



# Foster Carers

Department of Education Training,  
Support and Development Standards

## Workbook

Working in partnership with:

1

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## Introduction

Foster carers play an extremely important role, providing much needed support and security for often very vulnerable children, and enabling their successful transition into independent adult life. Fostering is a challenging role and requires skills and dedication

The Training, Support and Development (TSD) standards form part of a foster carer's induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12-18 months after being approved

These standards were developed by the sector and were introduced in 2007 and apply to all approved foster carers in England

They form part of a national strategy, supported by the Department for Education, to raise the profile of foster carers as valued professionals and to improve and standardise service provision for looked after children.

All foster care providers are expected to engage with their foster carers to support them in achieving the TSD Standards. This ensures that the Standards are delivered in a way which allows carers to understand how the standards support them in their caring role, encouraging them to build on any areas for development identified in their assessment.

It is the government's view that all foster carers who are approved under the Fostering Services Regulations should complete the TSD Standards, which are designed to equip all foster carers with the skills and knowledge to provide high quality care to the children they look after. The TSD Standards are also now a requirement of the National Minimum Standards (Fostering)

## Training Support and Development Standards

There are seven TSD standards:

**Standard 1:** Understand the principles and values essential for fostering children and young people

**Standard 2:** Understand your role as a foster carer

**Standard 3:** Understand health and safety, and healthy care

**Standard 4:** Know how to communicate effectively

**Standard 5:** Understand the development of children and young people

**Standard 6:** Keep children and young people safe from harm

**Standard 7:** Develop yourself

Foster carers must evidence that they have met **all** these standards, where these apply to the child(ren) they are caring for.

In each of the seven standards there are a number of topics that you will need to know about.

## Evidencing the Standards

This workbook has been developed to help you to evidence your TSD standards through a range of questions and activities. The activities below that you completed during your Skills to Foster training can be used as evidence.

No.	Activity	TSD Standards Covered
1	Typical Ages & Stages	2.3a, 5.1b, 5.1c, 5.6c
2	What do Foster Carers Do?	1.2b, 1.2c, 1.3b, 1.3c, 2.1b, 2.3a, 2.4a, 4.1a, 4.1b, 4.1d, 4.2b, 5.5a, 5.5d, 5.6a, 5.7a, 5.7b, 5.8d
3	Being Someone	1.2a, 1.2b,
4	Something Precious	1.2b, 1.3b, 4.5a
5	Life Chances	1.2a, 1.3b, 3.5a, 5.6a, 5.8b
6	Case Study - Megan	2.1b, 2.1c, 2.3a, 2.3b, 4.4a, 5.4c, 5.6a, 5.6b, 5.6c, 5.8b, 6.3c
7	Managing Contact - Case Study Barry & Mark	1.3b, 1.4a, 2.1b, 2.3a, 4.3a, 4.3b, 4.3c, 4.4a, 5.6a, 5.6b, 5.6c, 5.8b, 5.8d, 6.2a
8	You Should Be In My Shoes	2.1b, 2.3b,
9	Case Study - Jamil & Ellie	3.4b, 5.1a, 5.1b, 5.2a, 5.3b, 5.6a, 5.6b, 5.6c, 6.2a, 6.3b.
10	Clear & Fuzzy	1.1a, 3.4b, 4.5a, 4.5c
11	Case Study - Naomi & Richard	1.3b, 1.3c, 4.5a, 5.6c, 6.2c.
12	Risky Business	
13	Case Study - Jessie & Tim	1.3b, 2.1c, 2.3b, 2.4a, 5.1a, 5.2a, 5.3a, 5.3b, 5.3c, 5.6b, 5.8b, 5.8d, 7.1a, 7.1b.

Although the amount of evidence will vary with each outcome, it should be short and simple, use bullets points where appropriate. Essays are not required! The evidence box in the workbook is meant to be guidance and is not an indication of amount of evidence expected. In some cases, this may be reference to another document with a short accompanying paragraph or witness statement. Other outcomes may require a short

reflective piece of writing, giving an example of when a task was carried out or when an incident occurred.

The exemplars given below indicate the maximum amount.

**Exemplar: Standard 5.3c Transitions (also meets 5.1c and 4.1d)**

P has been in foster care for over 13 years and been placed with me for the past 4 years. She is now 19 years old and I have been helping her prepare for adulthood and independent living over the past few years. Some of the ways I have helped P include:

- Support with decision making and encouraging P to develop her own opinion.
- Teaching her basic recipes and cooking skills.
- Involving her in household chores and talking to her about safety in the home.
- Supporting and encouraging her to continue with her education.
- Helping her with financial planning and budgeting. These are just some of the ways

that we are helping P get ready for independence. As someone who has been brought up in foster care most of her life, she is uncomfortable and wary of new situations. This means she needs additional encouragement, support, love and patience until she feels able to deal with new situations.

There should be at least one piece of evidence per outcome. Please note: one piece of evidence can be used as the basis for a number of different outcomes. For example, in the exemplar below the evidence has been cited for Standard 5.5b. This evidence could also be used as the basis for Standard 2.4a, 4.4a and also for Standard 3.4b. TSD Standards for Foster Carers – Guidance 6

**Exemplar: Standard 5.5b Supporting Educational Potential**

T has been in foster care with me for 3 years. As he is a complex and challenging young person, I get support from a therapeutic worker who offers advice and support around managing his

. I also work closely with the staff at his school who are experienced with looked after children. I have close links with the named person for Looked after Children and we speak on the phone about once a week. I learnt at T's review that he had not been doing his homework. When I discussed this with the school, they suggested that they take him out of one lesson per week to catch up with homework. This seems to have taken some of the pressure off him and the school has agreed to let him continue with this. Working together with the therapeutic worker, school staff and social worker has really helped T receive consistent messages and support, which helps him feel secure and safe.

**The guidance**

The guidance explains what the Standards are and how you can show that you have met each Standard. Foster carers who have previous experience of working with children and young people can use their prior learning and experience as evidence to show that they can meet the Standards.

Experienced carers who may also be professionally qualified in health or care or any other similar field (e.g. care work, nursing, schools, youth work) or who have a relevant NVQ or level 3 Diploma units are still required to complete the Standards, as they are tailored to fostering. You can use your qualifications and experience as evidence against specific outcomes in the Standards.

To note: If you are undertaking the social care pathway and optional foster care units in the level 3 diploma working in the children and young people's workforce you should have completed the TSD standards before embarking on the optional foster care units.

Your supervising social worker or support worker will help you complete the Evidence Workbook and will sign off each Standard when you have provided sufficient evidence to meet the Standard.

At the end, a manager or the training officer in your fostering service will check to ensure that the Evidence Workbook has been completed satisfactorily, and will issue you with the Certificate of Successful Completion

## Principles and values statement

The same principles and values underpin all the induction standards for staff and carers who work with children, young people and their families.

