Unit Title:	**Understand the care system and its impact on children and young people**
OCR unit number:	16
Sector unit number:	RCC 3.17
Level:	4
Credit value:	3
Guided learning hours:	22
Unit reference number:	H/506/7595

Unit aim and purpose

This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will: 1 Understand the process by which a child or young person comes into care	**The Learner can:** 1.1 Analyse factors in a child's circumstances that can lead to them entering the care system 1.2 Summarise the legal process by which children and young people become 'looked after' 1.3 Explain the role of **key professionals** in the care system 1.4 Analyse why a child or young person may have experienced multiple transitions and traumas before entering residential childcare	**Key professionals** may include: ● social workers ● Children's guardian (CAFCASS) ● legal professionals
2 Understand the entitlements of children and young people in care	2.1 Explain the legal and statutory **entitlements** of children and young people in care 2.2 Analyse risks if children and young people do not understand their entitlements or are not supported to access them	**Entitlements** will include those relating to ● visits ● allowances ● contact with family members ● preparation for reviews ● advocacy ● Independent Visitors

Learning Outcomes	Assessment Criteria	Additional guidance
3 Understand the context of residential services for children and young people in care	3.1 Summarise current **theoretical approaches** relating to residential childcare services 3.2 Summarise legislative and policy frameworks underpinning care for 'looked after' children and young people 3.3 Compare **types of care arrangements** for 'looked after' children and young people 3.4 Analyse characteristics of therapeutic services that distinguish these from other residential childcare services 3.5 Explain the aims and objectives of **a residential childcare service** 3.6 Describe characteristics of provision that reflect **good practice**	**Theoretical approaches** may include: • Social Pedagogy • All Systems • Outcome Based • Lifespace • Solution Focused **Types of care arrangements** may include: • Staying with parents (compulsory supervision) • Kinship care • Foster care • Children's homes • Residential schools **A residential childcare service:** this should be the learner's own workplace where there is one; otherwise a service local to the learner **Good practice** will incorporate current theories, policies, regulations and legislation and include: • child centred provision • children's rights • equality and inclusion • cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices) • networking with other agencies to build a team around a child • advocacy
4 Understand the impact of residential child care services on children and young people	4.1 Describe how being in care presents additional **challenges** for children and young people	**Challenges** may include: • repeated, sudden and enforced transitions • living away from the family • the need to engage with a range of professionals

Learning Outcomes	Assessment Criteria	Additional guidance
	4.2 Compare the life chances and outcomes of children and young people in residential childcare with • children and young people in other types of care • children and young people outside the care system	
5 Understand how to support a positive experience of care services for children and young people	5.1 Explain the impact on practice of recognising that all children and young people in care are vulnerable 5.2 Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting 5.3 Describe activities and approaches that enable children and young people to have a positive experience of the care setting	
6 Understand planning frameworks for children and young people in residential childcare	6.1 Describe the purpose and features of **plans** required for children and young people in residential childcare 6.2 Explain why children and young people should be supported to understand their own plans 6.3 Explain the importance of 'permanency planning' for children and young people in care	**Plans** will include the following: • Placement Plan • Statutory Care Plan • Health and Education Plan • Training Plan • Remand Plan

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 SCDHSC 0303 and SCDHSC 0325.

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 .