

Unit Title: **Lead practice to achieve positive outcomes for children and young people in residential childcare**

OCR unit number: 9
 Sector unit number: RCC 5.9
 Level: 5
 Credit value: 5
 Guided learning hours: 35
 Unit reference number: F/506/7619

Unit aim and purpose

This unit provides the knowledge and skills required to lead practice that achieves positive outcomes for children or young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will: 1 Understand positive outcomes for children and young people in residential childcare	The Learner can: 1.1 Explain positive outcomes for children and young people that residential childcare services aim to achieve	
2 Be able to lead practice that puts children or young people at the centre	2.1 Establish a culture that focuses on the wellbeing of the child or young person 2.2 Lead child or young person centred assessments to identify support required focussing on strengths and abilities 2.3 Plan provision that meets the identified needs of children or young people 2.4 Implement provision that meets the identified needs of children or young people	To plan provision may involve working with children and young people, families and carers, team members and other professionals within and beyond the organisation Identified needs may relate to: <ul style="list-style-type: none"> • Health and well-being • Relationships • Learning • Leisure • Play
3 Be able to lead engagement with families to benefit children or	3.1 Analyse how the aims and objectives of the organisation and the nature of the work setting	

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<p>young people</p>	<p>impact on engagement with families</p> <p>3.2 Cultivate attitudes amongst team members that promote productive engagement with families</p> <p>3.3 Implement practices that support pro-active liaison and engagement with families</p> <p>3.4 Support team members to address situations with families where it may be necessary to advocate for the rights of the child or young person</p>	
<p>4 Be able to lead practice that addresses the health needs of children or young people</p>	<p>4.1 Review the issues affecting access to health care services for children or young people in residential childcare</p> <p>4.2 Review the impact of limited access to health care services on the health of children and young people</p> <p>4.3 Research the prevalence and nature of mental health needs among children and young people in residential childcare</p> <p>4.4 Explain the importance of early identification of mental health needs among children and young people in residential childcare</p> <p>4.5 Support team members to enable children or young people to recognise and address their own health needs, as appropriate to their age and level of understanding</p> <p>4.6 Ensure policies and procedures to support safe use of medication are in place and followed by all in</p>	<p>Health needs e.g.</p> <ul style="list-style-type: none"> • Physical • Mental • Emotional • Sexual

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	<p>the work setting</p> <p>4.7 Establish a culture where choices for healthy living are promoted and modelled</p>	
<p>5 Be able to lead practice that supports children or young people to learn</p>	<p>5.1 Summarise theories about how children and young people learn</p> <p>5.2 Evaluate the impact of life experiences and other personal factors on the capacity of children and young people to engage with learning and with education</p> <p>5.3 Support team members to engage children or young people in learning in ways that take account of the child or young person's</p> <ul style="list-style-type: none"> • circumstances • experiences • interests • skills and talents • aspirations <p>5.4 Manage the physical environment in ways that encourage learning</p>	
<p>6 Be able to lead practice that supports children or young people to enjoy their leisure time</p>	<p>6.1 Evaluate the benefits of leisure activities for children and young people</p> <p>6.2 Evaluate the importance of unstructured leisure time for children and young people</p> <p>6.3 Work with others to enable children or young people to choose how they use their leisure time</p> <p>6.4 Work with others to support children or young people to access leisure activities</p>	<p>Benefits e.g.</p> <ul style="list-style-type: none"> • fun and enjoyment • friendships • achievement • self esteem • personal identity • mental health and wellbeing • learning opportunities • community links • future employment or entrepreneurial possibilities <p>Others e.g.</p> <ul style="list-style-type: none"> • Team members • Other professionals • Family members

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7 Be able to lead practice that promotes participation in the community	<p>7.1 Review the benefits for children and young people of forging links with the local community</p> <p>7.2 Analyse barriers to links between the local community, the care setting and the children or young people who live there</p> <p>7.3 Work with others within the work setting and in the community to overcome barriers to community participation</p> <p>7.4 Support team members to enable children or young people to participate in the community</p>	
8 Be able to lead continuous improvement to practice	<p>8.1 Implement systems for monitoring, reviewing and evaluating the service provided and its impact on children or young people and their families</p> <p>8.2 Encourage team members, children or young people and others to offer comments and suggestions on how the service could be improved</p> <p>8.3 Support team members to learn from challenges encountered in day to day work</p> <p>8.4 Implement changes to team practice and own practice as a result of evaluation, suggestions and reflection</p>	

Assessment

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

Learning outcomes 2, 3, 4, 5, 6 and 7 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 SCDLMCB4.

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.