Crossfields Institute

Qualification Specification

Level 4 Certificate in Therapeutic Child Care

© Copyright Crossfields Institute 2022

All rights reserved worldwide. Reproduction by centres approved to deliver this qualification is permissible for internal use but Crossfields Institute does not accept liability for any incomplete or inaccurate copying and subsequent use of the information.

Crossfields Institute
Stroud House
Russell Street
Stroud
Gloucestershire
GL5 3AN

info@crossfieldsinstitute.com

01453 808118

Registered Company No: 06503063 Registered Charity No: 1124859

Publication date April 2022

Version 1.0

Contents

Key Facts **4**

Section 1: About this Qualification **5**

1.1 Why take this qualification? 5

1.2 Who is it for? 5

1.3 What does the qualification cover? 5

1.4 What are the entry requirements? 6

1.5 What are the assessment methods? 6

1.6 What are the progression opportunities? 7

Section 2: Units/Modules **8**

2.1 Unit/Module List 8

Module 1 Principles of Therapeutic Child Care **9**

Module 2 Concepts, Theories and Techniques in Therapeutic Child Care **11**

Module 3 The impact of Trauma on Children and Young People **13**

Module 4 Working with Children and Young People's Behaviour **15**

Section 3: Delivering this qualification **17**

3.1 Delivery Requirements 17

3.2 Quality Assurance 18

3.3 Assessment Planning Guidance 20

3.4 Training and Support 20

3.5 Policies and Procedures 20

Appendix 1: Resource and book list **22**

Key Facts

Qualification Title	Crossfields Institute Level 4 Certificate in Therapeutic Child Care
Qualification Number (QAN)	610/0782/1
Qualification Type	VTQ
Sector	Child Development and Wellbeing
Level	Level 4
Rules of Combination	All units are compulsory
Total Qualification Time	190 hours
Guided Learning Hours	130 hours
Total Credits	n/a
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	9-12 months
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by the Mulberry Bush Outreach

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 4 Certificate in Therapeutic Child Care is to:

- Support learners in the workplace when working with children and young people

More specifically it has been designed to provide learners with:

- an understanding of the impact of complex early life trauma
- an understanding of working with children/young people who may have experienced attachment difficulties
- an opportunity to develop their own reflective capacity

This qualification was developed in response to the training needs of residential care staff where it was felt the existing mandatory qualification, the Level 3 Diploma in Health and Social Care, was not sufficient in enabling staff to meet the complex needs of the children and young people in their care. Thus, this qualification will cover the mandatory requirements but exceeds these adding additional relevant learning opportunities for learners.

1.2 Who is it for?

This qualification is designed for people who work within the childcare sector and wish to exceed the mandatory Level 3 qualification.

1.3 What does the qualification cover?

You must complete 4 mandatory modules:

Module 1: Principles of Therapeutic Child Care

This module covers the key principles of therapeutic child care. Learners will be introduced to the relevant legislation, key concepts and principles and the wider impacts when working with children and young people. Learners will be supported to explore how they can reflect on their use of these principles in their own practice.

Module 2: Concepts, Theories and Techniques in Therapeutic Child Care

This module covers the concepts, theories and techniques used in therapeutic child care. Learners will explore how the concepts, theories and techniques apply to working with children and young people. Learners will be supported to demonstrate how they reflect on their use of these concepts, theories and techniques in their own practice.

Module 3: The impact of Trauma on Children and Young People

This module covers the types and impacts of trauma on children and young people. Learners will be supported to develop their understanding of the types of early life trauma and the impact on development and behaviour. They will explore how to develop strategies to support individuals, and reflect on the effectiveness of their own approaches.

Module 4: Working with Children and Young People's Behaviour

This module focuses on working with children and young people. Learners will explore how early life experiences shape children and young people's feelings and their behaviour. They will consider how to respond, using the six stages of crisis, to support children and young people's development and wellbeing.

The qualification is at Level 4 as defined by Ofqual. https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

The learner….	**The learner can….**
Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you have:

- An interest in developing your understanding of working with children
- Be working alongside children or young people, either paid or unpaid, for at least 8 hours per week.
- Evidence that you have a level 2 or equivalent literacy qualification. If this cannot be demonstrated an initial assessment task may be required to assess literacy
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 5.5 will be required.

