understand the Principles &amp; Values Essential for foster Care</b>  | <b>SKILLS TO FOSTER COMPETENCIES</b>  | <b>NVQ UNITS</b>  |
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| <b>1.1 Principles and Values</b>  |   |   |
| 1.1 (a) Show how you promote the principles and values essential for working with young people and their families.  | 1.1; 1.2; 1.3<br>Sessions<br>1; 2; 3; 4; 6<br>& workbooks                       | HSC 31-34; 36-39;<br>311-316; 319;<br>321; 325; 326;<br>343; 356; 368                     |
| 1.1 (b) Know the service standards or codes of practice concerning the principles & values relevant to your work.   | All especially 3.1<br>Session 1; 3  | Knowledge<br>specifications for all<br>units  |
| <b>1.2 Equality, Inclusion and Anti-discriminatory practice</b>   |   |   |
| 1.2 (a) Understand the different types of prejudice and discrimination which can affect children and young people.  | 1.1; 1.3; 2.2; 3.4; 4.3<br>Session<br>1; 2                                      | 31; 34; 38; 39; 312;<br>313; 315; 316; 317;<br>348; 351; 366; 369;<br>3111 & see all KS's |
| 1.2 (b) Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.                         | 1.1; 1.3; 1.4; 3.1; 3.2;<br>3.4; 4.1; 4.2; 4.3<br>Sessions<br>1; 2; 3; 4; 5     | 31; 33; 36; 39; 312;<br>313; 350; 351; 371;<br>388; 390; 3111; 3114;<br>3116;             |
| 1.2 (c) Demonstrate how you support and encourage children and young people to develop skills to deal with discrimination, enhance self worth and make a positive contribution. | 1.1; 1.3; 1.4; 2.1; 2.2;<br>3.1; 3.4; 4.2; 4.3; 4.4<br>Session<br>1; 2; 3; 4; 6 | 31; 32; 33; 34; 38; 39;<br>310; 311; 312; 313;<br>325; 344; 3111; 3116                    |
| <b>1.3 Person – centred Approaches.</b>   |   |   |
| 1.3 (a) Be able to explain how your care relates to the 5 outcomes in Every Child Matters.  | 1.1; 3.1<br>Sessions 1; 3   | 31; 32; 34; 36; 39; 310;<br>316;  |
| 1.3 (b) Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people and their families.                     | 1.1; 1.2; 1.3; 1.4; 3.2;<br>4.1 Sessions All<br>Workbooks                       | 31; 34; 36; 38<br>366; 369; 371;<br>3111  |
| 1.3 (c) Explain why it is important to listen to children and young people's views about risk and safety, and show how you take these into account in your role as a .          | 1.1; 1.3; 3.2; 3.4<br>Sessions<br>1; 2; 4; 5; 6<br>Workbooks                    | 32; 34; 36; 38; 39; 313;<br>315; 316; 325; 351  |
| <b>1.4 Confidentiality and Sharing Information</b>  |   |   |
| 1.4 (a) Understand the importance of confidentiality.   | 3.3 All Sessions<br>Workbooks   | SEE KS's For<br>ALL UNITS   |
| 1.4 (b) Understand how to apply your fostering services policies and procedures about confidentiality and information sharing.  | 3.3; 4 All Sessions<br>Workbooks  | AS ABOVE  |
| 1.4 (c) Understand the limits of confidentiality (for example   | 1.1; 1.2; 3.1; 3.2; 3.3;  | AS ABOVE  |

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| where it is necessary to share information to safeguard a child or young person)   | 3.4; 4<br>All Sessions<br>Workbooks                                       | ALSO<br>Legislation chart                                    |
| <b>Standard 2 - Understand Your Role as a .</b>  | <b>SKILLS TO<br/>FOSTER<br/>COMPETENCIES</b>                              | <b>NVQ UNITS</b>   |
| <b>2.1 Fostering Role</b>  |   |  |
| 2.1 (a) Know the overall aims of your fostering service.   | All Competencies &<br>Sessions<br>Workbooks                               | See KS's<br>31-34; 36-39;<br>310-321; 325-327; 344-<br>356   |