### Principles

- ❖ The welfare of the child or young person is paramount.
- ❖ Carers contribute to children and young people's care, learning and development, and safeguarding. This is reflected in every aspect of practice and service provision.
- ❖ Carers support parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child or young person's first, and in most situations, their most enduring carers and educators.
- ❖ Carers are integral to the team supporting children and young people.

### Values

- ❖ The needs, rights and views of the child or young person are at the centre of all practice and provision.
- ❖ Individuality, difference and diversity are valued and celebrated.
- ❖ Equality of opportunity and anti-discriminatory practice are actively promoted.
- ❖ Children and young people's health and well-being are actively promoted.
- ❖ Children and young people's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person.
- ❖ Self-esteem and resilience are recognised as essential to every child and young person's development.
- ❖ Confidentiality and agreements about confidential information are respected as appropriate unless a child or young person's protection and well-being are at stake.
- ❖ Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children and young people more widely.
- ❖ Social inclusion and advancement of children and young people are actively promoted as specified in the UN Convention on the Rights of the Child.



## **What to expect from Gateshead Fostering Service**

We have a duty to arrange for you to learn about the different areas within the standards and to make sure that you know enough to meet the outcomes for each area. We will also provide you with learning opportunities and support through your supervising social worker and Workforce Development Adviser. Before you were approved, you will have attended the Skills to Foster course. You will be able to use the knowledge you gained from this training to help you complete this workbook. You will have been given a list showing which activities and handouts can be used for which standard.

As an approved foster carer you are required to complete several mandatory training courses which need to be repeated on a three yearly basis. This can be found in the Training Directory at <https://www.gateshead.gov.uk/article/10734/Foster-carer-training>

If you move and are approved as a foster carer in a new area after you have successfully completed the Training, Support and Development Standards, your new foster care provider will want to see your Certificate of Successful Completion. You may still need to undertake some further induction or training to familiarise you with your new fostering service, but you will not need to repeat the standards. Similarly if you decide to take up a job working with children you will be able to use your Certificate of Successful Completion to indicate that you have met the Training, Support & Development Standards for Foster Care.

## Standard 1: Understand the principles and values essential for fostering children and young people

**Summary:** This Standard sets out what you are expected to know about the principles and values underpinning work with children and young people, and how you should put them into practice. You will be expected to show you understand how to promote the values listed and work in a way which supports and respects diversity. You will be expected to understand the importance of confidentiality, including what you should keep confidential and what you should not. You will also be expected to know how to put into practice the policies and procedures of your fostering service about sharing information with others. The child or young person should be at the centre of all of our work. It is one of the ways you will put the principles of care into practice. You will show you understand how you put children and young people at the centre of your work by meeting the outcomes set out in this standard. This includes understanding the right of children and young people to take risks and your role in relation to that risk-taking.

### 1.1 Principles and values

**1.1a** Read the Principles and Values Statement on page 7 of this workbook. Use a highlighter to indicate which principles and values you think are important in caring for children.

Why are these principles and values important to you?

*Pg20 of The Skills to Foster Handbook*

**1.1b** Give an example of how you promote equality and diversity with the young people you care for:

*Pg45-54 of The Skills to Foster Handbook*

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e Daily recording, Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

**Supervisor sign off:**

**Date:**

## 1.2 Equality, inclusion and anti-discriminatory practice

### 1.2a What different types of prejudice and discrimination have you come across?

List 3 things which might make someone discriminate or be prejudice against another person. Give an example of each one listed, for example gender discrimination may be that girls or boys are not given the opportunity to participate in particular sporting activities or are not able to app

ly for certain qualification courses, hair dressing or bricklaying. *Pg45-54 of The Skills to Foster*

#### One

#### Two

#### Three

#### Evidence:

Please detail the evidence you have used for this outcome below, i.e Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

**Supervisor sign off:**

**Date:**

**1.2b** Why is respecting and preserving a child's background important?

Additional information:

<http://www.scie.org.uk/publications/guides/guide07/needs/minority/>

Where can you get advice about the care needs of a child or young person who has a different racial, cultural or religious background from your own?

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e Information from the internet or from an organisation who can provide information, advice and guidance.

**Supervisor sign off:**

**Date:**

**1.2c** What skills might children and young people need to develop to deal with discrimination?

How can you challenge prejudice and discrimination or help other people to challenge them?

How would you enhance their self-worth and encourage children and young people to make a positive contribution? How can you support them in this?

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

**Supervisor sign off:**

**Date:**

### 1.3 Person centred approaches

#### What the Every Child Outcomes mean:

<b>Be healthy</b>	Physically healthy Mentally and emotionally healthy Sexually healthy Healthy lifestyles Choose not to take illegal drugs Parents, carers and families promote healthy choices
<b>Stay safe</b>	Safe from maltreatment, neglect, violence and sexual exploitation Safe from accidental injury and death Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school Have security, stability and are cared for Parents, carers and families provide safe homes and stability
<b>Enjoy and achieve</b>	Ready for school Attend and enjoy school Achieve stretching national educational standards at primary school Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school Parents, carers and families support learning
<b>Make a positive contribution</b>	Engage in decision-making and support the community and environment Engage in law-abiding and positive behaviour in and out of school Develop positive relationships and choose not to bully and discriminate Develop self-confidence and successfully deal with significant life changes and challenges Develop enterprising behaviour Parents, carers and families promote positive behaviour
<b>Achieve economic well-being</b>	Engage in further education, employment or training on leaving school Ready for employment Live in decent homes and sustainable communities Access to transport and material goods Live in households free from low income Parents, carers and families are supported to be economically active

**1.3a Activity** - Read through the Every Child Matters Outcomes (table above). How do you encourage the child/children in your care meet these outcomes.

**Be Healthy**

**Stay Safe**

**Enjoy and Achieve**

**Make a Positive Contribution**

**Achieve Economic Wellbeing**

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e date of a diary entry, certificates, information from the fostering service or the local authority.

**Supervisor sign off:**

**Date:**



**1.3b** Give an example of how you have made changes to accommodate the individual needs and expressed wishes of a child or young person.

This might be to do with decorating their bedroom in a certain way to discussing and agreeing bedtimes, to food preferences. Use information from your daily recording.

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e date of a diary entry, Placement Planning Meeting information or LAC review documentation.

**Supervisor sign off:**

**Date:**

**1.3c** What should you do if a child or young person wants to do something you consider as “risky” or “dangerous”? How would you approach the subject with the child or young person? Give an example where a positive challenge for a child or young person might involve an acceptable level of risk. Why is it important to allow children and young people to take measured risks?

Use information from your Safer Caring Training, if possible use information from you daily recording or from a LAC Review when something has been discussed.

*Safer Caring Training, Promoting Positive Behaviour or Safeguarding Children in the Digital Age Training*

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e date of a diary entry, or LAC review documentation. Certificate of attendance from Safer Caring Training and a reflective account.

**Supervisor sign off:**

**Date:**

## 1.4 Confidentiality and sharing information

**1.4a Activity** - Read the Fostering Services Confidentiality Policy within the Foster Carer Handbook.

What do you understand by the word 'confidentiality'? Why is confidentiality important?