1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- written assignments
- reflective practice. e.g. a learning journal or self–reflective journals
- artefacts
- peer observation or feedback as witness testimony
- observation of practice by experienced tutors

- questions and quizzes

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in the education, social care and/or healthcare sectors with children or young people
- further their studies in therapeutic work with children and young people

Section 2: Units/Modules

2.1 Unit/Module List

Module title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
1. Principles of Therapeutic Child Care	35	50
2. Concepts, Theories and Techniques in Therapeutic Child Care	30	45
3. The Impact of Trauma on Children and Young People	35	50
4. Working with Children and Young People's Behaviour	30	45
Award Total	**130**	**190**

TCC-C4-Unit 1
Principles of Therapeutic Child Care

Ofqual unit code	D/650/2294	**Guided Learning Hours (GLH)**	35
Module level	L4	**Total Qualification Time (TQT)**	50
Module aim	This module covers the key principles of therapeutic child care. Learners will be introduced to the relevant legislation, key concepts and principles and the wider impacts when working with children and young people. Learners will be supported to explore how they can reflect on their use of these principles in their own practice.		
Module rationale	This module covers the underpinning principles of working with children and young people. Learners will revisit the content in this module and continually reflect on their practice throughout the entire qualification.		

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
1. Understand legislative requirements for working with children and young people.	1.1 Explain how current legislation, national guidelines and policies affect the safeguarding, protection and rights of children and young people including: • Equality and Diversity. • Health and safety.
	1.2 Describe how these policies and procedures impact work within their organisation.
2. Understand key concepts and principles of building relationships with children and young people.	2.1 Discuss the importance of play within child development.
	2.2 Explain the principles of therapeutic assessment.
	2.3 Explain the importance of effective communication with children and young people.
	2.4 Discuss the impact of loss and endings.

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
3. Understand wider impacts of working with children and young people.	3.1 Describe how the experience of the care system can affect children and young people.
	3.2 Describe the potential impact of the Youth Justice System on children and young people.
	3.3 Explain the importance of including families in the work with children and young people.
	3.4 Discuss the importance of multi-agency working for the benefit of children and young people.
4. Understand the need for reflective practice when working with children and young people.	4.1 Discuss possible emotional effects on staff when working with children and young people.
	4.2 Explain the importance of using reflective practice in work with children and young people.
	4.3 Demonstrate the use of reflective practice.

TCC-C4-Unit 2
Concepts, Theories and Techniques in Therapeutic Child Care

Ofqual unit code	F/650/2295	**Guided Learning Hours (GLH)**	30
Module level	L4	**Total Qualification Time (TQT)**	45
Module aim	This module covers the concepts, theories and techniques used in therapeutic child care. Learners will explore how the concepts, theories and techniques apply to working with children and young people. Learners will be supported to demonstrate how they reflect on their use of these concepts, theories and techniques in their own practice.		
Module rationale	This module covers the key concepts, theories and techniques for working with children and young people. Learners will draw on content from previous modules, revisit the content in this module, and continue to reflect on their practice.		

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
1. Understand a range of concepts, theories and techniques for working with children and young people.	1.1 Explain how theories underpin working with children and young people. Theories may include: ● The unconscious ● Psychodynamic ideas / Defences ● Attachment theory ● Therapeutic Containment and Emotional Holding ● Systemic working ● Group theory
	1.2 Describe techniques for building resilience when working with children and young people.
2. Be able to apply concepts, theories and techniques to own work.	2.1 Apply two theoretical concepts to own work with children and young people.
3. Be able to reflect on the application of concepts, theories and techniques.	3.1 Demonstrate how they have used concepts, theories and techniques in their practice

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
	3.2 Demonstrate how they will further develop concepts theories and techniques in their own practice.

TCC-C4-Unit 3
The Impact of Trauma on Children and Young People

Ofqual unit code	H/650/2296	**Guided Learning Hours (GLH)**	35
Module level	L4	**Total Qualification Time (TQT)**	50
Module aim	This module covers the types and impacts of trauma on children and young people. Learners will be supported to develop their understanding of the types of early life trauma and the impact on development and behaviour. They will explore how to develop strategies to support individuals, and reflect on the effectiveness of their own approaches.		
Module rationale	This module covers the types and impacts of trauma on children and young people. Learners will draw on content from previous modules, revisit the content in this module, and continue to reflect on their practice.		

