Unit Title:	**Lead networks and multi-agency work to benefit children and young people in residential childcare**
OCR unit number:	15
Sector unit number:	RCC 5.15
Level:	5
Credit value:	4
Guided learning hours:	26
Unit reference number:	R/506/7608

Unit aim and purpose

This unit provides the knowledge and understanding required to lead networks and multi-agency work to benefit children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	1.1 Analyse the role of networks and multi-agency work in delivering better outcomes for children and young people	
	1.2 Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews	
	1.3 Evaluate the use of networks to build a **team around a child or young person**	**A team around a child or young person** is a multi-agency team assembled for a specific purpose and period of time
2 Understand the local network for children and young people's services	2.1 Analyse the nature, role and function of agencies that constitute the local network for children and young people's services	
	2.2 Explain structures, key roles and methods for communication and decision making within these agencies	
	2.3 Evaluate the effect that each agency's structure and culture has on its potential to participate in	

Learning Outcomes	Assessment Criteria	Additional guidance
	teams built around a child or young person	
3 Be able to build a multi-agency team around a child or young person	3.1 Recognise circumstances where a multi-agency team should be built around a child or young person 3.2 Analyse **factors** that influence the involvement of family members in a team built around a child or young person 3.3 Agree with **others** the task, role and boundaries of the team 3.4 Negotiate the **parameters** of the team's work 3.5 Influence the team to secure **effective arrangements** for practice	**Factors** may include capacity and commitment of family members, legal constraints, travel considerations, risk management issues etc **Others** may include: ● Family members ● Workers from other agencies or organisations ● Advocates ● Independent visitors **Parameters** eg ● objectives ● actions plans ● roles and responsibilities ● arrangements for communication, decision making and measuring progress **Effective arrangements** must be: ● focused on the needs of the child or young person ● appropriate to the nature and purpose of the task ● likely to be effective in establishing and maintaining relationships ● respectful of confidentiality while balancing risks of sharing or not sharing information
4 Be able to participate in the work of a multi-agency team built around a child or young person	4.1 Evaluate changes in own role when taking responsibility for a multi-agency team around a child or young person 4.2 Ensure the child or young person is supported to understand the purpose, processes and progress of the team	

Learning Outcomes	Assessment Criteria	Additional guidance
	4.3 Participate in agreed monitoring processes	
5 Be able to continuously improve multi-agency work	5.1 Analyse factors that support effective collaboration and partnership with other agencies	
	5.2 Evaluate methods used to recognise and resolve conflict within multi-agency work	
	5.3 Challenge practice that excludes the child or young person as the focus of multi-agency work	
	5.4 Implement improvements identified through monitoring and review of multi-agency work	

Assessment

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

Learning outcomes 3, 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 SCDLMCD1.

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 .