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e research of the definition of the work confidentiality, details of the location within the Foster Carer Handbook of the Confidentiality Policy.

**Supervisor sign off:**

**Date:**

**1.4b** How do you maintain confidentiality in the home? Where and how do you store documents relating to the child in your care?

If a GP, teacher, social worker or professional from another organisation asked for information about a child or young person what would you do? Are you able to share all information about a child with all professionals?

If a relative, friend or neighbour asked about a child or young person what would you do?

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e research of the definition of the work confidentiality, details of the location within the Foster Carer Handbook of the Confidentiality Policy.

*Recording Skills Training*

**Supervisor sign off:**

**Date:**

**1.4c** Give one example of when and to whom you would disclose information you are given; give one example when you would not disclose information.

Would disclose information (please give example from daily recording if possible)

Would not disclose information (please give example from daily recording if possible)

**Evidence:**

Please detail the evidence you have used for this outcome below, i.e dates of daily recording.

**Supervisor sign off:**

**Date:**

## Standard 2 – Understand your role as a foster carer

**Summary:** This standard sets out what you need to know about your role and responsibilities as a foster carer in relation to the law, Government policies and other professionals working with children and young people. You will be expected to know and understand the legislation, policies, values and procedures relevant to your work as a foster carer. You will be expected to know how to work well with colleagues in your fostering service and local authority and from other organisations involved in the care and education of the children and young people you foster. You will also be expected to understand the value of, and how to work with, families and carers.

### 2.1 Fostering Role

**2.1a Activity** – Read the Gateshead Fostering Service Statement of Purpose you will find this at: <https://www.gateshead.gov.uk/article/3939/Fostering-for-Gateshead>

What is the overall aim of the Gateshead Fostering Service:

<https://www.gateshead.gov.uk/article/3939/Fostering-for-Gateshead> - Statement of Purpose

#### Evidence:

Please detail the evidence you have used for this outcome below, i.e section of the Statement of Purpose which you have read to gather the information

**Supervisor sign off:**

**Date:**

**2.1b** List and briefly explain three tasks that you undertake as a foster carer, for example support educational potential:

**Task 1**

**Task 2**

**Task 3**

**Supervisor sign off:**

**Date:**

**2.1c** What is the role of your Supervising Social Worker?

**Supervisor sign off:**

**Date:**



## 2.2 Legislation, Policies and Procedures

**2.2a** Identify two important pieces of childcare law that foster carers need to know about?

**Activity** – Research **two** of the following pieces of legislation and write a short overview:

### **The Children Act 1989**

### **The Fostering Service Regulations 2011**

### **Children and Young People Act 2008**

<https://www.legislation.gov.uk/>

**Supervisor sign off:**

**Date:**

**2.2b** Where can you find out about Gateshead Fostering Services Policies and Procedures?

Pick **two** of Gateshead's Fostering Services Policies, how do these policies support you in your role as a foster carer?

**One**

**Two**

Why is it important to follow the fostering services policies?

**Supervisor sign off:**

**Date:**

## 2.3 Relationships with Parents and Others

**2.3a** What is important about family and friends for children, and why is it important to maintain links with the child's birth family?

**Think about** - What differences are you aware of between caring for your own family and caring for looked after children?

**Evidence:**

Please detail the evidence you have used for this outcome i.e Certificate of attendance from training courses with reflective accounts.

*Reflective accounts and certificate of attendance of the following training Life Story Work, Attachment Strategies & Promoting Positive Behaviour*

**Supervisor sign off:**

**Date:**

**2.3b** Explain your role as a foster carer in helping a child or young person maintain contact with their family and friends? Give a practical example of how you have done this if appropriate, using evidence from your daily recordings. Give details of the work that you do in relation to practical as well as emotional support.

How could you or do you support a child or young person who has **no** contact with their birth family or contact has a negative effect on the child or young person?

**Evidence:**

Please detail the evidence you have used for this outcome i.e dates of daily recordings, LAC Review information, Placement Planning Meeting information.

**Supervisor sign off:**


**Date:**

## 2.4 Team Working



**2.4a** Consider the diagram above and complete the diagram on the previous page to show:

- a. The people who you work with to support the child/ young person in your care, i.e Contact Worker
- b. How you work with each member of the team, i.e provide information, liaise with etc.

**Supervisor sign off:**

**Date:**

**2.4b** List the people you are accountable to in your work as a foster carer?

What different types of support are available to you?

What type of support should you receive from the child or young person's social worker?

**Supervisor sign off:**

**Date:**

**2.4c** How are you able to contribute to meetings, this could be meetings about the child or young person in your care, LAC Review, Placement Planning Meeting or PEP, or a meeting about your role such as a Supervision meeting. Think about how you might prepare for the meetings, communicate during the meetings, advocate on behalf of the child or young person.

**Evidence:**

Please detail the evidence you have used for this outcome below, this might include anonymised minutes from a meeting you have attended.

**Supervisor sign off:**

**Date:**



## 2.5 Being Organised

**2.5a** Demonstrate that you are well organised, reliable and dependable.

Why do children and young people need carers who are organised, reliable and dependable? Think about the home lives that children may have had before they came to live with you, how do routines affect children and young people. Give an example from your own practice.

### **Evidence:**

Provide a witness testimony from someone to back up the example you have given:

**Supervisor sign off:**

**Date:**

**2.5b** Give an example of an activity you have organised for the child/ children in your care? This might be a birthday party, a trip out or a friend to visit. Provide an example from your own practice.

How did you ensure that this activity was age appropriate and safe for the child/ children?

**Evidence:**

Please detail the evidence you have used for this outcome below, please provide the date of the daily recording which relates to the activity you organised.

**Supervisor sign off:**

**Date:**

## 2.6 Being Organised

**2.6a** Read the Foster Caring and Local Authority policy on complaints.

How and who would you make a complaint to if:

- It was about the fostering service
- The child's supervising social worker
- Another Professional
- The child's birth family
- Another foster carer

*Section 1.11 Foster Carer Handbook & Section 6 of Foster Carer Handbook*

Why is it important to pass on complaints and compliments?

### **Evidence:**

Please detail the evidence you have used for this outcome below, please provide the date of the daily recording which relates to the activity you organised.

**Supervisor sign off:**

**Date:**

**2.6b** What is done in Gateshead to make sure that children and young people are happy in their placements? (MOMO, Advocacy services, Children's Rights Officer, LAC Reviews)

How would you support a child or young person that wanted to make a complaint?

**Evidence:** Please detail the evidence you have used for this outcome below. This could be a copy of the policy which you have read, or a complaint you or the child in your care has made.

