

Unit Title: **Lead practice to promote the rights, diversity and equality of children and young people in residential childcare**

OCR unit number: 14
 Sector unit number: RCC 5.14
 Level: 5
 Credit value: 3
 Guided learning hours: 25
 Unit reference number: T/506/7584

Unit aim and purpose

This unit provides the knowledge and skills required to lead practice that promotes the rights, diversity and equality of children and young people in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
<p>The Learner will:</p> <p>1 Understand the legislative frameworks for children and young people's rights</p>	<p>The Learner can:</p> <p>1.1 Summarise national and international legislation that underpins the rights of children and young people</p> <p>1.2 Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people</p>	
<p>2 Be able to develop policies and procedures that promote the rights of children and young people</p>	<p>2.1 Identify evidence-based principles and components needed to ensure rights are fully embedded in policies and procedures</p> <p>2.2 Evaluate how well policies and procedures in own work setting incorporate the rights of children or young people</p> <p>2.3 Propose improvements to policies and procedures to strengthen the rights of children or young people</p>	
<p>3 Understand anti-discriminatory practice with children and young people</p>	<p>3.1 Analyse the impact of current equalities legislation on work with children and young people</p>	

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>3.2 Evaluate models of anti-discriminatory practice in residential childcare settings for children or young people</p>	<p>Anti-discriminatory practice seeks not to discriminate on the basis of one or more of the following:</p> <ul style="list-style-type: none"> • gender/transgender • sexual orientation • race/ethnicity • religion • age • ability/disability • health status • physical attributes • social circumstances <p>Discrimination may occur at one or more of the following levels:</p> <ul style="list-style-type: none"> • individual • institutional • societal.
<p>4 Be able to lead anti-discriminatory practice</p>	<p>4.1 Ensure team members implement policies and procedures that support equality, diversity and inclusion</p> <p>4.2 Support team members to work in a culturally sensitive way</p> <p>4.3 Support team members to address tensions between anti-discriminatory practice and gender-specific issues</p>	<p>Culturally sensitive includes:</p> <ul style="list-style-type: none"> • recognising cultural similarities and differences • avoiding value judgements (eg better or worse, right or wrong) • respecting beliefs and practices while being alert to any heightened risks <p>Gender-specific issues are those with specific relevance to male, female or trans-gender children and young people</p>
<p>5 Be able to lead practice that supports the right of children and young people to raise concerns and make complaints</p>	<p>5.1 Explain the relationship between raising concerns or making complaints and the rights of children and young people</p> <p>5.2 Analyse reasons why children and young people can find it difficult to raise concerns or make complaints in a residential childcare setting</p> <p>5.3 Provide information on how to raise concerns and make complaints in accessible formats to</p>	<p>Raising concerns or making complaints may be done formally or informally</p>

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	<p>children or young people and others</p> <p>5.4 Ensure children or young people are provided with the support they need to raise concerns and make complaints</p> <p>5.5 Establish a culture of transparency and openness that gives children or young people the confidence that they can raise concerns and have them addressed</p>	<p>Others: may include colleagues, other agencies, children and young people or their families and friends</p>
<p>6 Be able to lead continuous improvement to practice to promote the rights of children and young people</p>	<p>6.1 Monitor how effectively rights are upheld in the work setting</p> <p>6.2 Support team members to evaluate their own practice in promoting the rights of children or young people</p> <p>6.3 Review own practice in promoting the rights of children or young people</p> <p>6.4 Challenge self and others to continuously improve practice to promote the rights of children or young people</p> <p>6.5 Use recommendations from concern and complaint investigations to improve the quality of service for children or young people</p>	<p>To monitor will involve children or young people and others</p> <p>Others: may include colleagues, other agencies, children and young people or their families and friends</p>

Assessment

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

Learning outcomes 2, 4, 5 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

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 SCDFMCE9.

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.