

<b>Unit Title:</b>	<b>Support group living in residential childcare</b>
OCR unit number:	7
Sector unit number:	RCC 3.7
Level:	3
Credit value:	3
Guided learning hours:	22
Unit reference number:	L/506/7588

## Unit aim and purpose

This unit provides the knowledge and skills required to support group living in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand theories that underpin work with children and young people in group living</p>	<p><b>The Learner can:</b></p> <p>1.1 Summarise theories about groups as they relate to group living with children and young people</p> <p>1.2 Summarise theories about how the physical environment can support well-being in a group setting</p>	
<p>2 Be able to support children and young people to live together as a group</p>	<p>2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living</p> <p>2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group</p> <p>2.3 Support children or young people to resolve conflict and disagreements</p> <p>2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them</p> <p>2.5 Work with children or young people to maintain the physical environment in ways that support well-being</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
3 Be able to plan with children and young people activities for sharing a living space	3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations  3.2 Explain how planning daily living activities as a group links to individual <b>plans</b> for children and young people  3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space	<b>Plans</b> may include: <ul style="list-style-type: none"> <li>• Placement Plan</li> <li>• Statutory Care Plan</li> <li>• Health and Education Plan</li> <li>• Training Plan</li> <li>• Remand Plan</li> </ul>
4 Be able to support children and young people to develop relationships through daily living activities	4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities  4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities  4.3 Support children and young people to maintain positive relationships with <b>others</b> through shared activities	<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Children and young people in the group</li> <li>• Children and young people in the wider community</li> <li>• Family members of children and young people</li> <li>• Team members</li> <li>• Other professionals</li> <li>• Others in the wider community</li> </ul>
5 Be able to support continuous improvement in group living arrangements	5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living  5.2 Work with children and young people to evaluate activities and agreements for group living  5.3 Propose improvements to group living arrangements and practices using reflections and evaluations	

## Assessment

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

Learning outcomes 2, 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

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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 SCDHSC0323.

## Functional skills signposting

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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

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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](http://www.ocr.org.uk).