**Supervisor sign off:**

**Date:**

**2.6c** What should happen if an allegation is made against a foster carer? (Read through section 6.1 of the Foster Care Handbook, give a brief description of what should happen if an allegation is made against a foster carer working for Gateshead Council)

What support and advice is available for Foster Carers? (Give a brief overview of what support the Foster Talk can offer to foster carers) <https://www.fostertalk.org/>

<http://www.fosterline.info/already-fostering>

**Evidence:**

**Supervisor sign off:**

**Date:**

## Standard 3 – Understand Health and Safety and Healthy Care

**Summary:** This standard is about all the things you need to know to do your job as a foster carer safely, and not to put yourself, your family or the children and young people you look after in danger. It is also about providing 'healthy care'. You will be expected to understand health and safety laws and regulations as they apply to your role as well as the policies and procedures of your fostering service. You may be expected to undertake specialist training, for example, to help a child with a specific health need. You will be expected to demonstrate that you have an understanding of the health care needs of children and young people, how to promote healthy lifestyles, and what to do in case of accidents or illness. You will be expected to assess potential risks and understand how to manage challenging behaviour in line with the guidance provided by your fostering service.

### 3.1 Legislation, Policies and Procedures

**3.1a** Give an example of how you use health and safety legislation to protect the child or young person in your care.

*Section 7.3 of Foster Carer Handbook. First Aid Training, Health and Safety Training*

**Supervisor Sign off:**

**Date:**

**3.1b** What procedures must foster carers follow in respect of the health and safety of children and young people?

Look at the following sections in the handbook and briefly explain how you follow these policies when caring for children or young people you care for:

<b>Section 6.3 Responding to Children and Young People Missing from Placement</b>
<b>Section 6.5 Internet Safe Use Policy Guidance:</b>
<b>Section 7.3 Health and Safety Guidance:</b>
<b>Section 7.4 Transporting Children and Young People:</b>

*First Aid Training, Health and Safety Training*

**Supervisor sign off:**

**Date:**

### **3.2 Accommodation**

**3.2a** How do you minimise the following hazards in your home:

<b>Electrical:</b>
<b>Hazardous Substances:</b>
<b>Play Equipment:</b>

Give two examples of potential fire hazards and how you can reduce the risk of fire:

<b>1.</b>
<b>2.</b>



**3.2b**

<p><b>How do you prevent the spread of infections in your household:</b></p>
<p><b>How should you dispose of infected waste (eg bodily fluids):</b></p>

**Supervisor sign off:**

**Date:**

**3.2c** How have you made sure everyone in the house knows what to do in case of fire?

On the grid below draw a diagram of your home detailing all of the fire exits:

A large grid consisting of 20 columns and 20 rows of small squares, intended for drawing a diagram of a home and detailing fire exits.

*Health and Safety Training*

How have you explained what to do in case of a fire to the members of your household:

*Health and Safety Training*

**Evidence:** Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.

*Health and Safety Training*

**Supervisor sign off:**

**Date:**

### 3.3 Healthy Care and Medication

**3.3a** What does providing 'healthy care' mean in relation to:

1. Physical Health

2. Emotional Health

3. Mental Health

4. Sexual Health

**Evidence:** Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.

*Healthy Care Training*

**Supervisor sign off:**

**Date:**

**3.3b** How have you/do you encourage children and young people to maintain personal hygiene?

How do you find out about the individual health needs, allergies and medication of the children and young people you look after? And What is your role in meeting these needs?

How do you maintain a good standard of hygiene in your home?

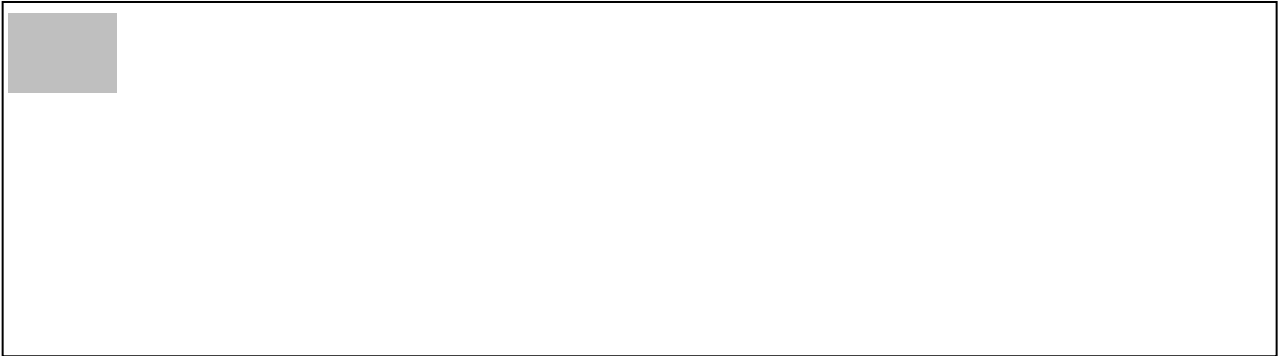
**Evidence:** Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.

*Healthy Care Training*

**Supervisor sign off:**

**Date:**

**3.3c** How would you deal with a situation where a child or young person was putting their health at risk? Including risk taking, substance misuse, relationships and sexual health.



**Evidence:** Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.



*Section 8 of Foster Carer Handbook. Healthy Care Training.*

**3.3d**

Date of first aid certificate

What would you do if a child/young person in your care:

1. Had an Accident:

2. Showed symptoms of being seriously ill?

What records do you need to keep on accidents and serious illness?

Who do you report accidents and serious illness to?

**Evidence:**

Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used. i.e dates of daily recordings, LAC Review information, Placement Planning Meeting information.

*First Aid Training,*

**Supervisor sign off:**

**Date:**

**3.3e** Which of the following do you need consent for and who would be involved in giving consent?

1. Taking child/young person to the GP

2. Administering medicines

3. Vaccinations inoculations

4. Routine/planned Operation

5. Emergency Operation

6. Contraception

7. Dental Treatment

8. Body Piercings

**Evidence:**

Please detail the evidence you have used for this outcome below. This could be your placement delegated authority decision tool.

*Safer Caring Training, and delegated authority tool*

**Supervisor sign off:**

**Date:**



### 3.4 Personal Safety and Security

**3.4a** Give two examples of situations where you or your family might be placed at risk. What could you do to reduce or manage the risks?

1. Risk

Method to reduce or manage

2. Risk

Method to reduce or manage

*Safer Caring Training, Young People who Self Harm Training*

#### **Evidence:**

Please detail the evidence you have used for this outcome below. This could be your Safe Caring Family Policy.

*Safer Caring Training*

**Supervisor sign off:**

**Date:**

**3.4b** Give an example of challenging behaviour presented by a child or young person you care for.

Give two examples of how you can encourage positive behaviour.