| 2.1 (b) Understand your own role and responsibilities.   | All competencies &<br>Sessions<br>Workbooks                               | SEE KS'S<br>for above units                                  |
| 2.1 (c) Understand the role of your Supervising Social Worker.   | 1.1; 1.2; 3.1; 3.4; 4.2;<br>4.3<br>Session 1; 2; 3; 5: 6<br>Workbook      | AS ABOVE   |
| <b>2.2 Legislation, Policies and Procedures.</b>   |   |  |
| 2.2 (a) Know about relevant legislation, policies and procedures relating to foster care, and where you can get further information. | 1.1; 2.1; 3.1<br>Session 1; 3; 4<br>Workbooks                             | SEE KS's<br>For all units<br>Legislation Chart               |
| 2.2 (b) Understand the importance of following your agency's policies and procedures.  | 1.1; 2.1; 3.1;<br>Sessions 1; 3; 4<br>Workbooks                           | 31 – 34; 36;<br>37-39  |
| <b>2.3 Relationships with Parents and Others</b>   |   |  |
| 2.3 (a) Understand the importance of families and friends for children and young people.   | 1.1; 1.2; 3.1; 3.2; 3.4;<br>4.1 Sessions<br>1; 2; 3; 4; 5; 6<br>Workbooks | 31; 34; 36; 39; 311;<br>312; 313; 314; 315;<br>316; 319; 320 |
| 2.3 (b) Demonstrate how you involve families & others in the lives of young people and the important role of maintaining contact     | 1.2; 3.1; 3.2<br>Sessions<br>1; 2; 3; 4; 6<br>Workbooks                   | 31; 34; 36; 39; 311;<br>312; 313; 314; 315;<br>316; 319; 320 |
| <b>2.4 Team Working</b>  |   |  |
| 2.4 (a) Understand the concept of 'the foster care team' and your contribution to effective teamwork.                                | 1.1; 1.2; 3.1<br>Sessions<br>1; 3; 4; 6<br>Workbooks                      | 31; 34; 36; 39; 311;<br>312; 313; 314; 315;<br>316; 319; 320 |
| 2.4 (b) Know who you are accountable to in your work as a and where to go for support.   | 1.1; 1.2; 3.1<br>Sessions<br>1; 3; 4; 6<br>Workbooks                      | AS ABOVE   |
| 2.4 (c) Know how to contribute to planning for young people, including contributions to meetings and reviews.                        | 1.1; 3.1; 3.2<br>Sessions<br>1; 3; 6                                      | 31-34; 36; 39  |

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| <b>2.5 Being Organised</b>   |  |   |
| 2.5 (a) Demonstrate that you are well organised, reliable and dependable.  | 1.1; 3.1<br>Workbooks & home tasks                               | All Units   |
| 2.5 (b) Show that you provide activities and environments what are organised and safe.   | 1.1; 1.3; 1.4; 2.1; 2.2;<br>3.4 Session 4<br>Workbooks           | 32; 34; 36; 39; 316;<br>325; 326                                      |
| <b>2.6 Complaints and Compliments</b>  |  |   |
| 2.6 (a) Understand how complaints and compliments are dealt with in your agency  | 1.1;2.2;3.1; 3.4<br>Sessions<br>1; 2; 3; 4<br>Workbooks          | SEE KS's for Units<br>Especially 31                                   |
| 2.6 (b) Know how young people and their families can access the complaints procedure and how you can support them.   | 1.2; 2.2; 3.1; 3.4; 4.1;<br>4.4<br>Session<br>1; 2; 3; 4;        | SEE KS's for Units<br>Especially 31                                   |
| 2.6 (c) Know about allegations policies and procedures of your service and how to access support and legal advice.   | 1.1; 1.3; 3.1<br>Sessions 1; 3; 4; 5<br>Workbooks                | SEE KS's for Units<br>Especially 31                                   |
| <b>Standard 3 – Healthy and Safety, and Healthy Care</b>   |  |   |
| <b>3.1 Legislation, policies and procedures</b>  |  |   |
| 3.1 (a) Show an awareness of the relevant health and safety legislation.   | 1.1; 2.1; 3.1<br>Sessions 1; 4; 5<br>Workbooks                   | 32; 34; 36;315<br>H & S CHART   |
