

**Unit Title:** **Lead a residential childcare service that can engage with the youth justice system**

OCR unit number: 17  
 Sector unit number: RCC 5.16  
 Level: 5  
 Credit value: 5  
 Guided learning hours: 40  
 Unit reference number: Y/506/7609

**Unit aim and purpose**

This unit provides the knowledge and skills required to lead a residential childcare service that can engage with the youth justice system.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the context of the youth justice system</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse the political and legal context of the youth justice system</p> <p>1.2 Evaluate <b>theories</b> relating to youth justice and offending behaviour</p>	<p><b>Theories</b> including:</p> <ul style="list-style-type: none"> <li>• Pathways theory</li> <li>• Good lives model</li> <li>• Theory of Social Capital</li> <li>• Labelling theory</li> <li>• Restorative approaches</li> </ul>
<p>2 Be able to support team members to work with the court system relating to youth justice</p>	<p>2.1 Provide information to team members on the court system, the sentencing process and <b>disposal options</b></p> <p>2.2 Work with team members to</p> <ul style="list-style-type: none"> <li>• <b>support compliance</b> with disposal requirements</li> <li>• respond to breaches of disposal requirements</li> </ul> <p>2.3 Review team’s practice in working with the court system</p>	<p><b>Disposal options</b> including:</p> <ul style="list-style-type: none"> <li>• pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)</li> <li>• Anti Social Behaviour measures (Acceptable behaviour contract, Anti Social Behaviour Order)</li> <li>• Other measures (local child curfew, gang injunctions, youth restorative disposal)</li> <li>• Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)</li> <li>• Custodial sentences</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
		<p><b>Support compliance</b> e.g.</p> <ul style="list-style-type: none"> <li>• accompanying young people to and from appointments</li> <li>• providing a corporate parent role in court</li> </ul>
<p>3 Be able to work in partnership with agencies involved in the youth justice system</p>	<p>3.1 Explain the importance of working in partnership with <b>agencies</b> involved in the youth justice system</p> <p>3.2 Support team members to contribute to holistic multi agency assessment and care planning for children and young people engaged with the youth justice system</p> <p>3.3 Develop team members' understanding of the rights and responsibilities of an Appropriate Adult</p> <p>3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement</p>	<p><b>Key agencies</b> including:</p> <ul style="list-style-type: none"> <li>• Youth offending teams (YOT),</li> <li>• Probation Service,</li> <li>• Crown Prosecution Service (CPS),</li> <li>• Drug and Alcohol Services, Education Services,</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> </ul>
<p>4 Be able to provide a service that reduces the risk of criminalisation of children and young people</p>	<p>4.1 Analyse factors that cause looked after children to be particularly vulnerable to involvement in the youth justice system</p> <p>4.2 Lead positive behaviour management strategies that reduce the risk of negative behaviours escalating towards offending behaviours</p> <p>4.3 Develop systems that prevent the premature escalation of responses to offending behaviour</p> <p>4.4 Explain <b>tensions and risks</b> that can be created by close work with youth justice agencies</p>	<p><b>Tensions and risks</b> e.g.</p> <ul style="list-style-type: none"> <li>• premature escalation of behaviour</li> <li>• bias towards use of the justice system</li> <li>• differing values and priorities</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
5 Understand the experience of the secure estate	5.1 Analyse why children and young people in secure settings are at high risk of experiencing <b>poor outcomes</b>  5.2 Evaluate approaches that improve outcomes for children and young people in secure settings	<b>Poor outcomes</b> include those in relation to: <ul style="list-style-type: none"> <li>• physical health and wellbeing</li> <li>• mental health</li> <li>• learning and educational achievement</li>   <li>• establishing and maintaining positive relationships with family and friends</li> </ul>
6 Be able to achieve successful transfer within and out of the secure estate	6.1 Analyse factors for the successful <b>transfer</b> of children and young people between settings within the secure estate  6.2 Analyse factors for the successful resettlement of children and young people leaving the secure estate  6.3 Develop systems to support the successful resettlement of children and young people	<b>Transfer:</b> including transfer to adult secure estates and to specialist services

## Assessment

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

Learning outcomes 2, 3, 4 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 SCDLMCB2, SCDLMCB3 and SCDLMCD1.

## 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).