

**Unit Title:** Support attachment and positive relationships for children and young people in residential childcare

OCR unit number: 9  
 Sector unit number: RCC 3.9  
 Level: 3  
 Credit value: 4  
 Guided learning hours: 27  
 Unit reference number: M/506/7616

## Unit aim and purpose

This unit provides the knowledge and skills required to support children and young people in residential childcare settings to develop attachment and form positive relationships.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the importance of positive attachments for the well-being of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Summarise theories of attachment</p> <p>1.2 Explain why <b>positive attachments</b> are important for children and young people</p> <p>1.3 Analyse the short and long term <b>impacts</b> on the well-being of children and young people if they are not able to form positive attachments</p>	<p><b>Positive attachments</b> include primary and secondary attachments</p> <p><b>Impacts</b> may include:</p> <ul style="list-style-type: none"> <li>• physiological</li> <li>• psychological</li> <li>• Emotional</li> <li>• Relational</li> <li>• Behavioural</li> </ul>
<p>2 Understand how to support positive attachments for children or young people in residential childcare</p>	<p>2.1 Analyse <b>factors</b> in the life of a child or young person which can present barriers to forming positive attachments</p> <p>2.2 Explain the role of parents and care-givers in supporting children and young people to form positive attachments</p> <p>2.3 Explain the connection between positive attachments and positive relationships</p>	<p><b>Factors</b> e.g.</p> <ul style="list-style-type: none"> <li>• previous experience of hostile or dysfunctional relationships</li> <li>• frequent imposed transitions</li> <li>• trauma</li> <li>• grief and loss</li> <li>• disability</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.4 Explain how attachment impacts on own role</p> <p>2.5 Describe strategies for supporting children and young people to form positive attachments</p>	
<p>3 Understand how to support positive relationships for children and young people in residential childcare</p>	<p>3.1 Describe features of positive relationships for children and young people</p> <p>3.2 Analyse factors in the life of a child or young person which can present challenges when building positive relationships</p> <p>3.3 Describe approaches for building relationships where a child or young person is affected by emotional or behavioural difficulties</p> <p>3.4 Describe ways to support children and young people to develop positive relationships with their peers</p>	
<p>4 Be able to develop positive relationships with children and young people</p>	<p>4.1 Engage with children or young people to develop positive relationships</p> <p>4.2 Build a connection with children or young people, using a range of <b>skills, methods and approaches</b> to develop positive relationships with them</p> <p>4.3 Maintain professional boundaries in relationships with children and young people in residential childcare</p>	<p><b>Skills, methods and approaches</b> e.g.</p> <ul style="list-style-type: none"> <li>• communicating effectively</li> <li>• using active listening skills</li> <li>• identifying and sorting out conflicts and disagreements</li> <li>• being consistent and fair</li> <li>• showing respect and courtesy</li> <li>• valuing and respecting individuality</li> <li>• keeping promises and honouring commitments</li> <li>• monitoring impact of own behaviour on others</li> <li>• keeping confidentiality as appropriate</li> <li>• recognizing and responding appropriately to the power base underpinning relationships</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
5 Be able to address concerns about attachments and relationships of children and young people	5.1 Seek advice and support from <b>others</b> when concerned about the relationships and attachment behaviour of a child or young person  5.2 Implement <b>agreed strategies</b> with a child or young person to promote positive attachments and relationships	<b>Others</b> may include <ul style="list-style-type: none"> <li>• carers and family members</li> <li>• colleagues</li> <li>• professionals from other agencies e.g. teachers, specialist therapists, social workers</li> </ul> <b>Agreed strategies</b> are strategies agreed with other professionals (social workers, psychologists, etc)
6 Be able to reflect on own practice in supporting positive attachments and relationships for children or young people	6.1 Describe how children or young people have been supported by own practice to develop positive attachments and relationships  6.2 Evaluate own approaches for supporting positive attachments and relationships for children or young people  6.3 Use reflection to inform improvements in own practice	

## Assessment

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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

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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 SCDHSC0311.

## 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).