

Unit Title: Lead practice to support young people leaving care
OCR unit number: 19
Sector unit number: RCC 5.17
Level: 5
Credit value: 4
Guided learning hours: 25
Unit reference number: Y/506/8114

Unit aim and purpose

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

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand theoretical, statutory and legal frameworks in relation to young people leaving care to live independently</p>	<p>The Learner can:</p> <p>1.1 Explain the statutory and legal frameworks that apply to young people as they leave care</p> <p>1.2 Evaluate how theories of change management can be applied to supporting young people leaving care</p> <p>1.3 Evaluate the importance of a planned and phased approach to leaving care</p>	
<p>2 Be able to recognise factors that impact on the experience of leaving care</p>	<p>2.1 Analyse aspirations and concerns that young people leaving care can experience</p> <p>2.2 Analyse personal factors that can compound concerns and risks for young people because they have been in care</p> <p>2.3 Research the features of practice that affect young people's experience of leaving care</p> <p>2.4 Review the importance of interactions and relationships between young people and others as they prepare to leave care</p>	<p>Others may include family, carers, friends, team members, professionals from different agencies and others who are significant to the young person</p>

Learning Outcomes	Assessment Criteria	Additional guidance
<p>3 Be able to lead support for young people as they prepare for independent living</p>	<p>3.1 Allocate resources to ensure young people have sufficient time, opportunity and support to plan and prepare for independent living</p> <p>3.2 Support team members to work with young people to develop the practical abilities, social skills and emotional resilience needed in more independent living</p> <p>3.3 Implement approaches for building self-confidence, assertiveness and self-esteem in young people so that they can explore and express their own views, choices and perceptions of their situation</p> <p>3.4 Implement planning procedures that keep the young person and their needs, views and choices at the heart of the process</p>	<p>Resources e.g. team members' time, financial resources, physical resources in the setting</p> <p>Practical abilities e.g.</p> <ul style="list-style-type: none"> • to manage and maintain accommodation • to manage personal finances • to maintain health and well being • to manage daily living tasks • to access training or education • to seek employment (including entrepreneurial options) • to manage risks • to engage as a citizen and make a contribution to society
<p>4 Be able to work with others to support young people leaving care</p>	<p>4.1 Research local agencies and professionals who can contribute information, advice or services to young people leaving care</p> <p>4.2 Build positive working relationships with others within and beyond the organisation</p> <p>4.3 Support team members to offer a continued welcome for young people who visit after leaving care, while recognising the boundaries of their role</p> <p>4.4 Challenge instances of practice within and beyond the organisation that fail to keep the needs of the young person paramount</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
5 Be able to review support in relation to young people leaving care	5.1 Assess the extent to which the statutory and legal frameworks for leaving care are being effectively applied in the work setting 5.2 Evaluate the extent to which there is a balance achieved between the interests of the young person, inherent risks and legal requirements 5.3 Review the effectiveness of the support provided to young people, their families and carers during the transition 5.4 Review the effectiveness of information, guidance and support services available to support the process of leaving care	

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 SCDLMCB3.

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.