

**Unit Title:** **Lead practice for communication and information management in residential childcare settings**

OCR unit number: 5  
 Sector unit number: RCC 5.5  
 Level: 5  
 Credit value: 4  
 Guided learning hours: 30  
 Unit reference number: A/506/7585

## Unit aim and purpose

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This unit provides the knowledge and skills required to lead practice for communication and information management in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the theoretical context of communication in residential childcare settings</p>	<p><b>The Learner can:</b></p> <p>1.1 Compare theoretical models of communication relevant to residential childcare settings</p> <p>1.2 Analyse the links between communication, interaction and relationship</p>	
<p>2 Be able to develop team members' knowledge and skills to support communication with children and young people</p>	<p>2.1 Support team members to develop their knowledge and skills about communication</p> <p>2.2 Support team members to develop strategies for overcoming barriers</p> <p>2.3 Explain the importance of team members recognising behaviour as conscious or unconscious communication</p> <p>2.4 Support team members to understand factors that can make verbal communication difficult for a child or young person</p> <p>2.5 Support team members to reflect on the impact of their own communication with children or young people</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
<p>3 Be able to support team members in addressing specific communication needs of children and young people</p>	<p>3.1 Research <b>sources of support</b> to address specific communication needs</p> <p>3.2 Evaluate the effectiveness of <b>communication methods and aids</b> used by children or young people in the work setting</p> <p>3.3 Support team members to work as part of a multi-agency team around a child or young person to address their communication needs</p>	<p><b>Sources of support</b> may be:</p> <ul style="list-style-type: none"> <li>• professional</li> <li>• technological</li> <li>• within the organisation</li> <li>• beyond the organisation</li> </ul> <p><b>Communication methods and aids</b> may include:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Sign</li> <li>• Pictorial</li> <li>• Written</li> <li>• Electronic/technological</li> <li>• Assisted</li> </ul>
<p>4 Be able to develop practices that support children and young people to communicate openly in the work setting</p>	<p>4.1 Develop a culture where children or young people feel able to communicate openly with team members and each other</p> <p>4.2 Evaluate the effectiveness of existing practices and channels of communication for children or young people, as individuals and as a group</p> <p>4.3 Implement improvements to practices that support children or young people to communicate openly in the work setting</p>	
<p>5 Understand approaches to conflict management</p>	<p>5.1 Analyse key communication skills in models of conflict resolution</p> <p>5.2 Assess the benefits of working with rather than resolving conflict in certain situations</p>	
<p>6 Be able to develop communication to support professional networks and teams</p>	<p>6.1 Compare the effectiveness of <b>approaches to communication</b> for working with <b>others</b> in professional networks or teams</p>	<p><b>Approaches to communication</b> may be:</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Organisational</li> <li>• Formal</li> <li>• Informal</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>6.2 Recommend improvements to communication for working in professional networks or teams</p> <p>6.3 Implement changes to communication to support professional networks and teams</p>	<ul style="list-style-type: none"> <li>• Public (information/promotional)</li> </ul> <p><b>Others</b> may include</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other professionals</li> <li>• Family members</li> <li>• Advocates</li> </ul>
<p>7 Be able to manage systems for effective information management</p>	<p>7.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information within and beyond the organisation</p> <p>7.2 Manage systems for effective information management to meet legal and ethical requirements whilst minimising duplication</p>	

## Assessment

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

Learning outcomes 2, 3, 4, 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

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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 SCDHSC0041.

## 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).