

FOSTERING STANDARDS MAPPED TO Health and Social Care NVQ

<p><u>STANDARD 1 Understand the Principles and Values Essential for Foster Care</u></p>	<p><u>Health and Social Care NVQ prior to February 2005</u></p>
<p><u>1.1 Principles and Values</u></p>	
<p>1.1(a) Show your awareness of the principles and values essential for looking after children, young people and their families</p>	<p>02 Z2</p>
<p>1.1(b) Demonstrate how you promote these principles and values in the care you provide for children and young people</p>	<p>02 Z2</p>
<p><u>1.2 Equality, Inclusion and Anti-Discriminatory practice</u></p>	
<p>1.2 (a) Understand the different types of prejudice and discrimination which can effect children and young people</p>	<p>02 Z2 NC10</p>
<p>1.2(b) Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background</p>	<p>02 Z2 NC10</p>
<p>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</p>	<p>02 Z2 NC10</p>
<p><u>1.3 Person -Centred Approaches</u></p>	
<p>1.3 (a) Be able to explain how your care relates to the Five outcomes in Every Child Matters</p>	<p>This area needs to be updated as Every Child Matters was not around when this NVQ was being undertaken</p>

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	CYP1 SC8 NC7 NC8 NC10
1.3(c) Explain why it is important to listen to children and young peoples views about risk and safety, and show how you take these into account in your role as a foster carer	SC14 CU1 NC7 NC8 NC10 C16
<u>1.4 Confidentiality and Sharing Information</u>	
1.4(a) Understand the importance of confidentiality	CU5 02
1.4(b) Understand how to apply your fostering services policies and procedures about confidentiality and information sharing	CU5 02
1.4 (c) Understand the limits of confidentiality (for example where it is necessary to share information to safeguard a child or young person)	CU5 02
<u>STANDARD 2</u>	
<u>2.1 Fostering Role</u>	
2.1(a) Know the overall aims of the fostering service	SC8
2.1 (b) Understand your own roles and responsibilities	SC8
2.1 (c) Understand the role of the supervising social worker	SC8

<u>2.2 Legislation Policies and Procedures</u>	
2.2(a) Know about the relevant legislation, policies and procedures relating to foster care, and when you can get further information	CU5 C15 CYP1 CYP2 CYP3
2.2 (b) Understand the importance of following your agency's policies and procedures	CU5 C15 CYP1 CYP2 CYP3
<u>2.3 Relationships with Parents and others</u>	
2.3 (a) Understand the importance of families and friends for children and young people	W8 P2
2.3(b) demonstrate how you involve families and others in the lives of children and young people and the important role of foster carers helping a child maintain contact	W8 P2
<u>2.4 Team Working</u>	
2.4 (a) Understand the concept of the "foster care team" and your contribution to effective teamwork	SC8 CU9
2.4(b) Know who to you are accountable to in your work and where to go for support	SC8 CU9
2.4 (c) Know how to contribute to planning for children and young people including contributions to meetings and reviews	SC8 CU9
<u>2.5 Being organised</u>	
2.5(a) Demonstrate that you are well organised, reliable and dependable	All units

2.5(b) Show that you provide activities and environments that are well organised and safe	CU1 M8 NC7 NC8 M8
<u>2.6 Complaints and Compliments</u>	
2.6 (a) Understand how complaints and compliments are dealt with in your agency and know how you can make a complaint	NC9
2.6(b) Know how children, young people and families can access the complaints procedure and how you can support them	NC9
2.6(c) Know about allegations policies and procedures of your fostering service and how to access support and legal advice	NC7
<u>STANDARD 3 HEALTH AND SAFETY, AND HEALTHY CARE</u>	
<u>3.1 Legalisation, policies and procedures</u>	
3.1(a) Show an awareness of the relevant health and safety legislation and guidance and your responsibilities	CYP2 CU1
3.1(b) Know your agency's procedures in relation to health and safety of children and young people	All units
<u>3.2 Accommodation</u>	
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	CU1
3.2(b) Know the importance of maintaining a good standard of hygiene and cleanliness	CU1 Z9

3.2(c) Show that you and those living in your household know what to do in case of a fire	CU1
<u>3.3 Healthy Care and Medication</u>	
3.3(a) Know what “healthy care” means for the physical ,mental, emotional and sexual health of children and young people	CYP2 02 C15 CU1 SC8 SC14 NC8 Z2 Z8 Z9 C16
3.3(b) Have an understanding of children and young peoples health and hygiene needs, including allergies and infection control procedures	CU1 Z9
3.3(c) Explain your role in promoting the health of children and young people including giving advice and information in relation to risk taking, substance misuse and relationships, and sexual health	CU1 Z17
3.3(d) Have an understanding of first aid and know how to access emergency medical treatment	CU1
3.3(e) Know what to follow in relation to medication and health-care procedures including what consent is required	CU1
<u>3.4 Personal Safety and Security</u>	
3.4 (a) Understand potential risks to the safety and security of yourself and members of your family and what you can do to reduce or manage the risks	CYP3 C7 C16 SC14
3.4b) Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour	CYP3 SC14 NC11 C7 C16

