

Unit Title:	Support young people leaving care
OCR unit number:	19
Sector unit number:	RCC 3.19
Level:	3
Credit value:	6
Guided learning hours:	40
Unit reference number:	R/506/7589

Unit aim and purpose

This unit provides the knowledge and skills required to support young people leaving care.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the statutory and legal frameworks in relation to young people who are leaving care</p>	<p>The Learner can:</p> <p>1.1 Describe the statutory and legal frameworks that apply to young people when they leave care</p> <p>1.2 Explain how to give support in a way that balances legal duties of care, the interests of the young person and risks involved in leaving care and living independently</p> <p>1.3 Explain the importance of a planned and phased approach to fulfil the duty of care and maximise positive outcomes for young people when leaving care</p>	
<p>2 Understand emotional responses to change</p>	<p>2.1 Describe common emotional responses to change and uncertainty about the future</p>	
<p>3 Understand young people's emotional responses about leaving care</p>	<p>3.1 Explain why young people in residential care may have additional reasons for anxiety when they are expected to leave care to live independently</p>	<p>Additional Reasons e.g.</p> <ul style="list-style-type: none"> • Incomplete attachment • History of abuse or exploitation • Disrupted living • Disrupted or multiple placements • Repeated damaging or

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	<p>3.2 Explain the emotional importance of having somewhere that is 'home'</p> <p>3.3 Explain the importance of team members conveying confidence and aspiration for the future success of the young person leaving care</p> <p>3.4 Describe strategies to reduce anxiety for young people preparing to leave care</p>	<p>unsatisfactory relationships</p> <ul style="list-style-type: none"> • Unresolved emotional issues • Physical disability • Learning difficulties • Mental health problems • Risks or threats • Externally imposed time scales • Limited aspirations and low self esteem • Fear of particular individuals or networks they may encounter <p>Strategies to reduce anxiety e.g.</p> <ul style="list-style-type: none"> • talking through as often as needed • repeated reassurance • active involvement in planning • introductions to key people • signposting to information sources • realistic pace for planning • 'taster' visits to new places
<p>4 Be able to support young people to plan their move from care</p>	<p>4.1 Support young people to understand at what point they will be expected to move on from the care setting and how they will be supported during the transition</p> <p>4.2 Support young people to explore their own views, perceptions and choices about leaving care</p> <p>4.3 Support young people to understand the potential outcomes of their choices</p> <p>4.4 Support young people to recognise society norms as they explore their plans for independent living and make choices</p>	

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	<p>4.5 Challenge practice that excludes young people from planning their move from care at a pace that suits their individual circumstances</p> <p>4.6 Source information and support designed for young people leaving care</p>	
<p>5 Be able to prepare young people for practical aspects of daily living as they leave care</p>	<p>5.1 Explain why practical support and advice for leaving care is a long term task</p> <p>5.2 Support young people to access sources of information and advice on</p> <ul style="list-style-type: none"> • housing • financial support • further or higher education • employment <p>5.3 Support young people to plan for a future income</p> <p>5.4 Provide young people with information about how to manage personal finances</p> <p>5.5 Provide young people with information to prepare them to manage and maintain accommodation</p> <p>5.6 Prepare plans with young people that will assist them in maintaining their own health and well being</p> <p>5.7 Work with young people to ensure that they can shop for, store and prepare food that will provide a balanced diet</p>	<p>Employment including information and advice about:</p> <ul style="list-style-type: none"> • Finding work • Pursuing a career • Self-employment and entrepreneurial opportunities • Dealing with unemployment <p>Manage personal finances e.g.</p> <ul style="list-style-type: none"> • How to budget • How bank accounts work • Avoiding/managing debt • Money safety • Avoiding financial abuse • Shoppers rights • Financial rights • Where to get financial advice <p>Manage and maintain accommodation e.g.</p> <ul style="list-style-type: none"> • Where to find rented accommodation • Process of renting accommodation • Legal position of tenants/lodgers • Basic maintenance-changing lightbulbs etc • Simple DIY • What repairs are essential • Landlord/tenant responsibilities

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		<p>Maintaining health and well being e.g.</p> <ul style="list-style-type: none"> • Registering with GP • Seeking medical advice • Attending medical screening as necessary • Registering with dentist • Regular dental check ups • Healthy balanced diet • Safe use of alcohol • Regular exercise • Rest and sleep
<p>6 Be able to support young people with the emotional challenges of leaving care</p>	<p>6.1 Use active listening skills to engage with young people when they express views or concerns about leaving care</p> <p>6.2 Communicate reassurance and confidence to the young person about their capacity to succeed</p> <p>6.3 Support young people to plan and prepare for their future social life and relationships</p> <p>6.4 Encourage young people to maintain positive relationships wherever possible with family and others who are important to them</p> <p>6.5 Support young people to understand how resilience can help them face challenges and disappointments</p> <p>6.6 Provide information about where young people can find support if they feel isolated or lonely after leaving care</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
<p>7 Be able to prepare young people to manage personal risks when they have moved on from care</p>	<p>7.1 Support young people to develop skills in how to assess risks to their personal safety and well being</p> <p>7.2 Support young people to understand ways to minimise risks</p> <p>7.3 Support young people to understand sources of information and support available to them and circumstances when it would be advisable to seek help</p>	<p>Risks e.g.</p> <ul style="list-style-type: none"> • Use of social media • Meeting people through the internet • Obtaining cash • Shopping online • Opening door to strangers • Purchasing on the doorstep • Substance use and misuse • Bullying and harassment
<p>8 Understand how to provide a continued welcome in the care setting after young people have left</p>	<p>8.1 Identify reasons why a young person may visit the care setting after they have left</p> <p>8.2 Explain why it is important to offer a welcome to young people who choose to visit the care setting after they have left</p> <p>8.3 Describe ways to reassure young people that they continue to be valued in the setting after they have left</p> <p>8.4 Explain the importance of signposting young people to sources of support that address any issues or concerns they express when visiting</p>	<p>Reasons may include:</p> <ul style="list-style-type: none"> • Broad reasons why a young person may wish to visit the setting as home • The specific reason a young person chooses to visit on a given occasion (eg crisis or celebration) • Underlying reasons that may indicate difficulties with current living arrangements

Assessment

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

Learning outcomes 4, 5, 6 and 7 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 SCDHSC0310 and SCDHSC 0325.

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.