| 3.1 (b) Know your agency's procedures in relation to the health and safety of children and young people  | 1.1;1.2;3.1; 3.4<br>All Sessions<br>Workbooks                    | ALL UNITS   |
| <b>3.2 Accommodation</b>   |  |   |
| 3.2 (a) Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.   | 1.1; 1.3; 3.1<br>Sessions 1; 4; 5<br>Workbooks                   | 32; 34;<br>SEE KS's for units   |
| 3.2 (b) Know the importance of maintaining a good standard of hygiene and cleanliness.   | 1.1; 1.3; 3.1<br>Sessions 1; 4; 5<br>Workbooks                   | 32; 34;<br>SEE KS's for units   |
| 3.2 (c) Show that you and those living in your household know what to do in case of a fire.  | 1.1; 1.3; 3.1<br>Sessions 1; 4; 5<br>Workbooks                   | 32; 34;<br>SEE KS's for units   |
| <b>3.3 Healthy Care and Medication</b>   |  |   |
| 3.3 (a) Know what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.   | 1.1; 1.2; 1.4; 2.1; 2.2;<br>3.4; 4.3<br>Session 1; 2; 3; 4; 5; 6 | 32; 33; 34; 36; 37; 39;<br>310; 311; 312; 313;<br>314; 315; 316       |
| 3.3 (b) Have an understanding of children and young people's health and hygiene needs, including allergies and infection control.  | 1.1; 2.1; 3.1;<br>Sessions 1; 3; 4<br>Workbooks                  | 32; 34; 36; 37; 313;<br>314; 315; 320; 325; 375                       |
| 3.3 (c) Explain your role in promoting the health of children & young people, including giving advice & information in relation to risk taking, substance misuse & relationships & sexual health | 1.1; 1.2; 1.4; 2.1; 2.2;<br>3.4; 4.3<br>Session 1; 2; 3; 4; 5; 6 | 32; 33; 34; 36; 37; 39;<br>310; 311; 312; 313;<br>314; 315; 316; 325; |

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| 3.3 (d) Have an understanding of first aid and know how to access emergency medical treatment   | 1.1; 2.1<br>Sessions 1; 4                                       | 32; 34; 374   |
| 3.3 (e) Know what procedures to follow in relation to medication and healthcare procedures including what consent is required.  | 1.1; 1.3; 2.1; 2.2; 3.1;<br>4.3;<br>Session 1; 2; 3; 4          | 31; 32; 33; 34; 36; 37;<br>316; 357; 358; 375                     |
| <b>3.4 Personal Safety and Security</b>   |   |   |
| 3.4 (a) Understand potential risks to the safety & security of yourself & members of your family and what you can do to reduce or manage the risks.                                 | 1.1; 1.3; 1.4; 2.1; 3.2;<br>3.3; 4.1;<br>Sessions 1; 2; 3; 4; 5 | 31; 32; 33; 34; 36; 311;<br>317; 318; 326; 395;<br>3116; 3117     |
| 3.4 (b) Know about the range of challenging behaviours presented by children & young people & how to encourage positive behaviour.  | 1.1; 1.3; 1.4<br>Sessions 1; 2; 5<br>Workbooks                  | 31; 32; 34; 36; 316; 326  |
| 3.4 (c) Understand the need to manage challenging behaviour in a way that is safe without the use of physical or other inappropriate punishment & give examples from your work as a | 1.3; 1.4; 2.1; 3.4; 4.3;<br>4.4<br>Sessions<br>1; 2; 5          | 31; 32; 33; 34; 316;<br>325; 326; 327;                            |
| <b>3.5 Risk assessment</b>  |   |   |
| 3.5 (a) Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.   | 1.3; 1.4<br>Sessions 2; 4; 5<br>Workbooks                       | 31; 32; 34; 36; 342<br>SEE KS's                                   |
| <b>Standard 4 – Know how to communicate effectively.</b>  |   |   |
| <b>4.1 Encourage communication</b>  |   |   |
| 4.1 (a) Demonstrate how you listen to and understand the wishes and feelings of children and young people.  | 1.1; 1.2; 1.4; 3.2; 3.4<br>All Sessions<br>Workbooks            | 31; 36; 38; 39; 310;<br>311; 312; 313; 315;<br>326; 344; 351; 369 |
