

**Unit Title:** Support the well-being and resilience of children and young people in residential childcare

OCR unit number: 10  
 Sector unit number: RCC 3.10  
 Level: 3  
 Credit value: 3  
 Guided learning hours: 20  
 Unit reference number: T/506/7617

## Unit aim and purpose

This unit provides the knowledge and skills required to support the well-being and resilience of children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the well-being and resilience of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain <b>factors that impact on the well-being</b> of children and young people</p> <p>1.2 Explain why it is important for children and young people to develop resilience</p> <p>1.3 Describe attitudes and approaches that support children and young people to develop their well-being and resilience in a residential childcare setting</p> <p>1.4 Describe ways of working with <b>key people</b> to enable them to support well-being and resilience in children and young people</p>	<p><b>Factors that impact on well-being e.g.</b></p> <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Relationships</li> <li>• Emotional security</li> <li>• Opportunities for fun and enjoyment</li> <li>• Early experiences</li> <li>• Health</li> <li>• Self esteem</li> <li>• Diet</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Prompt medical/dental attention when needed</li> </ul> <p><b>Key people may include:</b></p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Family</li> <li>• Friends</li> <li>• Others who are important to the individual</li> </ul>
<p>2 Be able to support the development of children and young people's social and emotional identity and self esteem</p>	<p>2.1 Explain why <b>social and emotional identity</b> are important to the well-being and resilience of children and young people</p>	<p><b>Social and emotional identity</b> may include elements relating to</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• ethnicity</li> <li>• sexual orientation</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.2 Use a range of <b>methods</b> to encourage children or young people to be confident in their social and emotional identity</p> <p>2.3 Support children or young people to strengthen their sense of identity and self-esteem through developing new or existing abilities, talents and interests</p> <p>2.4 Support children or young people to recognise and value their own abilities, talents and achievements</p> <p>2.5 Explain how planning and decision-making offer a way to develop a child or young person's social and emotional identity and self esteem</p>	<ul style="list-style-type: none"> <li>• faith</li> <li>• talents and abilities</li> <li>• self image (including body size, shape and other physical attributes)</li> <li>• community</li> <li>• Life story work</li> </ul> <p><b>Methods e.g.</b></p> <ul style="list-style-type: none"> <li>• Positive role models</li> <li>• networks relating to a specific culture or ethnicity</li> </ul>
<p>3 Be able to support children and young people to develop a positive outlook on their lives</p>	<p>3.1 Use a solution focused approach to encourage children or young people to develop a positive outlook on their lives</p> <p>3.2 Support children or young people to respond positively to challenges and disappointments</p> <p>3.3 Support children or young people to express their feelings views and hopes</p> <p>3.4 Use own actions and interactions to reflect a positive outlook for children or young people</p>	
<p>4 Be able to recognise and respond to signs of distress in children and young people</p>	<p>4.1 Explain why children and young people may communicate distress through behaviour rather than verbally</p> <p>4.2 Explain how to recognise when day to day difficulties</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>can amount to mental health concerns that require intervention for the individual child or young person</p> <p>4.3 Describe <b>types of behaviour</b> that may indicate distress or are likely to compromise a child or young person's wellbeing</p> <p>4.4 Take action to report, address and record concerns following agreed procedures</p> <p>4.5 Support children or young people to consider choices for positive change in their lives</p>	<p><b>Types of behaviour</b> e.g.</p> <ul style="list-style-type: none"> <li>• Emotional distress</li> <li>• Self harm</li> <li>• Eating disorders</li> <li>• Inappropriate sexual activity</li> <li>• Use of alcohol or drugs including 'legal highs'</li> <li>• Poor lifestyle choices</li> <li>• Harm or abuse</li> <li>• Bullying (either as victim or perpetrator)</li> <li>• Exploitative behaviour (either as victim or perpetrator)</li> <li>• Changes in the nature, frequency or intensity of behaviours</li> </ul>

## Assessment

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

All of 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 2, 3 and 4 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 SCDHSC0312.

## 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).