1. \_\_\_\_\_

2. \_\_\_\_\_

*Promoting Positive Behaviour Training, 123 Magic Training, Managing Challenging Behaviour and Placement Stability*

**Evidence:**

Please detail the evidence you have used for this outcome below:

**3.4c** Read and highlight the Physical Restraint policy (7.8 Foster Carer Handbook) to show:

1. Permissible sanctions
2. Not permissible sanctions

How would you manage challenging behaviour directed towards:

1. Yourself or another adult

2. Another child or young person

3. Self harm

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Promoting Positive Behaviour Training, Managing Challenging Behaviour and Placement Stability Training,  
Young People who Self Harm Training*

**Supervisor sign off:**

**Date:**

### 3.5 Risk Assessment

**3.5a** Give two examples of risks to children and young people (e.g. from their own behaviour, from the environment, from other people). What have you/can you do to reduce each risk? and appropriate action to reduce or manage the risks.

1. Risk


-----------------------------------------------------------------------------------

Method to reduce or manage


-----------------------------------------------------------------------------------

2. Risk


-----------------------------------------------------------------------------------

Method to reduce or manage


------------------------------------------------------------------------------------

Give an example of a way you have managed one of these risks that you could not remove? Who should be involved in this decision?


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#### Evidence:

Please detail the evidence you have used for this outcome below:

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*Promoting Positive Behaviour Training, Managing Challenging Behaviour and Placement Stability Training, Young People who Self Harm Training*

**Supervisor sign off:**

**Date:**

## Standard 4: Know how to communicate effectively

**Summary:** This standard is about developing your communication skills for working with children, young people and their families, as well as with other professionals in your fostering service, and other organisations. These are fundamental skills for foster carers and are needed to achieve all the other standards. You will be expected to show that you know about communication, what helps and what hinders communication, and how to use it effectively.

You will be expected to know about and use different forms of communication. You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.

### 4.1 Encourage Communication

**4.1a** Explain how you listen to children and young people and how you know what they want and how they feel. What have you done in response to this?



**4.1b** List different ways of communicating with children and young people including non-verbal and other means. Consider their age, understanding, any disability, cultural background and language.



**4.1c** Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.

**Evidence:**

Provide a witness testimony from your supervising social worker or someone you have worked closely with to give feedback on their observations of your communication with children or young people

**Supervisor sign off:**

**Date:**

**4.1d** How do you encourage and empower children and young people to make their own decisions? Explain how you have helped children and young people contribute to planning.



Give an example of when you have encouraged/how you could encourage a child or young person to make their own decisions



Give an example of when you have encouraged/how you could discourage a child or young



**Evidence:**

Please detail the evidence you have used for this outcome below:

**Supervisor sign off:**

**Date:**

## 4.2 Knowing About Communication

### 4.2a See 4.1b

**4.2b** Give two examples of **difficulties** in communicating with children you have encountered:

1. \_\_\_\_\_

2. \_\_\_\_\_

**4.2c** Show that you can write a short report or letter using a computer and send and receive an email message and produce written reports using log-books/diary.

Show that you can also write a text message and make a phone call also put in text messages or phone calls.

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Emails to SSW and a page of daily recording, written document, screen shots of text messages, witness testimony*

**Supervisor sign off:**

**Date**

### 4.3 Communication with Parents, Families and Friends

**4.3a** What is your role as a foster carer in arranging contact? What different contact arrangements might be made?

**4.3b** If a parent or carer became aggressive or was threatening, what would you do?

If you had to raise a sensitive subject with a parent or carer, how would you go about it?



**4.3c** What information should you pass on to parents and carers? What should happen to information that a child or young person might pass to you or your family?

Give an example of confidential information that it would not be appropriate for you to share?

**Evidence:**

Please detail the evidence you have used for this outcome below:

**Supervisor sign off:**

**Date**

## 4.4 Communication with Organisations

**4.4a** Give an example of an agency (e.g. school, CAMHS) you have contact with. What was the purpose of your contact and how has it benefited the child or young person?.

**4.4b** How can you achieve good communication with your supervising social worker?

### **Evidence:**

Please detail the evidence you have used for this outcome below:

*Witness testimony from SSW, copy of email*

**Supervisor sign off:**

**Date**

## 4.5 Principles of Keeping Good Records

**4.5a** Make a list of reasons why your records might be needed in the future

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**4.5b** With reference to your Records and Record Keeping Policy of your Fostering Service what are:

1. Your roles and responsibilities
2. The importance of keeping records


--------------------------------------------------------------------------------------

**4.5c**

**Fact or Opinion Quiz**

- |                                                      |                 |
|------------------------------------------------------|-----------------|
| 1 Jen has a brother and two sisters                  | FACT Or OPINION |
| 2 That piece was written by Mozart                   | FACT Or OPINION |
| 3 Ms. Walker is the best teacher.                    | FACT Or OPINION |
| 4 Seven times three equals twenty-one                | FACT Or OPINION |
| 5 J. K. Rowling wrote the Harry Potter books         | FACT Or OPINION |
| 6 Katie's new room is wonderful.                     | FACT Or OPINION |
| 7 Carlos is a great ball-player.                     | FACT Or OPINION |
| 8 We are going to Disneyland this summer.            | FACT Or OPINION |
| 9 My father has black hair.                          | FACT Or OPINION |
| 10 My teacher is nicer than the one I had last year. | FACT Or OPINION |
| 11 My little sister just learned how to walk.        | FACT Or OPINION |
| 12 The human body is 55% to 78% water.               | FACT Or OPINION |
| 13 Planet Earth orbits the sun.                      | FACT Or OPINION |
| 14 The sunset was beautiful last night.              | FACT Or OPINION |
| 15 That was really unfair!                           | FACT Or OPINION |



0001

## Fostering Service

P.  
Number: \_\_\_\_\_

Christina Name of Child/Young  
Person: \_\_\_\_\_ Megan \_\_\_\_\_

The daily recording should provide an overview of the child's day and should include evidence of the child/young person's progress and development, behaviour, significant events, health, education and social activities. Contact with family and professionals should also be recorded.

Date	
	It was a hectic morning and I had to shout of Megan to get up three times. When she did get up she responded by slamming doors and faking a shower. I couldn't be bothered to argue today and left if for another day.
	I make toast for breakfast which James has no problem with however Megan decides she no longer eats bread and wants a new smoothie machine she's seen on Ebay. Then just to wind James up she changed the TV over and runs off with the remote leaving me to try and calm the situation.
	I waste time providing snacks for Megan that she wont eat remind her to pack her bag and brush her teeth. Completely ignoring me she continues on her phone. I wish for once she would just do as she is told! I remind her she'll end up with another detention
	I have to shout of Megan to come back for her bag and again she responds by slamming the door. James is quizzing me on things I cant answer like why we don't have tails and how stars don't fall.
	Megan texts the whole bus journey about wanting a photobooth she thinks money grow on trees, she should be grateful for the party! I'm now trying to get James to pack his bag brush his teeth and leave the house with everything he needs
	When I finally get back through the traffic I manage to have breakfast start work before meeting with Rose my SSW.
	She tells me about a behaviour training course which will help as Megan is being a nightmare recently. I have to attend Megans LAC review next week as well as the opticians next month.

