

<b>Unit Title:</b>	<b>Lead and manage group living for children</b>
Sector unit number	P4
Level:	5
Credit value:	6
Guided learning hours:	43
Unit Reference Number:	A/602/3175

### Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage the group living for children and young people.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the legal, policy, rights and theoretical framework for group living for children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Review current theoretical approaches to group living provision for children and young people</p> <p>1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision</p> <p>1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people</p> <p>1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision</p>	
<p>2 Be able to lead the planning, implementation and review of daily living activities for children and young people</p>	<p>2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people</p>	
Learning Outcomes	Assessment Criteria	Exemplification

	<p>2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities</p> <p>2.3 Oversee the review of daily living activities</p>	
3 Be able to promote positive outcomes in a group living environment	<p>3.1 Evaluate how group living can promote positive outcomes for children and young people</p> <p>3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment</p> <p>3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living</p>	
4 Be able to manage a positive group living environment	<p>4.1 Explain how the physical environment and ethos of the group living environment can promote the <b>well-being</b> of children and young people</p> <p>4.2 Evaluate the effects of the working schedules and patterns on a group living environment</p> <p>4.3 Recommend changes to working schedules and patterns as a result of evaluation</p> <p>4.4 Develop a workforce development plan for the group living environment</p> <p>4.5 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with children and young people</p> <p>4.6 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment</p> <p>4.7 Review the effectiveness of approaches to resource management in maintaining a positive group living environment</p>	<p><b>Well-being</b> means a subjective state of being content and healthy.</p>

Learning Outcomes	Assessment Criteria	Exemplification
5 Be able to safeguard children and young people in a group living environment	5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse  5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg 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.

## Guidance on assessment and evidence requirements

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OCR does 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.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.