

**Unit Title:** Support the rights, diversity and equality of children and young people in residential childcare

OCR unit number: 15  
 Sector unit number: RCC 3.15  
 Level: 3  
 Credit value: 3  
 Guided learning hours: 24  
 Unit reference number: R/506/7592

## Unit aim and purpose

This unit provides the knowledge and skills required to support the rights, diversity and equality of children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the rights of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Outline the rights of children and young people and how these are safeguarded in law at national and international level</p> <p>1.2 Explain how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p> <p>1.3 Explain why the voice of the child or young person has a central place in relation to rights and the role of <b>advocates</b> in supporting this</p> <p>1.4 Explain how policies and procedures in own work setting reflect the rights of children and young people</p>	<p><b>Advocates</b> are specially trained workers who have a statutory responsibility to uphold the rights and entitlements of children and young people in care and to support them in decision making</p>

Learning Outcomes	Assessment Criteria	Additional guidance
<p>2 Understand the implications of equalities legislation for children and young people in residential childcare</p>	<p>2.1 Explain how current equalities legislation affects work with children and young people in residential childcare</p> <p>2.2 Explain the effects of <b>discrimination</b>, stereotyping and labelling on children and young people</p> <p>2.3 Analyse how and why children and young people in residential childcare can be the subjects of multiple discrimination</p>	<p><b>Discrimination</b> may be at one or more of the following levels:</p> <ul style="list-style-type: none"> <li>• individual</li> <li>• institutional</li> <li>• societal</li> </ul> <p>It may be direct or indirect and may be based on one or more attribute including</p> <ul style="list-style-type: none"> <li>• gender/transgender</li> <li>• sexual orientation</li> <li>• race/ethnicity</li> <li>• religion</li> <li>• age</li> <li>• ability/disability</li> <li>• health status</li> <li>• physical attributes</li> <li>• social circumstances</li> </ul>
<p>3 Be able to address discriminatory practice</p>	<p>3.1 Explain how own role carries power in relation to children and young people and has the potential to infringe their right to equal treatment</p> <p>3.2 Review own values and behaviours in relation to equality and diversity to plan for improved practice</p> <p>3.3 Describe how to challenge discriminatory or oppressive behaviour in ways that support change</p>	
<p>4 Be able to work in a culturally sensitive way</p>	<p>4.1 Describe differing <b>cultural</b> practices and beliefs</p> <p>4.2 Support children or young people to understand and value their cultural practices and beliefs</p> <p>4.3 Work with children or young people in ways that respect their choices about cultural practices and beliefs</p>	<p><b>Cultural:</b> the ideas, customs and social behaviours of a particular society or community</p>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>4.4 Describe <b>cultural practices</b> that are themselves discriminatory, harmful or illegal</p> <p>4.5 Explain how to use policies and procedures to challenge cultural practices that are discriminatory, harmful or illegal</p>	<p><b>Cultural practices</b> may include</p> <ul style="list-style-type: none"> <li>• female genital mutilation (FGM)</li> <li>• use of corporal punishment</li> <li>• practices arising from attitudes to disability</li> <li>• practices arising from attitudes to gender differences</li> <li>• practices arising from attitudes to family life</li> <li>• practices arising from attitudes to children and childhood</li> </ul>
<p>5 Be able to support the right of children and young people to raise concerns and make complaints</p>	<p>5.1 State reasons why children and young people in residential childcare may find it difficult to raise concerns or make complaints</p> <p>5.2 Build confidence of children or young people that concerns and complaints they raise will be addressed</p> <p>5.3 Support children or young people in raising concerns and making complaints</p> <p>5.4 Explain how to recognise when a child or young person is expressing concern indirectly</p>	

## Assessment

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

Learning outcomes 3, 4, 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 SCDHSC3111.

## 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](http://www.ocr.org.uk).