	<p>I manage to have another coffee before fighting the traffic to pick up James. Megan texts the whole bus journey home about how she doesn't want chicken dinner and wants a takeaway or Subway instead. I said no.</p>
	<p>Megan tries to put her homework off and blasts her music. Megan ate the chicken despite being Vegan</p>
	<p>Simon plays football with James while me and Megan are left with the washing up. We discuss the photobooth and budget for her party at length and suprisingly she agrees there is no money for it and shows gratitude and we discuss her hair</p>
	<p>We all settle down to watch TV but Megan decides to watch a DVD in her room instead after she kicks off about an argument she had at school with another girl.</p>
	<p>Megan continues on social media until bedtime when she decides she wants to know the referendum result. This is another blatent attempt to put off bed time. This is a new one!</p>
	<p>When they are both in bed I continue making packed lunches doing their washing and the recording, which means I don't have time to relax or go to bed at a reasonable time.</p>
	<p>Me and Simon get to bed at 10:30.</p>

**4.5c** Look at the previous two pages on recording:

1. Complete the fact and opinion quiz
2. Highlight bad practice in the example and make a list of how this record could be improved to make it understandable/relevant/factual/clear.

A large, empty rectangular box with a thin black border, intended for students to complete the tasks listed above. The box is currently blank.

**4.5c** What should you record daily?

**4.5d** How can children and young people contribute to records kept about them?

How do you ensure that children and young people have recorded memories of their stay?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Record Keeping and Disclosure Training*

**Supervisor sign off:**

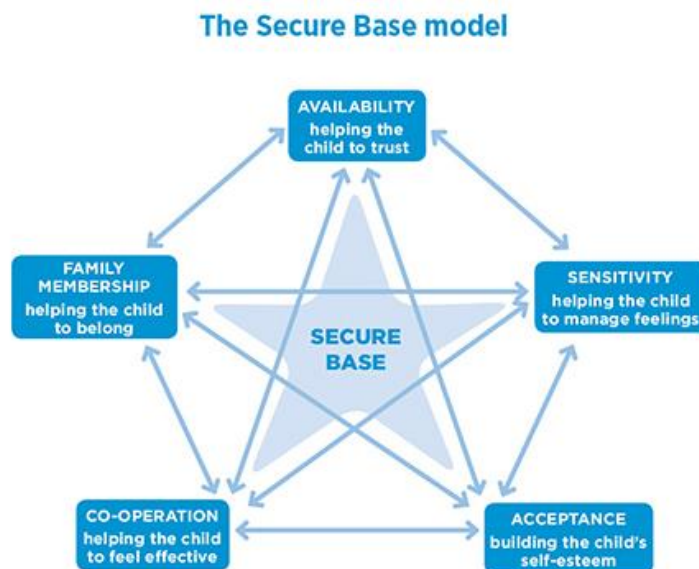
**Date:**



## Standard 5 – Understand the Development of Children and Young People

**Summary:** This standard sets out what you need to know about the development, behaviour and special needs of the children and young people you look after. You will be expected to show that you understand the stages of normal child development and how children develop attachments, and the impact of interrupted development, loss and separation. You will be expected to know how to help children develop 'resilience' and self-esteem and how to support them through changes in their lives. You will be expected to know how to help children achieve their full potential and promote their learning and development at different stages of their childhood. You will be expected to know how to promote positive sexual health and sexual identity. You will be expected to understand how to support children with disabilities and special educational needs.

### 5.1 Attachment and Stages of Development



#### 5.1a

How children form attachments

What factors affect attachments

How you can help children to build caring relationships

What do you understand by the term 'attachment'?

**5.1b/c** What are

1. The main stages of development
2. The difference between chronological age and stages of development

Give two examples of developmental needs of children or young people you look after.

**1.**

**2.**

**5.1c** Fill in the table below for a child or young person that you know

Chronological Age	Intellectual Age
Social Age	Emotional Age

**Evidence:**

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account for one of the below training courses.

*Practical Strategies to Deal with Behaviours We Find Challenging Training, Attachment Strategies: Safety in Relationships Training.*

**Supervisor sign off:**

**Date:**

## 5.2 Resilience

**5.2a** Understand how foster carers can help children and young people develop 'resilience' and self-esteem.

What can you do, as a foster carer, to help children and young people increase their ability to overcome difficulties and develop a good self-esteem?

### Evidence:

Please detail the evidence you have used for this outcome below:

*You may have evidence of memory box or life story work Promoting Positive Behaviour Training.*


**Supervisor sign off:**

**Date:**

### 5.3 Transitions

**5.3a** Think about your own life and the significant milestones that you have experienced.

What helped you through these?


-----------------------------------------------------------------------------------

What significant milestones have you seen children and young people experience? Give examples of different responses to these milestones.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**5.3b** Think of a child or young person you know who is going through a significant period in their life (e.g. starting a new school, separation from their birth family). What support will they need?


-------------------------------------------------------------------------------------

**5.3c** What helped you to prepare for adulthood and to live independently of your family?

How can you develop a child's/young person's life skills?


-------------------------------------------------------------------------------------

Give examples of specific help the children or young people you care for might need.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance Certificate and Reflective Account of Your Role in the Adoption Process, Transition to Adulthood Training*

**Supervisor sign off:**

**Date:**

## 5.4 Supporting Play, Activities and Learning

**5.4a** How would you encourage children and young people to take part in activities:

1. At Home

2. Sporting and Outdoor Activities

3. With Friends

4. Out of School Activities

**5.4b** Explain how play, hobbies and interests are important to social and personal development and enjoyment of recreational activities.

Why are play, hobbies and interests important?

**5.4c** Explain the importance of adhering to appropriate routines for children and young people. How do routines benefit children and young people? What routines do you have in your household?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificate and reflective account of Practical Strategies for Dealing with Behaviours We Find Difficult Training, Promoting Positive Behaviour Training.*

**Supervisor sign off:**

**Date:**

## 5.5 Understanding the development of Children and Young People

**5.5a** How have you encouraged children and young people to aspire?  
How have you helped pre-school children with their learning and development?



Why might a child or young person in foster care struggle to succeed in education?



**5.5b** How have you worked with others to support a child or young person's education?





**5.5c** Make a list of resources and support available for young people who have left school. How would you assist a young person to access further education or find employment?

