

Unit Title: **Assessment and planning with children and young people in residential childcare**

OCR unit number: 6
 Sector unit number: RCC 3.6
 Level: 3
 Credit value: 3
 Guided learning hours: 20
 Unit reference number: A/506/7828

Unit aim and purpose

This unit provides the knowledge and skills required to carry out assessment and planning with children and young people in residential childcare settings.

| Learning Outcomes | Assessment Criteria | Additional guidance |
|--|---|---|
| <p>The Learner will:</p> <p>1 Understand the purpose and principles of assessment and planning with children and young people</p> | <p>The Learner can:</p> <p>1.1 Describe the purpose of assessment and planning with children and young people in residential childcare</p> <p>1.2 Explain why a child centred model of assessment and planning is used</p> <p>1.3 Explain how assessment frameworks help to ensure holistic assessment</p> <p>1.4 Explain the legal requirements for recording assessment and planning information</p> | |
| <p>2 Understand how to place children and young people at the centre of assessment and planning</p> | <p>2.1 Explain how to use a child centred model of assessment and planning to identify the needs of children and young people</p> <p>2.2 Explain the importance of working with others when assessing and planning for the needs of children and young people</p> <p>2.3 Describe how to use methods of engagement</p> | <p>Others e.g.</p> <ul style="list-style-type: none"> • Children and young people • Families/Carers • Foster carers • Residential workers • Social workers • Psychologists • Doctors • Support workers • Police • Youth justice • Speech and language |

| Learning Outcomes | Assessment Criteria | Additional guidance |
|--|---|--|
| | <p>to ensure the child is central when assessing and planning with children and young people</p> <p>2.4 Describe strategies for child centred assessment and planning with children and young people who disengage from the process</p> | <p>therapists</p> <ul style="list-style-type: none"> • Other agencies <p>Methods of engagement e.g.</p> <ul style="list-style-type: none"> • Appropriate venue/location • Contributions through play • Contributions through pictures • Children and young people setting ground rules • Written contributions • Video/audio contributions |
| <p>3 Be able to participate in assessment and planning for children and young people</p> | <p>3.1 Explain the boundaries of own role and responsibilities within assessment and planning</p> <p>3.2 Engage with children or young people to enable them to express their needs, views and aspirations in the assessment and planning process</p> <p>3.3 Use and adapt assessment frameworks to ensure the assessment is full, accurate and child centred</p> <p>3.4 Work with the child or young person to agree goals and targets</p> <p>3.5 Explain how the goals and targets identified will support the achievement of positive outcomes</p> <p>3.6 Work with the child or young person and others to develop a plan to meet assessed needs and work towards positive outcomes</p> <p>3.7 Confirm that the child or young person and others understand and agree to the plan</p> | |

| Learning Outcomes | Assessment Criteria | Additional guidance |
|---|--|----------------------------|
| 4 Be able to work with children and young people as a plan is implemented | <p>4.1 Support the child or young person and others to understand their roles and responsibilities in implementing an agreed plan</p> <p>4.2 Encourage the child or young person to work towards the achievement of a plan</p> <p>4.3 Agree ways of recording progress towards goals and targets with the child or young person and in line with organisational requirements</p> <p>4.4 Record progress of a child or young person in relation to a plan</p> | |
| 5 Be able to work with children and young people to review and update plans | <p>5.1 Explain the importance of reviewing and updating plans</p> <p>5.2 Work with the child or young person and others to review progress towards goals and targets</p> <p>5.3 Identify aspects of the plan that are working well and those that need to be revised</p> <p>5.4 Use outcomes of review to update plan</p> <p>5.5 Agree the updated plan with the child or young person and others involved</p> | |
| 6 Be able to contribute to assessment led by other professionals | <p>6.1 Explain own role and the roles of others in the external assessment process</p> <p>6.2 Respond to requests for information to support the assessment in line with organisational requirements</p> <p>6.3 Support the child or young person to understand and contribute to external</p> | |

| Learning Outcomes | Assessment Criteria | Additional guidance |
|-------------------|---------------------|---------------------|
| | assessment | |

Assessment

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

All the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned

Learning outcomes 3, 4, 5 and 6 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 SCDHSC0036.

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 .