

<b>Unit Title:</b>	<b>Lead and manage group living in residential childcare</b>
OCR unit number:	7
Sector unit number:	RCC 5.7
Level:	5
Credit value:	4
Guided learning hours:	31
Unit reference number:	L/506/7591

## Unit aim and purpose

This unit provides the knowledge and skills required to lead and manage group living in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand current theoretical frameworks for group living for children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Summarise theoretical approaches to group living for children and young people in residential childcare</p> <p>1.2 Summarise theories about how the physical environment can support well-being in a group setting</p>	
<p>2 Understand the current legal, policy and rights frameworks for children and young people in group living</p>	<p>2.1 Explain the legislative, policy and rights frameworks that underpin group living for children and young people</p> <p>2.2 Analyse the impact of legislation, policy and regulation on group living for children and young people</p>	
<p>3 Be able to support positive outcomes in a group living environment</p>	<p>3.1 Analyse how group living can support positive outcomes for children and young people</p> <p>3.2 Explain how ethos and culture in a group living environment influence the well-being of children and young people</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>3.3 Support team members to understand group dynamics within the group living environment</p> <p>3.4 Use different approaches to resolve conflicts and tensions in group living</p> <p>3.5 Work with <b>others</b> to support children or young people to maintain and develop relationships within and beyond the group living environment</p> <p>3.6 Work with children or young people and others to ensure the physical environment supports positive outcomes</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Team members</li> <li>• Advocates</li> <li>• Other professionals</li> </ul>
<p>4 Be able to lead the planning, implementation and review of group living activities for children and young people</p>	<p>4.1 Support team members to plan and implement group living activities that meet the needs, preferences and aspirations of children or young people</p> <p>4.2 Implement systems to ensure children or young people are central to decisions about their daily group living activities</p> <p>4.3 Support team members to understand how daily living activities can be used to develop attachment and positive relationships</p> <p>4.4 Work with children or young people and others to review group living activities</p>	
<p>5 Be able to manage work schedules and patterns to maintain a positive environment for group living</p>	<p>5.1 Evaluate the effects of work schedules and patterns on a group living environment</p> <p>5.2 Review the effectiveness of own management of work schedules and patterns in maintaining a positive group living environment</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	5.3 Recommend changes to work schedules and patterns as a result of evaluation	

## Assessment

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

Learning outcomes 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

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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 SCDLMCB7.

## 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) .