| 4.1 (b) Understand the need to use appropriate means of communication with children and young people including non-verbal and other means, and give examples from your practice.    | 1.1; 1.3; 2.2; 3.2<br>All Sessions<br>Workbooks                 | AS ABOVE  |
| 4.1 (c) Demonstrate that you respond appropriately to children & young people in clear, jargon-free language, without being patronising.  | 1.1; 1.3; 1.4; 3.2; 3.3;<br>3.4 All sessions<br>Workbooks       | AS ABOVE  |
| 4.1 (d) Show how you help children and young people to make their own decisions.  | 1.1; 1.2; 1.3; 1.4; 2.2;<br>3.2; 3.4 All sessions<br>Workbooks  | AS ABOVE<br>+<br>366; 367   |
| <b>4.2 Knowing about communication</b>  |   |   |
| 4.2 (a) Describe effective ways of communicating with children and young people.  | 1.1; 1.2; 1.3; 1.4; 2.2;<br>3.1; 3.2; 3.4<br>Session 1; 2; 3; 5 | 31; 36; 315; 316; 319;<br>350; 356; 388; 389; 392                 |
| 4.2 (b) Understand some of the common difficulties in communicating with children & young people and give examples of how you try to overcome these.                                | 1.1; 1.2; 1.3; 1.4<br>Sessions 1; 2; 4; 5<br>Workbooks          | 31; 36; 316; 326; 341;<br>353; 369; 370; 371                      |
| 4.2 (c) Know how to use different communications media.   | 3.2; 4.3<br>Sessions<br>1; 6                                    | 31; 32; 33; 34; 325;<br>370;                                      |

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| <b>4.3 Communication with parents, families and friends.</b>  |  |  |
| 4.3 (a) Show that you are aware of the procedures for arranging contact and understand your role as a Foster Carer.   | 1.1; 1.3; 3.1; 4.1; 4.4<br>Session<br>1; 2; 3; 4; 5; 6           | 31; 36; 38; 39; 312;<br>316; 325; 388; 389;<br>392; 395                |
| 4.3 (b) Understand when and how to raise concerns with families and friends in an appropriate way.  | 3.1; 3.3<br>Sessions 1; 3; 4<br>Workbooks                        | 31; 32; 34; 36<br>See also KS's  |
| 4.3 (c) Demonstrate that you understand children and young people's confidentiality when communicating with parents, families and friends, including your own family and friends.                             | 3.1; 3.3<br>Sessions 1; 3; 4<br>Workbooks                        | 31; 36<br>See also KS's  |
| <b>4.4 Communication with organisations</b>   |  |  |
| 4.4 (a) Understand the importance of effective communication with other organisations who are in contact with children and young people.  | 1.1;1.2;3.3;3.4<br>All Sessions<br>Workbooks                     | 31; 32; 34; 36; 39;  |
| 4.4 (b) Demonstrate effective communication with your supervising social worker.  | 1.1; 3.1; 3.2; 4.1; 4.3;<br>4.4<br>Session<br>1; 2; 3; 4; 5; 6   | 31; 32; 33; 34; 36<br>See KS's for all units<br>re: Supervision        |
| <b>4.5 Principles of keeping good records</b>   |  |  |
| 4.5 (a) Understand the importance of keeping accurate records.  | 1.1; 2.1; 3.1;<br>All Sessions<br>Workbooks                      | 31; 32; 34; 36<br>See also KS's<br>Data Protection                     |
| 4.5 (b) Know the record keeping policy of your fostering agency, and how information is shared with others, including children and young people and their families.   | 2.1; 3.1<br>Session 1 & 4<br>Workbooks                           | 31; 32; 34; 36; 39; 325;<br>375;                                       |
| 4.5 (c) Know how to record understandable, relevant, clear and concise, factual information, which can be checked.  | 2.1; 2.2; 3.1; 3.2; 3.3;<br>4.3; 4.4<br>Session<br>1; 3; 4; 5; 6 | 31; 32; 33; 34; 36; 37;<br>39; 312; 324; 325; 326;<br>339; 375; 395;   |
