

Unit Title: **Lead a service that can support children or young people who have experienced harm or abuse**

OCR unit number: 8
 Sector unit number: RCC 5.8
 Level: 5
 Credit value: 3
 Guided learning hours: 24
 Unit reference number: F/506/8365

Unit aim and purpose

This unit provides the knowledge and skills required to lead a service that can support children or young people who have experienced harm or abuse.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse</p>	<p>The Learner can:</p> <p>1.1 Explain roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse</p> <p>1.2 Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse</p>	<p>Harm or abuse may be:</p> <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Financial • Bullying • Self harm • Neglect • Exploitation by gangs or groups
<p>2 Be able to prepare team members to respond to disclosure or detection of harm and abuse</p>	<p>2.1 Ensure team members understand policies and procedures relating to disclosure and detection of harm or abuse</p> <p>2.2 Ensure team members know how to recognise, record and share information relevant to investigations into harm or abuse</p>	
<p>3 Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse</p>	<p>3.1 Research sources of information and guidance about best practice in supporting a child or young person who has experienced harm or abuse</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>3.2 Explain types of restriction that might be imposed on the involvement of key people with a child or young person following harm or abuse</p> <p>3.3 Analyse areas of support that may be needed when working with a child or young person following harm or abuse</p> <p>3.4 Analyse characteristics of a child or young person's behaviour that might give cause for concern and action following harm or abuse</p>	<p>Key people are those who are important to the child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship</p> <p>Areas of support may include supporting the child or young person to</p> <ul style="list-style-type: none"> • deal with distress, fear and anxieties caused by the harm or abuse • understand the implications of harm and abuse they have experienced • develop positive coping strategies following harm or abuse • understand why boundaries may need to be set for contact between themselves and key people
<p>4 Be able to support team members to work with challenges relating to harm or abuse</p>	<p>4.1 Use reflective supervision with team members to address their personal feelings raised by harm and abuse issues</p> <p>4.2 Challenge unhelpful attitudes in relation to harm and abuse</p> <p>4.3 Recommend sources of additional emotional support for team members</p>	<p>Unhelpful attitudes e.g.</p> <ul style="list-style-type: none"> • denial that harm and abuse may occur • blaming the victims of harm and abuse • becoming desensitised to issues of harm and abuse • not listening to and hearing children and young people • being inconsistent or untrustworthy • not placing the child or young person's needs first • failing to report suspicions at an early stage • failing to share information • failing to work in partnership with key agencies • being overprotective

Assessment

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

Learning outcomes 2 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

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 SCDHSC0044 and SCDSLMB1.

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.