

Unit Title: **Support children and young people in residential childcare to achieve their learning potential**

OCR unit number: 11
 Sector unit number: RCC 3.11
 Level: 3
 Credit value: 4
 Guided learning hours: 30
 Unit reference number: L/506/7798

Unit aim and purpose

This unit provides the knowledge and skills required to support children and young people in residential childcare to achieve their learning potential.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the context of learning for children and young people in residential childcare</p>	<p>The Learner can:</p> <p>1.1 Summarise theories about how children and young people learn</p> <p>1.2 Explain the differences between learning, learning potential and education</p> <p>1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning</p> <p>1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning</p> <p>1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning</p>	
<p>2 Be able to engage children and young people in learning</p>	<p>2.1 Engage with children and young people to identify their interests, skills, talents and aspirations</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations</p> <p>2.3 Support children and young people to recognise how they can build on their interests, skills and talents</p> <p>2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them</p> <p>2.5 Manage the physical environment in ways that encourage learning</p>	
<p>3 Understand the education system</p>	<p>3.1 Describe the legislation underpinning children and young people's access to education</p> <p>3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare</p> <p>3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential</p> <p>3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person</p>	<p>Key professionals e.g.</p> <ul style="list-style-type: none"> • Teachers and tutors • SENCOs • Educational psychologists
<p>4 Be able to support children and young people to sustain engagement in learning and education</p>	<p>4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education</p> <p>4.2 Work with children and young people to set goals and targets for their learning</p> <p>4.3 Work with children and young people to monitor</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>progress towards their learning goals and targets</p> <p>4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning</p> <p>4.5 Support children and young people to sustain their engagement in learning and education</p>	<p>Engagement in learning and education may include attendance at school or college but is not confined to this</p>
<p>5 Be able to work with children and young people to maximise learning</p>	<p>5.1 Support learning activities with children and young people</p> <p>5.2 Provide children and young people with positive feedback to celebrate achievement</p> <p>5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life</p>	
<p>6 Understand how to work with others to support children and young people to maximise outcomes from learning</p>	<p>6.1 Explain the importance of engaging family members in children and young people's learning wherever possible</p> <p>6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education</p> <p>6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement</p> <p>6.4 Describe strategies for working with the local community to create opportunities and experiences for learning</p>	

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 4 and 5 must be assessed in a real work environment

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development. As such, the unit may provide evidence for SCDHSC0039.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Additional information

We do not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website www.ocr.org.uk.