![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Understand residential childcare for children and young people with complex disabilities or conditions**
OCR unit number:	20
Sector unit number:	RCC 3.20
Level:	3
Credit value:	3
Guided learning hours:	27
Unit reference number:	R/506/8502

Unit aim and purpose

This unit provides the knowledge and understanding required to understand residential childcare for children and young people with complex disabilities or conditions.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand the nature of complex disabilities and conditions and their impact on children and young people	1.1 Describe the causes and effects of **complex disabilities and conditions** 1.2 Describe the typical impacts of complex disabilities and conditions on children and young people	**Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment
2 Understand the impact on families of having a child with a complex disability or condition	2.1 Describe ways in which having a child with a complex disability or condition can impact on **different aspects** of families' lives 2.2 Describe how and why the impact of a child's disability or condition may change over time 2.3 Explain how theories of loss and grief relate to the families of children with complex disabilities or conditions 2.4 Explain how early intervention helps the families of children and young people with complex disabilities or conditions	**Different aspects** may include: • practical • emotional • financial • social • accommodation • health • family relationships • employment

Learning Outcomes	Assessment Criteria	Additional guidance
3 Understand residential services for children and young people with complex disabilities or conditions	3.1 Describe **types of residential childcare** for children and young people with complex disabilities or conditions	**Types of residential childcare** e.g. • Short break • Shared care • 52 week
	3.2 Describe how different types of residential childcare seek to work in partnership with families	
	3.3 Explain how residential childcare services work with other agencies and professionals to support children and young people with complex disabilities or conditions and their families	
	3.4 Explain the aims and objectives of **a residential childcare service** and what it seeks to achieve for children or young people	**A residential childcare service:** this should be the learner's own workplace where there is one; otherwise a service local to the learner
4 Understand principles for working with children and young people with complex disabilities or conditions	4.1 Outline the legal entitlements to equality of treatment for children and young people with complex disabilities or conditions	
	4.2 Explain the importance of the child-led model of provision	
	4.3 Analyse how the social model and medical model of disability affect provision	
	4.4 Describe how different cultural views of disability can impact on practice	
5 Understand how to support the participation of children and young people with complex disabilities or conditions	5.1 Explain the importance of maximising active participation of children and young people with complex disabilities or conditions in their own care and day to day living	

Learning Outcomes	Assessment Criteria	Additional guidance
	5.2 Describe ways in which children and young people with complex disabilities or conditions can be encouraged to participate in the daily activities of the setting	
	5.3 Describe how children and young people with complex disabilities or conditions can be encouraged to contribute to shaping future services	
	5.4 Describe **types of support** used to enable children and young people with complex disabilities or conditions to express their views, preferences and aspirations	**Types of support** e.g. • communication systems • technological aids • advocacy • facilitated advocacy
	5.5 Describe ways to engage with children and young people with complex disabilities or conditions focusing on: • individual strengths and needs • building resilience	

Assessment

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

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 SCDHSC0315.

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 .