![OCR Oxford Cambridge and RSA]

Unit Title:	**Support others to understand models of disability and their effects on working practice with children and young people**
OCR unit number:	22
Sector unit number:	RCC 5.20
Level:	4
Credit value:	2
Guided learning hours:	17
Unit reference number:	R/506/8158

Unit aim and purpose

This unit provides the knowledge and skills required to understand models of disability and their effects on working practice with children and young people, including in settings where disability is not the primary focus..

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand models of disability	1.1 Identify conditions, impairments and difficulties commonly subsumed under the term disability	
	1.2 Compare theoretical models of disability	
	1.3 Explain how the application of different models of disability can be experienced in the lives of children and young people	
	1.4 Explain how different models of disability shape organisational structures and outcomes	
2 Be able to review how models of disability underpin organisational practice with children and young people	2.1 Explain how policies, procedures and working practices are underpinned by a model of disability	
	2.2 Review the effectiveness of current policies, procedures and working practices in actively promoting empowerment and participation	

Learning Outcomes	Assessment Criteria	Additional guidance
	2.3 Use the review to propose improvements to policies, procedures and working practices	
3 Be able to develop others' awareness of models of disability	3.1 Explain the benefits of **others** understanding • models of disability • how they are experienced by children and young people • how models of disability shape organisational structure and ways of working 3.2 Implement planned activities 3.3 Review the outcomes of planned activities	**Others** could include: • Children and young people • Team members • Other professionals • Carers/family members • Advocates

Assessment

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

Learning outcomes 2 and 3 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 SCDHSC0043.

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 .