

Unit Title: **Participate in teams to benefit children and young people in residential childcare**

OCR unit number: 16
 Sector unit number: RCC 3.16
 Level: 3
 Credit value: 3
 Guided learning hours: 20
 Unit reference number: F/506/7605

Unit aim and purpose

This unit provides the knowledge and skills required to participate in teams to benefit children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will: 1 Understand how to work as part of a team	The Learner can: 1.1 Explain the practices that support effective team working 1.2 Define the roles and responsibilities of different team members in own work setting 1.3 Describe ways to ensure that own responsibilities as a team member are met	
2 Understand the local network for children and young people's services	2.1 Describe the functions of agencies that constitute the local network involved with children and young people in residential childcare 2.2 Explain how and why referrals are made between agencies	
3 Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	3.1 Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>3.2 Describe how failures in networks and multi-agency work have been highlighted in formal inquiries and serious case reviews</p> <p>3.3 Describe circumstances when it would be desirable to use networks to build a multi-agency team around a child or young person</p>	<p>A team around a child or young person is a multi-agency team assembled for a specific purpose and period of time</p>
<p>4 Be able to build working relationships with others involved in the care of children and young people</p>	<p>4.1 Build and maintain working relationships with others within and beyond the work setting</p> <p>4.2 Overcome barriers to partnership working</p> <p>4.3 Reflect on own practice in building and maintaining working relationships</p> <p>4.4 Identify where improvements can be made in own practice to support working relationships</p>	<p>Others e.g.</p> <ul style="list-style-type: none"> • Colleagues • Organisational managers and supervisors • Official visitors e.g. inspectorate • Other visitors • Colleagues from other agencies and services • External partners
<p>5 Be able to participate in a multi-agency team around a child or young person</p>	<p>5.1 Participate in negotiating agreement on the parameters of a team built around a child or young person</p> <p>5.2 Adapt own role and working practice to take account of responsibilities as a team member</p> <p>5.3 Work collaboratively with other team members within agreed boundaries while ensuring the child or young person remains the focus of the team</p> <p>5.4 Support the child or young person to understand the work of the team according to their level of understanding</p>	<p>Parameters e.g.</p> <ul style="list-style-type: none"> • objectives • actions plans • roles and responsibilities • arrangements for communication, decision making and measuring progress

Learning Outcomes	Assessment Criteria	Additional guidance
6 Be able to communicate with others to facilitate multi-agency working	6.1 Use appropriate communication for different circumstances in multi-agency working 6.2 Explain the tensions between maintaining confidentiality and the need to share information with other agencies 6.3 Prepare reports that meet legal requirements and are accurate, legible and concise 6.4 Use information in reports prepared by other agencies to support multi-agency working 6.5 Explain the value of using information prepared by other agencies	Appropriate communication e.g. <ul style="list-style-type: none"> • use of electronic communication aids • use of pictorial and design communication aids such as Makaton • use of an interpreter when appropriate including British/Irish Sign Language interpreters • effective use of the telephone • preparing and delivering presentations • written communication <ul style="list-style-type: none"> - notes of meetings - personal records - presentations - letters - formal reports - e mail

Assessment

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

Learning outcomes 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 SCDHSC3100, SCDHSC0399 and SCDHSC3121.

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.