| 4.5 (d) Know how to enable children & young people to participate in record keeping and keep their own records and memorabilia.   | 1.1; 1.2; 1.3; 3.2; 3.3;<br>Session<br>1; 2; 3; 6                | 31; 32; 33; 34; 36; 37;<br>38; 39; 310; 366;                           |
| <b>Standard 5 – Understand the development of children and young people</b>   |  |  |
| <b>5.1 Attachment and stages of development</b>   |  |  |
| 5.1 (a) Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss. | 1.1; 1.2; 2.1<br>Sessions<br>1; 5<br>Workbooks                   | 32; 34; 36; 37; 311;<br>312; 313; 314; 316;<br>317; 321; 326; 352; 356 |
| 5.1 (b) Understand child development and the developmental needs of children and young people.  | 1.1; 1.3; 1.4<br>Sessions 1; 5<br>Workbooks                      | All Units<br>Development Chart   |
| 5.1 (c) Understand the difference between chronological age and stages of development and how this may affect a child or young person.  | 1.4; 2.1; 3.1; 4.3<br>Session<br>4; 5; 6                         | All Units<br>Development Chart   |

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| <b>5.2 Resilience</b>   |  |  |
| 5.2 (a) Understand how you can help children and young people develop 'resilience' and self esteem.   | 1.1; 1.3; 1.4; 2.1; 2.2;<br>3.2; 3.4; 4.1; 4.3; 4.4<br>Session<br>1; 2; 3; 4; 5; 6 | 31; 32; 33; 34; 36; 37;<br>38; 39; 310; 312; 313;<br>325; 326; 344; 366;<br>382; 397; 3112 |
| <b>5.3 Transitions</b>  |  |  |
| 5.3 (a) Explain significant milestones in the lives of children and young people, and the range of responses to them.   | 1.1; 1.4; 3.1; 4.1;<br>Session<br>1; 2; 3; 4; 5; 6                                 | 31; 32; 33; 34; 36; 37;<br>38; 39; 310; 311; 312;<br>313; 314; 315; 316; 318               |
| 5.3 (b) Understand how to support individual children and young people through significant life changes and challenges.   | 1.1; 1.4; 3.1; 4.1;<br>Session<br>1; 2; 3; 4; 5; 6                                 | As above +<br>382  |
| 5.3 (c) Be able to work with young people to develop skills, self confidence & knowledge to prepare them for adulthood & independency.                            | 1.1; 1.3; 1.4; 2.1; 2.2;<br>3.2; 3.4; 4.1; 4.3; 4.4<br>Session<br>1; 2; 3; 4; 5; 6 | As above +<br>344; 345; 346; 366;<br>382; 3112   |
| <b>5.4 Supporting play, activities and learning</b>   |  |  |
| 5.4 (a) Know how to encourage children and young people to participate in activities.   | 1.1; 1.3; 1.4; 3.1; 3.2;<br>3.4; 4.2;<br>Session<br>1; 2; 3; 4; 5; 6               | 31; 32; 33; 34; 36; 37;<br>39; 310; 311; 312; 316;<br>3112                                 |
| 5.4 (b) Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.                       | 1.1;1.2;1.3;1.4<br>3.1; 3.4<br>Sessions 1;2;3<br>Workbooks                         | 39; 310; 316; 326; 344;<br>348; 351; 370   |
| <b>5.5 Supporting educational potential</b>   |  |  |
| 5.5 (a) Show how you can encourage and support children and young people with their education (including early year's education) and help them overcome setbacks. | 1.1;1.2;1.3;1.4<br>3.1; 3.4<br>Sessions 1;2;3<br>Workbooks                         | 31; 33; 34; 36; 38; 39;<br>310; 316; 326; 344;<br>348; 351; 370                            |
| 5.5 (b) Be able to actively work with families, social workers and teachers to help children and young people achieve.  | 1.1;1.2;1.3;1.4;2.1;3.1;<br>3.2;3.3;3.4 All Sessions<br>& Workbook                 | 31; 36; 39; 326; 348;<br>370   |