**5.5d** What would you do if you felt that a child or young person’s educational needs were not being met?(How could REALAC help)

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Certificate of attendance and reflective accounts from the following training: Personal Education Plans PEPS, SEN Training, Learning and Attachment, Fostering Learning in Primary School Literacy or Numeracy session. Dyslexia Awareness Training or Speech, Language, Communication Needs Training*

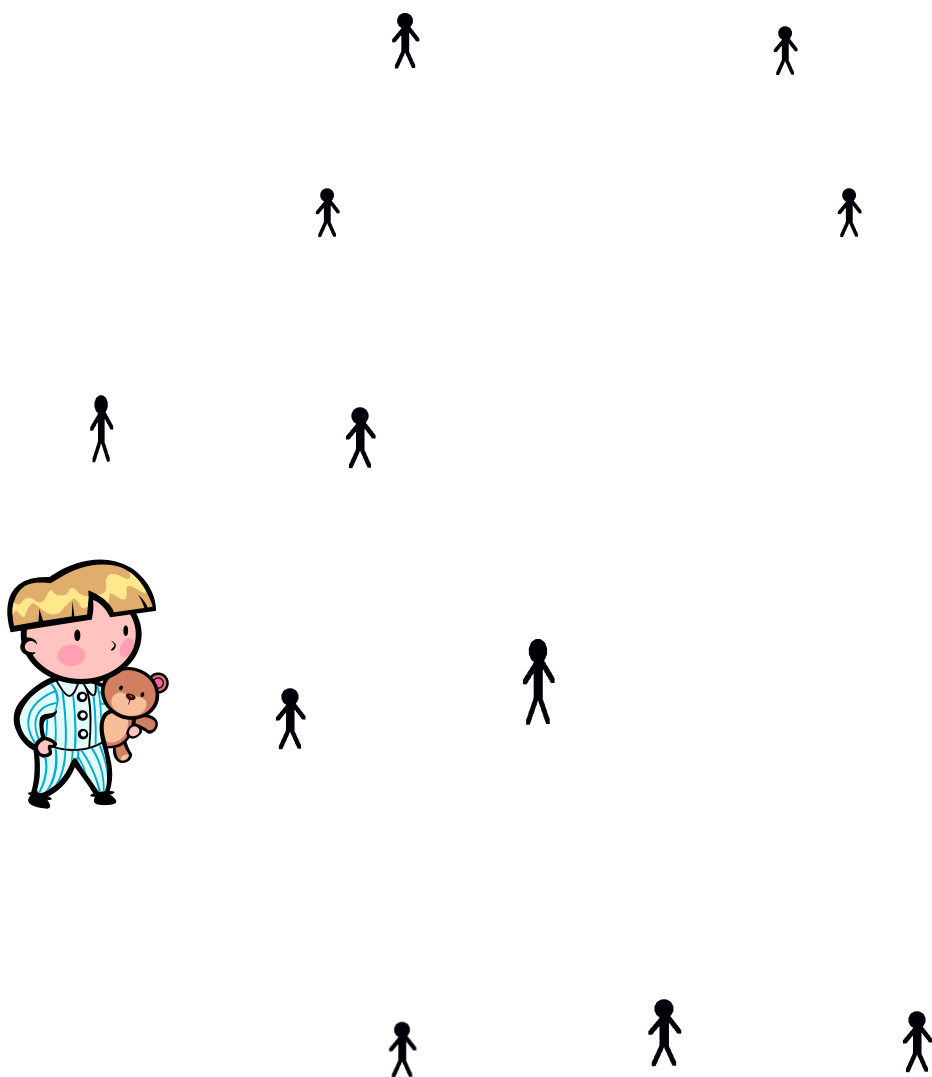
**Supervisor sign off:**

**Date:**

## 5.6 Understanding Contexts

**5.6a** Complete the diagram below to show:

The people in the child/young person's family or wider social network



Why are wider family, caring and social networks important to children's well-being and development? How might contact needs differ from child to child?

**5.6b** Give an example of how family, caring or social networks can affect the development of a child or young person positively or negatively?

*Safety in Relationships: Attachment Strategies Training,*

**5.6c** How might previous abuse affect the behaviour of children and young people you are fostering? And how can you aid them to overcome this?

*Practical Strategies for Behaviours we find Challenging, Attachment Training, Impact of Neglect Training*

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Certificate of attendance and reflective accounts from the following training: Safety in Relationships: Attachment Strategies Training, Practical Strategies for Behaviours we find Challenging Impact of Neglect Training*

**Supervisor sign off:**

**Date:**

## 5.7 Promote Positive Sexual Health and Sexual Identity

**5.7a** What information and advice should be available to children and young people to promote their sexual health and when?

What is your role as a foster carer?

**5.7b** When help do children and young people need to develop their sexual identity in positive ways?

How would you respond to a child or young person telling you that he or she is gay/lesbian or bi-sexual or who was unsure of their sexual identity?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance Certificate and reflective account of Lets talk about Growing Up, Body Changes and Sexual Health Training*

**Supervisor sign off:**

**Date:**

## 5.8 Supporting Disabled Children and Children with Special Emotional Needs

### **The social model of disability**

#### **What is it and why is it important?**

The social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.

An impairment is defined as long-term limitation of a person's physical, mental or sensory function.

#### **Changing attitudes to disabled people**

Barriers are not just physical. Attitudes found in society based on prejudice or stereotype, or disablist, also disable people from having equal opportunities to be part of society.

#### **Medical model of disability**

The social model of disability says that disability is caused by the way society is organised. The medical model of disability says people are disabled by their impairments or differences.

Under the medical model, these impairments or differences should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness.

The medical model looks at what is 'wrong' with the person, not what the person needs. It creates low expectations and leads to people losing independence, choice and control in their own lives.

#### **Social model of disability: some examples**

A wheelchair user wants to get into a building with a step at the entrance. Under a social model solution, a ramp would be added to the entrance so that the wheelchair user is free to go into the building immediately. Using the medical model, there are very few solutions to help wheelchair users to climb stairs, which excludes them from many essential and leisure activities.

A teenager with a learning difficulty wants to live independently in their own home but is unsure how to pay the rent. Under the social model, the person would be supported so that they can pay rent and live in their own home. Under a medical model, the young person might be expected to live in a communal home.

A child with a visual impairment wants to read the latest best-selling book, so that they can chat about it with their sighted friends. Under the medical model, there are very few solutions. A social model solution makes full-text audio recordings available when the book is first published. This means children with visual impairments can join in cultural activities with everyone else.

*SCOPE*

**5.8a** Read the information about medical and social models of disability on the previous page.

What do you think this means for your role as a foster carer?

What is your own attitude towards disability?

**5.8b** Give three examples of needs that may be specific to children and young people who are disabled or have a learning disability.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**5.8c** Think of a game/activity that you might use with a child or young person. How can you adopt it so a disabled child or young person can join in?

**5.8d** Think of an example of a special educational need. How could this be addressed at home and at school?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance Certificate and Reflective Account for Speech, Language, Communication Needs Awareness, c Awareness & Living with Foetal Alcohol Syndrome.*

**Supervisor sign off:**

**Date:**



## Standard 6 – Keep Children and Young People Away From Harm

**Summary:** This standard sets out what you need to know and do to keep children and young people safe and protect them from harm. You will be expected to show you understand the relevant laws, policies and local safeguarding arrangements to protect a child or young person from harm or abuse. You will be expected to show you understand how to recognise that a child or young person is being abused or neglected and what action you should take working alongside other agencies who have a child protection role. You will be expected to know what to do if you have concerns about a child or young person's welfare, instances of malpractice, negligence or unprofessional behaviour.

