

Unit Title: Engage in professional development in residential childcare settings

OCR unit number: 14
 Sector unit number: RCC 3.14
 Level: 3
 Credit value: 3
 Guided learning hours: 20
 Unit reference number: F/506/7782

Unit aim and purpose

This unit provides the knowledge and skills required to engage in professional development in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand what is required for competence in own job role in a residential childcare setting</p>	<p>The Learner can:</p> <p>1.1 Explain the duties, responsibilities and boundaries of own job role</p> <p>1.2 Explain expectations about own job role as expressed in relevant standards</p> <p>1.3 Explain the importance of own resilience, maturity and emotional intelligence when working in a residential childcare setting</p> <p>1.4 Describe ways to ensure that personal attitudes or beliefs do not obstruct the expected standard of own work</p>	<p>Standards may include:</p> <ul style="list-style-type: none"> • Codes of practice • Regulations • Minimum standards • National occupational standards • Professional standards
<p>2 Be able to reflect on own practice</p>	<p>2.1 Explain the cyclical process of reflection</p> <p>2.2 Explain the importance of reflective practice in continuously improving own practice and the service provided</p> <p>2.3 Reflect on own practice</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	2.4 Reflect on how work demands have impacted on self	
3 Be able to evaluate own performance	3.1 Evaluate own knowledge and understanding against relevant standards 3.2 Obtain formal and informal feedback from others on the impact of own actions and interactions in the workplace 3.3 Evaluate own performance using feedback	Others may include: <ul style="list-style-type: none"> • Children and young people in the work setting • Family members • Advocates • Supervisor, line manager or employer • Other professionals
4 Be able to engage with professional supervision to plan and review own development	4.1 Participate in supervision in accordance with requirements in the workplace 4.2 Use supervision to review and prioritise own <ul style="list-style-type: none"> • learning needs • professional interests • development opportunities 4.3 Use supervision to agree own professional development plan	A professional development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.
5 Be able to use reflective practice to contribute to professional development	5.1 Use reflective practice to evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has contributed to improved ways of working 5.3 Record progress in relation to professional development	

Assessment

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

Learning outcomes 2, 3, 4 and 5 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 SCDHSC0033.

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 .