| 5.5 (c) Know how to support young people in their further education and training, and employment.   | 1.1;1.2;1.3;1.4<br>Session 1;5;6<br>Workbooks                                      | 39; 326; 348; 350; 370;<br>3111;   |
| 5.5 (d) Be able to advocate for children and young people to ensure their educational needs are met.  | 1.1;1.2;1.3;1.4<br>Session 1;5;6<br>Workbooks                                      | 31; 36; 39; 326; 348;<br>370   |
| <b>5.6 Understanding contexts</b>   |  |  |
| 5.6 (a) Understand children and young people in the context of the wider family, caring or social network.  | 1.2;1.2;1.3;1.4;3.1; 3.2;<br>3.4 Session 1;2;3;5<br>Workbooks                      | 31; 32; 34; 36; 39; 310;<br>311; 312; 313; 316;<br>317; 318; 390;                          |
| 5.6 (b) Understand the contribution family, caring and social networks make to the development of children and young people.                                      | 1.2;1.2;1.3;1.4.3.1; 3.2;<br>3.4 Session 1;2;3;5<br>Workbooks                      | As Above +<br>3101; 3104;  |
| 5.6 (c) Understand the impact of abuse, separation and loss on the behaviour of children and young people.  | 1.1;1.3;2.1;3.1<br>Sessions 1;2;3;4;5;6<br>Workbooks                               | 31; 32; 34; 36; 311;<br>312; 325; 326;356; 396   |

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| <b>5.7 Promote positive sexual health and sexual identity.</b>  |  |   |
| 5.7 (a) Understand how to promote good sexual health with children and young people.  | 1.1;1.2;1.3;1.42.1;2.2;<br>3.1;3.4 Sessions 1;2;4<br>Workbooks   | 31; 32; 34; 36; 38; 39;<br>311; 312; 315; 317;<br>322; 325; 326 |
| 5.7 (b) Understand how to enable young people to develop a positive sexual identity with regard to their own sexuality.   | 1.1;1.3;1.4;3.4<br>Sessions 1; 2;4; 5; 6<br>Workbooks            | As Above + 344; 350;<br>356; 364; 368; 369;<br>395; 399; 3103   |
| <b>5.8 Supporting disabled children and children with special educational needs.</b>  |  |   |
| 5.8 (a) Understand the 'social model' of disability' and what it means in relation to your work as a Foster Carer.  | 1.1; 1.4; 3.1<br>All Sessions<br>Workbooks                       | 31; 34; 36; 39; 316   |
| 5.8 (b) Have a broad understanding of the needs of children and young people who are disabled or who have learning difficulties.  | 1.1;1.2;1.3;1.42.1;2.2;<br>3.1;3.4 All Sessions<br>Workbooks     | 326; 348; 364; 369;<br>371; 372; 373; 3100;<br>3111             |
| 5.8 (c) Understand the need to adapt activities and experiences so individual children and young people can take part.  | 1.1;1.2;1.3;1.4;2.1;2.2;<br>3.1;3.4 All Sessions<br>Workbooks    | 326; 348; 364; 369;<br>371; 372; 373; 3100;<br>3111             |
| 5.8 (d) Understand how you can support children and young people with special educational needs, and their families.  | 1.1;1.2;1.3;1.42.1;2.2;<br>3.1;3.4 All Sessions<br>Workbooks     | As above<br>+<br>351; 3112; 3114; 3116                          |
| <b>Standard 6 – Keep children and young people safe from harm.</b>  |  |   |
| <b>6.1 Legislations, policies and procedures</b>  |  |   |
| 6.1 (a) Know about legislation and National guidance relating to protecting and safeguarding children.  | 1.1; 2.1; 2.2; 3.1; 3.2; 3.3<br>Session 1; 4<br>Workbooks        | 31; 32; 34;<br>Legislation Chart                                |
| 6.1 (b) Understand your local multi-agency safeguarding policies & procedures on identifying and protecting children and young people who have been abused or are at risk of abuse. | 1.1; 2.1; 2.2; 3.1; 3.2; 3.3<br>Session 1; 4<br>Workbooks        | 31; 32; 34; 36<br>Legislation chart                             |
