

Unit Title: Understand support for children and young people who are vulnerable and disadvantaged

OCR unit number: 2
 Sector unit number: RCC 5.2
 Level: 4
 Credit value: 2
 Guided learning hours: 20
 Unit reference number: A/506/7652

Unit aim and purpose

This unit provides the knowledge required to understand support for children and young people who are vulnerable and disadvantaged.

| Learning Outcomes | Assessment Criteria | Additional guidance |
|---|---|---|
| <p>The Learner will:</p> <p>1 Understand factors that impact on outcomes and life chances of children and young people</p> | <p>The Learner can:</p> <p>1.1 Explain the critical impact that poverty has on outcomes and life chances</p> <p>1.2 Describe how factors impact on outcomes and life chances for children and young people</p> <p>1.3 Explain how children and young people can be marginalised by inequalities in society</p> | <p>Factors e.g.</p> <ul style="list-style-type: none"> • Poverty • Social and community pressures • Health status • Abuse and neglect • Violent and/or offending family or personal backgrounds • Race, gender, sexual orientation • Asylum seeking or victims of trafficking |
| <p>2 Understand how poverty and disadvantage can affect children and young people's development</p> | <p>2.1 Explain what is meant by disadvantage and vulnerability in relation to children and young people</p> <p>2.2 Analyse how poverty and disadvantage can affect children and young people's:</p> <ul style="list-style-type: none"> • Physical development • Communication development • Intellectual/cognitive development • Social, emotional and behavioural development | <p>Vulnerability: where a child or young person (and their family) needs some additional support in order to reach the best outcomes because of their social, economic, physical, emotional or family circumstances</p> |

| Learning Outcomes | Assessment Criteria | Additional guidance |
|---|--|--|
| <p>3 Understand the strategic and policy context for improving outcomes for children and young people</p> | <p>3.1 Explain a national or local policy designed to have a positive impact on outcomes and life chances for children and young people</p> <p>3.2 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances</p> <p>3.3 Analyse policies and guidance which inform support services for children and young people at national and local level</p> | |
| <p>4 Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage</p> | <p>4.1 Explain how to engage carers in the planning of services so that children and young people are more likely to achieve positive outcomes</p> <p>4.2 Explain how partnership working with other agencies can address the needs of children and young people whose carers are users of adult services</p> | <p>Carers are parents, family members and others who care for a child or young person at home</p> |
| <p>5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage</p> | <p>5.1 Explain how the principles of social pedagogy inform practice to support positive outcomes for children and young people</p> <p>5.2 Explain how the practitioner can increase the resilience and self-confidence of children and young people who are experiencing poverty and disadvantage</p> <p>5.3 Explain why it is important for practitioners to have high expectations of and ambitions for all children and young people</p> <p>5.4 Analyse why practitioners should act as agents of change in the work setting</p> | |

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 SCDHSC0044, SCDLMCB1 and SCDLMCB2.

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.