3.4 (c) Understand the need to manage challenging behaviours presented by children and young people in a way that is safe without the use of physical or other inappropriate punishment and give examples from your work as foster carer	CYP3 SC14 C7 C16 NC11
<u>3.5 Risk Assessment</u>	
3.5(a) Identify examples of risks to children and young people and appropriate action to reduce or manage risks	CYP3 SC14 C7 C16 NC11 – Risk assessment processes need to be updated to new legislation and guidance/internal procedures
<u>STANDARD 4 KNOW HOW TO COMMUNICATE EFFECTIVELY</u>	
<u>4.1 Encourage Communication</u>	
4.1(a) Demonstrate how you listen to and understand the wishes and feelings of children and young people	C5 C10 C11 C16 CL2 CL5 CL6 CL7
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	C5 C10 C11 C16 CL2 CL5 CL6 CL7
4.1 (c) Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising	C5 C10 C11 C16 CL2 CL5 CL6 CL7
4.1(d) Show how you can help children and young people to make their own decisions	C5 C10 C11 C16 CL2 CL5 CL6 CL7
<u>4.2 Knowing about communication</u>	

4.2(a) Describe effective ways of communicating with children and young people	C5 C10 C11 C16 CL2 CL5 CL6 CL7
4.2(b) Understand some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these	C5 C10 C11 C16 CL2 CL5 CL6 CL7
4.2 (c) Know how to use different communications media	C11 C16 CL2 CL5 CL6 CL7
<u>4.3 Communication with parents, families and friends</u>	
4.3(a) Show that you are aware of the procedures for arranging contact and understand your role as a foster carer	NC2 W8
4.3(b) Understand when and how to raise concerns with families and friends in an appropriate way	NC2 W8
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	CU5
<u>4.4 Communication with organisations</u>	
4.4(a) understand the importance of effective communication with other organisations who are in contact with children and young people	NC9
4.4(b) Demonstrate effective communication with your supervising social worker	SC8 NC9
<u>4.5 Principles of keeping good records</u>	
4.5 (a) Understand the importance of keeping accurate records	CU5 SC8

4.5(b) Know the record keeping policy of your fostering agency, and how information is shared with others including children, young people and their families	CU5 SC8
4.5(c) Know how to record understandable, relevant, clear and concise, factual information which can be checked	CU5 SC8
4.5(d) know how to enable children and young people to participate in record keeping and keep their own records and memorabilia	SC8
<u>STANDARD 5 UNDERSTAND THE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE</u>	
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	C5 NC1 NC2
5.1(b) Understand child development and the developmental needs of children and young people	CYP4 C5 C16 C10 C11 SC8 W3 NC2 Z8
5.1(c) Understand the difference between chronological ages and stages of development and how this may affect a child or young person	CYP4 C5 C16 C10 C11 SC8 W3 NC2 Z8
<u>5.2 Resilience</u>	
5.2(a) Understand how you can help children and young people develop “resilience” and self-esteem	C5 SC8 W3 NC2 Z8 CYP4 C16
<u>5.3 Transitions</u>	

5.3(a) Explain the significant milestones in the lives of children and young people and the range of responses to them	W2 W3 Y2 Y5
5.3(b) Understand how to support individual children and young people through significant changes and challenges	W2 W3 Y2 Y5
5.3 (c) Be able to work with children and young people to develop skills, self confidence and knowledge to prepare them for adulthood and independency	W2 W5 Y2 Y5
<u>5.4 Supporting play, activities and learning</u>	
5.4(a) know how to encourage children and young p[people to participate in activities	Y2 Z13 M8
5.4(b) Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities	Y2 Z13 M8
5.4(c) Explain the importance of adhering to appropriate routines for children and young people	Y2 Z13 M8
<u>5.5 Supporting Educational potential</u>	
5.5(a) Show how you can encourage and support children and young people with their education(including early years education) and help them overcome setbacks	CYP1
5.5(b) Be able to actively work with families, social workers and teachers to help children and young people achieve	CYP1 SC8

5.5 (c) Know how to support young people in further education and training	CYP1
5.5(d) Be able to advocate for children and young people to ensure their educational needs are met	CYP1 Z2
<u>5.6 Understanding contexts</u>	
5.6(a) Understand children and young people in the context of the wider family, caring or social network	W2 W3 W8
5.6(b) Understand the contribution family, caring and social networks make to the development of children and young people	W2 W3 W8
5.6 (c) Understand the impact of abuse, separation and loss on the behaviour of children and young people	W2 W3 W8
<u>5.7 Promote positive sexual health and sexual identity</u>	
5.7(a) Understand how to promote good sexual health with children and young people	CYP2 NC8
5.7(b) Understand how to enable young people to develop a positive sexual identity with regard to their own sexuality	CYP2 NC8
<u>5.8 Supporting disabled children and children with special educational needs</u>	
5.8(a) Understand the “social model” of disability and what it means in relation to your work as a Foster Carer	C17 C18
5.8(b) Have a broad understanding of the needs of children and young people who are disabled or who have learning difficulties	C17 C18