| <b>6.2 Keeping children safe.</b>   |  |   |
| 6.2 (a) Demonstrate that you understand what children & young people want & need to feel safe   | 1.1;1.2;1.3;1.42.1;2.2;3.1;<br>3.3 Session 1;2;3;4;5<br>Workbook | 31; 32; 34; 36; 315;<br>317; 326                                |
| 6.2 (b) Be aware of what contributes to a safe environment for children & young people.   | 1.1;1.2;1.3;1.42.1;2.2;3.1;<br>3.3 Session1;2;3;4;5<br>Workbook  | 31; 32; 34; 36; 315;<br>317; 326                                |
| 6.2 (c) Know how to help children and young people keep themselves safe from harm or abuse.   | 1.1; 2.1; 2.2; 3.1; 3.2; 3.3<br>Session 1; 4<br>Workbooks        | 31; 32; 34; 36  |
| 6.2 (d) Develop and maintain 'safer caring' guidelines for you and your household.  | 1.1; 1.3; 2.1;3.4<br>Sessions 1; 4<br>Workbooks                  | 31; 32; 34; 36  |

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| <b>6.3 Recognising and responding to abuse.</b>   |  |   |
| 6.3 (a) Understand the different ways in which children & young people can be harmed by adults, other children & young people including the Internet.   | 1.1; 1.4; 2.1; 3.1;<br>Sessions 1; 3; 4<br>Workbooks       | 32; 34<br>Development chart                                   |
| 6.3 (b) Understand the different ways in which children and young people can be placed at risk for example – Physical abuse; sexual abuse; emotional abuse; exposure to domestic abuse; neglect; faltering growth; institutional abuse; self harm.  | 1.1; 1.4; 2.1; 3.1;<br>Sessions 1; 3; 4<br>Workbooks       | 32; 34; 316; 317; 325;<br>341;<br>Development chart           |
| 6.3 (c) Understand ways and possible indications of possible abuse and neglect.   | 1.1; 1.4; 2.1; 3.1;<br>Session 1;3;4<br>Workbooks          | 32; 34; 36; 317; 325;<br>369; 395; 399                        |
| <b>6.4 Working with other agencies.</b>   |  |   |
| 6.4 (a) Know about your local Safeguarding Board & the responsibilities of your fostering service & other agencies in keeping children & young people safe from harm.   | 1.1;1.2;2.1;3.1<br>All sessions<br>Workbooks               | AS ABOVE  |
| 6.4 (b) Know who the designated child protection worker is at the school, preschool group, club or other activity.  | 1.1;1.2;2.1;3.1<br>All sessions Workbooks                  | 34; 39; 316; 325; 395;<br>399; 3100; 3102; 3111;<br>3112      |
| 6.4 (c) Be aware of the safeguarding policy of the school, preschool group, club or other activity.   | As above   | As above  |
| <b>6.5 ‘Whistle-blowing’ (reporting failures in duty)</b>   |  |   |
| 6.5 (a) Know when and how to refer a concern about child protection, the child’s welfare or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child’s best interests or pose a risk to the child. | 1.1; 2.1; 3.1<br>Sessions 1; 3; 4<br>Workbooks             | 34; 39; 316; 325; 395;<br>399; 3100; 3102; 3111;<br>3112      |
| 6.5 (b) Know how and whom to report your concern about unsafe practice of others.   | 1.1; 2.1; 3.1<br>Sessions 1; 3; 4<br>Workbooks             | As above  |
| 6.5 (c) Know what to do if you have followed your own fostering services policies and procedures on reporting concerns, and you are not satisfied with the response.  | 1.1; 2.1; 3.1<br>Sessions 1; 3; 4<br>Workbooks             | As above  |
| 6.5 (d) Identify what to do when you do not get a satisfactory response from other organisations or agencies.   | 1.1; 2.1; 3.1<br>Sessions 1; 3; 4<br>Workbooks             | See KS’s<br>Complaints  |
| <b>Standard 7 – Develop yourself</b>  |  |   |
| <b>7.1 Your role and approval as a .</b>  |  |   |
