

Unit Title: Understand the context of residential childcare for children and young people with complex disabilities or conditions

OCR unit number: 20

Sector unit number: RCC 5.18

Level: 4

Credit value: 3

Guided learning hours: 24

Unit reference number: J/506/8318

Unit aim and purpose

This unit provides the knowledge and understanding required to understand the context of residential childcare for children and young people with complex disabilities or conditions.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the impact of complex disabilities and conditions –on children and young people and their families</p>	<p>The Learner can:</p> <p>1.1 Compare the prevalence, causes and impacts of complex disabilities and conditions in children and young people</p> <p>1.2 Analyse how complex disabilities and conditions experienced by children and young people can impact on their families</p> <p>1.3 Explain how early intervention supports positive outcomes for children and young people with complex disabilities or conditions and their families</p>	<p>Complex disabilities and conditions may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment</p>
<p>2 Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions</p>	<p>2.1 Review current theoretical approaches to residential provision for children and young people with complex disabilities or conditions</p> <p>2.2 Analyse the role of legislative and policy frameworks in improving the life chances and outcomes of children and young people with complex disabilities or conditions</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.2 Analyse features of provision that reflect good practice in terms of current theories, legislation, regulations and policies</p>	<p>Good practice will reflect aspects including:</p> <ul style="list-style-type: none"> • child centred provision • children’s rights • equality and inclusion • social model of disability • cultural sensitivity (includes avoiding stereotypes and respecting cultural practices and beliefs, including those relating to disability, while remaining alert to risks and discriminatory practices) • working in partnership with carers • networking with other agencies to build a team around a child • advocacy
<p>3 Understand residential childcare for children and young people with complex disabilities or conditions</p>	<p>3.1 Compare the range of residential childcare services for children and young people with complex disabilities or conditions</p> <p>3.2 Analyse how different types of residential childcare require a different focus in partnership working with carers</p> <p>3.3 Analyse the place of residential childcare in the overall framework of services for children and young people with complex disabilities or conditions and their carers</p> <p>3.4 Evaluate the importance of ensuring a residential childcare service’s provision meets stated aims and objectives</p>	<p>Residential childcare services e.g.</p> <ul style="list-style-type: none"> • Short break • Shared care • 52 week <p>Carers are parents, family members and others who care for a child or young person at home</p> <p>A residential childcare service: this should be the learner’s own workplace where there is one; otherwise a service local to the learner</p>

Assessment

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

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 SCDLMCB4 and SCDLMCE3.

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.