

Unit Title: **Lead practice to support the well-being and resilience of children and young people in residential childcare**

OCR unit number: 11
 Sector unit number: RCC 5.11
 Level: 5
 Credit value: 3
 Guided learning hours: 21
 Unit reference number: T/506/7620

Unit aim and purpose

This unit provides the knowledge and understanding required to lead practice that supports the well-being and resilience of children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand well-being and resilience in children and young people in residential childcare</p>	<p>The Learner can:</p> <p>1.1 Explain the concepts and elements of a) well-being b) resilience</p> <p>1.2 Evaluate approaches to measuring a child or young person's well-being</p> <p>1.3 Analyse how and why a child or young person's well-being may fluctuate over time while in residential childcare</p>	<p>Elements of well-being e.g.</p> <ul style="list-style-type: none"> • the opportunity to flourish • positive relationships and social networks • positive personal identity and self esteem • aspiration and optimism • happiness • mental, physical and sexual health • financial and emotional security <p>Elements relating to resilience e.g.</p> <ul style="list-style-type: none"> • Secure base • Self-esteem • Self-efficacy • Friendships • Education • Positive values • Social competencies • Talents and interests
<p>2 Understand support for well-being and resilience</p>	<p>2.1 Analyse approaches that support the well-being of children and young people</p> <p>2.2 Explain the importance of homeliness, friendship and fun in the childcare setting</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.3 Analyse methods and approaches that help to build resilience in children and young people</p> <p>2.4 Explain the importance of engaging with family members who are supporting a child or young person</p>	
<p>3 Be able to lead practice that supports children and young people's well-being and resilience</p>	<p>3.1 Lead practice that supports others to engage positively with children or young people</p> <p>3.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable</p> <p>3.3 Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self esteem</p> <p>3.4 Model approaches that encourage and support children or young people to express their feelings, views and hopes</p> <p>3.5 Challenge practices that act as barriers to children or young people's well-being and resilience</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • Team members • Other professionals • Children and young people • Families and carers
<p>4 Be able to improve practice in promoting the well-being and resilience of children and young people</p>	<p>4.1 Analyse the role of children and young people in evaluating and improving organisational practice to promote well-being and resilience</p> <p>4.2 Lead the evaluation of organisational practice for promoting children or young people's well-being and resilience</p> <p>4.3 Evaluate own practice in promoting children or young people's well-being</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	and resilience 4.4 Work with others to introduce improvements to practice in promoting children or young people's well-being and resilience	

Assessment

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

Learning outcomes 2, 3 and 4 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 SCDHSC044.

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.