

Unit Title: **Work with the families of children and young people in residential childcare**

OCR unit number: 22
 Sector unit number: RCC 3.22
 Level: 3
 Credit value: 2
 Guided learning hours: 17
 Unit reference number: K/506/7596

Unit aim and purpose

This unit provides the knowledge and skills required to work with the families of children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the impact on families when a child or young person is in residential childcare</p>	<p>The Learner can:</p> <p>1.1 Describe how having a child in residential childcare can impact on a family's life</p> <p>1.2 Explain how and why impacts can change over time</p> <p>1.3 Describe the impact of inter-generational issues that can exist in families where a child or young person is in residential childcare</p>	
<p>2 Understand principles of working with families</p>	<p>2.1 Explain the principles of partnership working with families in own work setting</p> <p>2.2 Explain how principles of partnership working with families meet the organisation's aims and objectives</p> <p>2.3 Describe attitudes and approaches that support positive relationships with families</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.4 Explain the importance of regarding families as partners with expertise in the care of their child</p> <p>2.5 Describe situations with families where it may be necessary to advocate for the rights of the child</p> <p>2.6 Explain the importance of having agreed roles and responsibilities for liaising with families</p>	
<p>3 Be able to support families to maintain their relationship with their child</p>	<p>3.1 Build relationships with families of children or young people</p> <p>3.2 Support family members to understand the benefits of maintaining involvement with their child while in residential childcare</p> <p>3.3 Encourage family members to maintain contact and sustain their relationship with their child</p> <p>3.4 Support family members to engage with their child in ways that support their child's well-being and resilience</p> <p>3.5 Monitor the involvement of family members in supporting their child's well-being and resilience</p>	
<p>4 Be able to work in partnership with families</p>	<p>4.1 Work with families on specific activities in line with agreed role</p> <p>4.2 Inform families in line with agreed role about changes, challenges and successes encountered in working with their child</p>	<p>Specific activities may include</p> <ul style="list-style-type: none"> • assessment • planning • review • day to day living • agreed contact time

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>4.3 Encourage families to share their own information about changes, challenges and successes encountered with their child</p> <p>4.4 Adapt working practice with the child or young person in light of shared information using agreed processes</p> <p>4.5 Supply families with additional support and information they require</p>	<p>Additional support and information e.g.</p> <ul style="list-style-type: none"> • Social and emotional • Financial • Practical (eg learning to use sign language with the child) • Support for trauma or inter-generational family issues • Information about services and availability • Information about children's and families rights

Assessment

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

Learning outcomes 3 and 4 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 SCDHSC0387 and SCDHSC0389.

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.