| 7.1 (a) Understand the implications of your approval as a Foster Carer for you and your family  | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks  | 31-34; 36; 37-39; 310-<br>318; 325-327; 350;<br>369; 372; 375 |
| 7.1 (b) Understand how being a Foster Carer may affect you personally and where you can get support.  | 1.1; 2.1;3.1;4.1;4.2;4.3;<br>4.4 All Sessions<br>Workbooks | 31; 32; 33; 34; 36; 317;<br>325; 326                          |

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| 7.1 (c) Be aware of the particular issues for male, black and minority ethnic, gay and lesbians and the support available.   | 1.1; 2.1<br>Session 1 & 4<br>Workbooks                      | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| <b>7.2 Being aware of the impact of Fostering on your sons and daughters and extended family.</b>  |   |   |
| 7.1 (a) Understand the impact of fostering on your own children and other members of your family, their support and training needs and how to access these.                    | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks   | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| <b>7.3 Using support and supervision to develop your role.</b>   |   |   |
| 7.3 (a) Understand the purpose of your personal supervision & annual review & know how to make the best of these opportunities.  | 1.1; 2.1;3.1;4.1;4.2;4.3;<br>4.4 All Sessions<br>Workbooks  | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| 7.3 (b) Know what additional support and training is available to you.   | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks   | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| 7.3 (c) Be able to recognise when you need support and the importance of asking for help and advice.   | As above  | As above  |
| 7.3 (d) Develop knowledge skills and understanding pertinent to your Foster Care role (e.g. treatment Foster Care, Fostering teenagers)  | 3.1; 4.1; 4.3<br>Session<br>1; 2; 3; 4; 5; 6                | Unit 33   |
| 7.3 (e) Develop knowledge skills and understanding to enable you to “broaden” your Foster Care role.   | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks   | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| <b>7.4 Meeting learning needs as part of continuing professional development (CPD)</b>   |   |   |
| 7.4 (a) Understand the need for continuing professional development and the ways in which it can improve your practice.  | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks   | 31-34; 36; 37-39; 310-<br>318; 325-327; 350;<br>369; 372; 375 |
| 7.4 (b) Understand & be able to reflect on how your daily work is influenced by feedback from people you come into contact with & from children young people & their families. | 1.1; 1.3; 3.1; 3.2; 4.1; 4.3<br>Session<br>1; 2; 3; 4; 5; 6 | 31; 32; 33; 34; 36; 39<br>See KS’s re:<br>supervision         |
| 7.4 (c) Work with your SSW or other relevant person to agree & follow a Personal Development Plan.   | 1.1; 2.1;3.1;4.14.2;4.3;<br>4.4 All Sessions<br>Workbooks   | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| 7.4 (d) Be willing to continually improve your practice and understand how to do this.   | 4.1; 4.3<br>Session 6                                       | 31; 32; 33; 34; 36; 317;<br>325; 326                          |
| <b>7.5 Career progression</b>  |   |   |
| 7.5 (a) Understand the career opportunities available to s and who can help you identify your needs and make the most of these opportunities.                                  | As above  | As above  |
| 7.5 (b) Work with your SSW/Provider to access further or higher level training, development and qualifications.  | As above  | As above  |