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
1. Understand different types of trauma.	1.1 Explain different types of trauma including: ● Adverse Childhood Experiences (ACEs) ● Toxic Stress
	1.2 Discuss how a child's experiences impact their development.
2. Understand physical and psychological impacts of trauma.	2.1 Describe physical impacts of trauma on a child's development.
	2.2 Describe psychological impacts of trauma on a child's development.
3. Understand strategies for supporting individuals.	3.1 Explain the importance of supporting children and young people to manage their health.

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
	3.2 Explain the importance of supporting children and young people to achieve their potential.
	3.3 Discuss different strategies for supporting children and young people who have experienced trauma.
4. Be able to reflect on their own approach to supporting individuals.	4.1 Discuss their own approach to supporting individuals
	4.2 Reflect on how they adopt strategies to support individuals.

TCC-C4-Unit 4
Working with Children and Young People's Behaviour

Ofqual unit code	J/650/2297	**Guided Learning Hours (GLH)**	30
Module level	L4	**Total Qualification Time (TQT)**	45
Module aim	This module focuses on working with children and young people. Learners will explore how early life experiences shape children and young people's feelings and their behaviour. They will consider how to respond, using the six stages of crisis, to support children and young people's development and wellbeing.		
Module rationale	This module focuses on working with children and young people. Learners will draw on content from previous modules and continue to reflect on their practice.		

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
1. Understand the impact of life experiences on children and young people.	1.1 Explain how early life experiences shape children's feelings and their behaviour.
	1.2. Describe how behaviour is a tool for communication.
	1.3 Discuss how medication can be used to promote dignity and independence.
2. Understand how to respond to the behaviour of children and young people.	2.1 Critically consider working with risk with children and young people.
	2.2 Explain the six stages of crisis and planning.
	2.3 Discuss how socially aware behaviour is used in their work.

Learning outcomes **The learner will:**	Assessment Criteria **The learner can:**
3. Be able to reflect on their own response to the behaviour of children and young people.	3.1 Describe the impact of challenging behaviour from the children and young people they work with.
	3.2 Discuss how they will incorporate personal reflection into their everyday practice with children and young people.

Section 3: Delivering this qualification

3.1 Delivery Requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit information.

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside time for tutorials to reflect on learning and discuss the content and assessment requirements. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

There is a significant amount of independent study within this qualification, and assessors should ensure that learners receive guidance and support on how to best make use of their study time.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

Delivery of this qualification should be holistic and should not be focussed on a unit by unit approach, although it is expected that particular knowledge or skills contained within specific units will be delivered and assessed in an appropriate way for learners. Delivery should also ensure that learners are provided with opportunities to participate in group discussions and individual professional discussions with tutors/supervisors as an integral part of the course.

It should be noted that the content of the qualification can be subject to change and should be delivered dynamically to take into account changes to e.g. legislation and practice to ensure that the content is up to date and accurate.

It is expected that learners will produce evidence from a variety of sources, including records of discussions, and that these should be mapped to appropriate learning outcomes and assessment criteria across the whole qualification by assessors. The intention is that learning and understanding is reflected on and revisited continually throughout the delivery of the course to ensure that learners are able to review and understand their practice holistically.

It is recommended that delivery includes the use of milestones to support learners in the development of the required skills, knowledge and understanding, and to ensure that evidence towards each milestone can be mapped appropriately to the learning outcomes and assessment criteria of the modules.

This course allows learners the opportunity to reflect on their practice, and to build up a holistic picture of their knowledge, understanding and practice encouraging them to reflect on their development.

Examples of delivery methods for this qualification include:

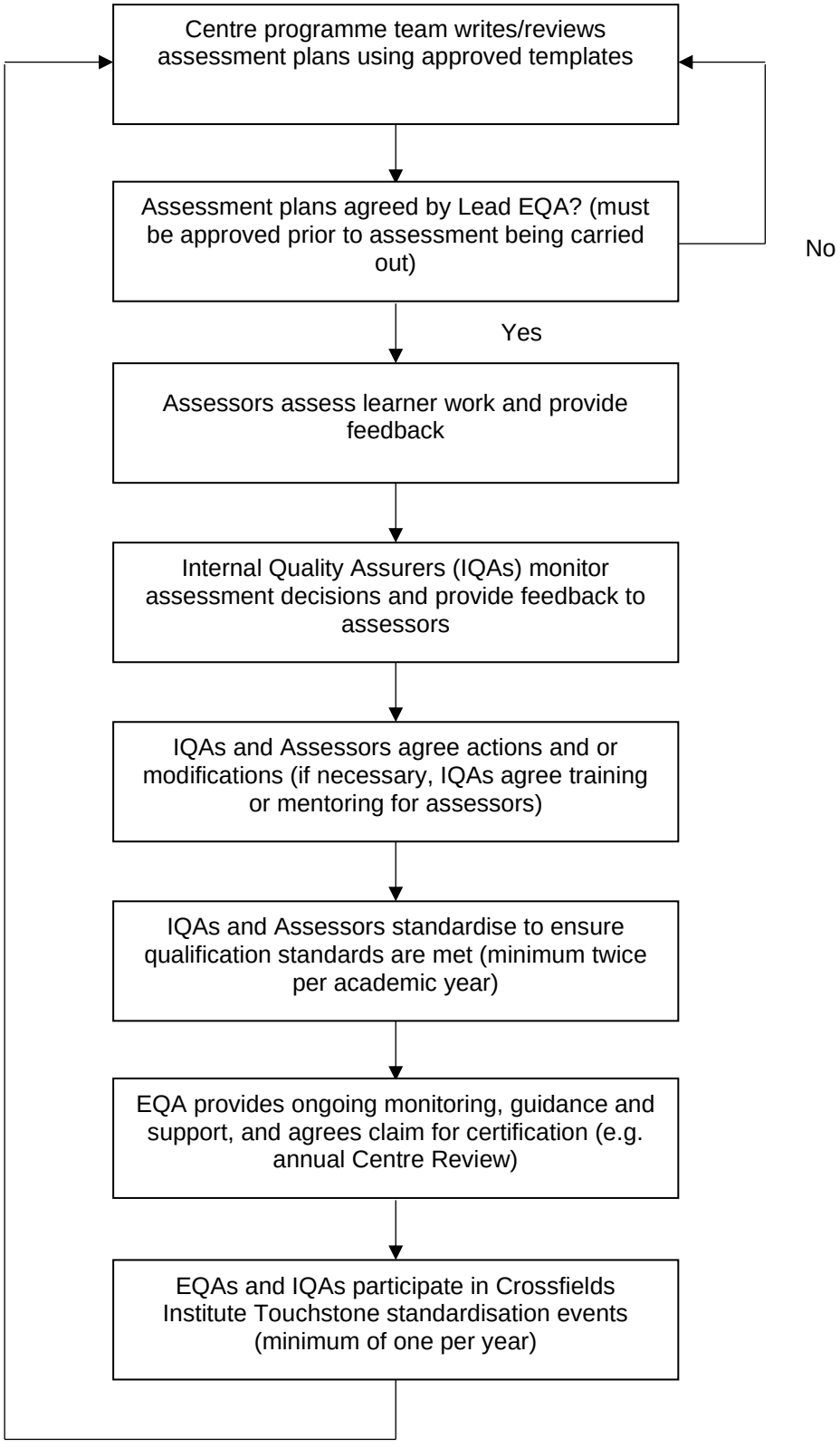
- Attendance at a experiential residential workshop – it is strongly recommended that this takes place over 2 days to provide sufficient opportunities for learners to engage in appropriate discussion and reflection activities
- Face to face taught seminars and tutorials.
- Pre-recorded lectures / briefings
- Course materials

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
Assessment plans agreed by Lead EQA? (must be approved prior to assessment being carried out)
No
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. annual Centre Review)
EQAs and IQAs participate in Crossfields Institute Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Appendix 1: Resource and book list

Recommended Reading

Name	Title	Publisher
Geddes, H. (2006)	Attachment in the classroom: the links between children's early experience, emotional well-being and performance in school.	Worth Publishing
Perry, B. D., & Szalavitz, M. (2017)	The boy who was raised as a dog: And other stories from a child psychiatrist's notebook--What traumatized children can teach us about loss, love, and healing.	Basic Books
Thompson, K. (2011)	Therapeutic Journal Writing: An Introduction for Professionals (Writing for Therapy or Personal Development)	Jessica Kingsley Publishers
Ward, A. (2003)	Therapeutic communities for children and young people Jessica Kingsley: London.	Jessica Kingsley Publishers
Ward, A.D. & McMahon, L. (1998)	Intuition is not enough: matching learning with practice in therapeutic child care	Routledge
Boyd, D.R. & Bee, H.L. (2014)	The Developing Child	Pearson

Recommended Websites

City and Guilds information about the Level 3 Diploma in Health & Social Care (Adults) for England	https://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/4222-health-and-social-care#&acc=level3