5.8 (c) Understand the need to adapt activities and experiences so individual children and young people can take part	C17 C18
5.8(d) Understand how you can support children and young people with special educational needs, and their families	C17 C18
<u>STANDARD 6 KEEP CHILDREN AND YOUNG PEOPLE SAFE FROM HARM</u>	THE FOLLOWING SECTION WILL NEED UPDATING IN LINE WITH 2004 CHILDREN ACT
<u>6.1 Legislation, policies and procedures</u>	
6.1(a) Know about legislation and National guidance relating to protecting and safeguarding children	C15 SC17
6.1(b) Understand your local multi-agency safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse	C15 SC17
<u>6.2 Keeping children safe</u>	
6.2(a) Demonstrate that you understand what children and young people need to feel safe	C15 SC17
6.2(b) Be aware of what contributes to a safe environment for children and young people	C15 SC17
6.2(c) Know how to help children and young people keep themselves safe from harm and abuse	C15 SC17 Z17
6.2(d) Develop and maintain “safer caring “ guidelines for you and your household	C15 SC17 SC9
<u>6.3 Recognising and responding to abuse</u>	

6.3(a) Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet	C15 SC17
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 violence; Neglect; Faltering growth; Institutional Abuse; Self Harm	C15 SC17 Z17
6.3 (c) Understand signs and indicators of possible abuse and neglect	C15 SC17
6.3(d) Understand how children might be bullied and know what action to take if you suspect a child or young person is being bullied	C15 SC17
6.3(e) Understand the procedures you need to follow if you suspect a child is being abused or neglected, and the action you might need to take immediately	C15 SC17
<u>6.4 Working with other agencies</u>	
6.4(a) Know about your local Safeguarding Board and the responsibilities of your fostering service and other agencies in keeping children and young people safe from harm	C15 SC17
6.4(b) Know who the designated child protection worker is at the school , pre-school, club or other activity	C15 SC17

6.4 (c) Be aware of the safeguarding policy of the school, pre-school group, club or other activity	C15 SC17
<u>6.5 ‘ Whistle-blowing’ (reporting failures in duty)</u>	
6.5(a) Know when and how to refer a concern about child protection, the child’s welfare or any other malpractice , negligence or unprofessional behaviour which might not be in the child’s best interests or pose a risk to the child	C15 SC17
6.5(b) Know how and whom to report your concern about unsafe practice of others	C15 SC17
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	C15 SC17
6.5(d) Identify what to do when you do not get a satisfactory response from other organisations or agencies	C15 SC17 NC9
<u>STANDARD 7 DEVELOP YOURSELF</u>	
7.1(A) Understand the implications of your approval as a Foster Carer for you and your family	CU7 CU9
7.1(b) Understand how being a Foster Carer may affect you personally and where you can get support	CU7 CU9
7.1 (c) Be aware of the particular issues for male, black and minority ethnic, gay and lesbians and the	02 CU7 CU9

support available	
<u>7.2 Being aware of the impact of fostering on your sons and daughters and extended family</u>	
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	CU7 CU9 SC9
<u>7.3 Using support and supervision to develop your role</u>	
7.3(a) Understand the purpose of your personal supervision and annual review and know how to make the best of these opportunities	CU7 CU9
7.3(b) Know what additional support and training is available to you	CU7 CU9
7.3 (c) Be able to recognise when you need support and the importance of asking for help and advice	CU7 CU9
7.3(d) Develop knowledge and skills and understanding pertinent to your Foster Care role (e.g. .treatment Foster Care, Fostering teenagers	CU7 CU9
7.3(e) develop knowledge and skills and understanding to enable you to “broaden” your foster care role	CU7 CU9
<u>7.4 Meeting learning needs as part of continuing professional development (CPD)</u>	
7.4(a) Understand the need for continuing professional development and the ways in which you can improve your practice	CU7 CU9

7.4(b) Understand and be able to reflect on how your daily work is influenced by feedback from people you come into contact with and from children ,young people and their families	CU7 CU9
7.4 (c) Work with your Supervising Social worker or other relevant person to agree and follow a Personal development Plan	CU7 CU9
7.4(d) Be willing to continually improve your practice and understand how to do this	CU7 CU9
<u>7.5 Career progression</u>	
7.5 (a) Understand the career opportunities available to foster carers an who can help you identify your needs and make the most of these opportunities	CU7 CU9
7.5(b) Work with your supervising social worker /provider to access further or higher level training, development and qualifications	CU7 CU9