### 6.1 Legislation, Policies and Procedures

**6.1 a/b** Visit <https://www.gatesheadsafeguarding.org.uk/>

What are the procedures for protecting children in your area?

Describe your responsibilities as a foster carer for protecting and safeguarding children?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance cert and reflective summary for Child Protection Awareness Training or The Impact of Neglect Training.*

**Supervisor sign off:**

**Date:**

## 6.2 Keeping Children Safe

**6.2a** *Imagine that you have been asked to foster two girls aged six and four. They have always lived with their parents who have agreed that they are accommodated in foster care. This is the first time they have been in foster care. Social workers know that they have been very neglected and there was a high level of domestic abuse and alcohol abuse by both parents.*

What can you do as a foster carer to help these children feel safe in your home? What might you want to ask the social worker about the children coming into your care?

**6.2b** How could you create a 'safer' environment for fostered children and young people?

**6.2c** How can you help fostered children and young people keep themselves safe from harm or abuse?

**6.2d** How have you applied these guidelines in your home?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificate and reflective account for Safer Caring Training. Copy of your Safer Caring Policy*

**Supervisor sign off:**

**Date:**

### 6.3 Recognising and Responding to Abuse

**6.3a** Give an example of how children and young people could be harmed by each of the following:

<ol style="list-style-type: none"><li>1. Adults –</li> <li>2. Other children/young people –</li> <li>3. Individuals through the internet -</li></ol>
--------------------------------------------------------------------------------------------------------------------------------------------------------------

How can you reduce the risks from the internet and mobile phones?

------------------------------------------

**6.3b** Give the definition of two areas of abuse; Physical, Emotional, Sexual, Neglect

------------------------------------------

**6.3c** List the signs and indicators for the types of abuse you defined above

------------------------------------------

**6.3d** In what different ways children and young people might be bullied and what action would you take to stop or prevent bullying.

*Section 7.10 of the Foster Carer Handbook*

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificate and reflective account for Impact of Neglect training*

**Supervisor sign off:**

**Date:**

## 6.4 Working with Other Agencies

**6.4a** List the local agencies involved in the Local Safeguarding Children Board?

<https://www.gatesheadsafeguarding.org.uk/article/9175/Gateshead-Safeguarding-Children-Board>

Agency	Responsibility

### 6.4b &c

Be aware of the safeguarding policy of the school, preschool group, club or other activity.

Getting a copy of the safeguarding policy from the school, pre-school group, club or other activity and using it as evidence in your portfolio.

Who is the designated member of staff at the school, pre -school group, club or other activity?

### Evidence:

Please detail the evidence you have used for this outcome below:

*Safeguarding Policy, Attendance certificate and reflective account for Child Protection Awareness*

**Supervisor sign off:**

**Date:**

## 6.5 Whistle-blowing

**6.5a** Read and highlight the key points of the Whistle blowing policy set out in section 6.7 of the Foster Carer Handbook.

- 1) What are the main points of the Whistle blowing policy
- 2) If you were concerned about a child or young person's welfare or any instance of malpractice, negligence of unprofessional behaviour what would you do?

**6.5b** What would you do if you consider the practice of another person is unsafe or inappropriate?

**6.5c** What would you do if you had reported abuse or unsafe behaviour but no action was taken by the person you reported it to?



**6.5d** What would you do if you didn't receive a satisfactory response from another organisation or agency after reporting a child protection or welfare concern?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificate and reflective account for Recording skills& disclosure training*

**Supervisor sign off:**

**Date:**

## Standard 7 – Develop Yourself

**Summary:** This standard is to help you make the most of the support and development opportunities that are available to you. This is important for developing your skills as a foster carer, for your own well-being, and to help you provide the highest standard of care. You will be encouraged to think about how fostering has affected you and your family, in particular the impact on your own sons and daughters. You will be expected to show that you know how to access and use information and supervision sessions, and use the support and supervision provided by your fostering service. You will be expected to show that you are committed to improving your practice as a foster carer through training opportunities and continuing professional development. You will be encouraged to think about how you can develop your career, either by remaining as a foster carer or through other career opportunities.

### 7.1 Your Role and Approval as a Foster Carer

**7.1a** What changes have you and your family had to make since becoming foster carers?

What have you found challenging? What was easy to fit in?

**7.1b** What are the biggest challenges you have faced/you face?

Where would you go for support if your supervising social worker was unavailable or if a situation arose outside of office hours?

**7.1c** What are the issues for you in your role as foster carer?

What are the issues for male, black, minority ethnic, gay and lesbian carers in their roles as foster carers?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*You could read articles on <https://www.bemyparent.org.uk> where ethnic, gender and race issues are discussed.*

**Supervisor sign off:**

**Date:**

## 7.2 Being Aware of the Impact of Fostering on you Sons and Daughters and Extended Family

**7.2a** How has fostering affected your own children or family members?

What issues have arisen? What training and support is needed or has been provided?

### **Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificates and reflective accounts for any training you have completed.*

**Supervisor sign off:**

**Date:**

### 7.3 Using Support and Supervision to Develop your Role

**7.3a** Why is supervision necessary? What do you expect to gain from supervision?

How have you used supervision and support from your Supervising social Worker?

Why is your annual review necessary?

**7.3b** What training and support is available to foster carers?

**7.3c** What aspects of your role do you find more difficult?

Give an example of when you have asked for help.

Give an example of some advice you have been given as a carer

**7.3d** What specialist roles and key areas of learning are you interested in developing for yourself?

What knowledge and skills have you gained that enables you to do your particular type of fostering?

**7.3e** What new skills or knowledge would help you in your current role?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*Attendance certificates and reflective accounts for any training you have completed.*

**Supervisor sign off:**

**Date:**



## 7.4 Meeting Learning Needs as Part of Continuing Professional Development (CPD)

**7.4a** Why do you need to develop and improve your skills and knowledge?

How does your training improve your work?

**7.4b** Give two examples of when you have received compliments or criticisms from the children, young people and families you work with.

- 1.
  
  
  
  
  
  
  
  
  
  
- 2.

How have you changed the way you work as a result of feedback you have received?

If you have not changed the way you work, you should explain why not.

**7.4c** What is a personal development plan?

How has your personal development plan helped you?

Are there ways in which your personal development plan could be improved?

**7.4d** Explain methods you can use to improve your work as a foster carer. Which do you think will be most useful and why?

**Evidence:**

Please detail the evidence you have used for this outcome below:

*You may be able to prove this outcome by including extracts from your supervisions with your supervising social worker and evidence of your attendance at training.*

**Supervisor sign off:**

**Date:**

## 7.5 Meeting Learning Needs as Part of Continuing Professional Development (CPD)

**7.5a** Describe your career opportunities that are available to you, both within and beyond your current role.

**7.5b** Which people or organisations can help you in higher-level training, development and qualifications?

**Evidence:**

Please detail the evidence you have used for this outcome below:

**Supervisor sign off:**

**Date:**