

Vocational Qualifications (QCF, NVQ, NQF)

Children's Care, Learning and Development

Level 2 Certificate for the Children and Young People's Workforce **04694**
and 10391

Level 3 Diploma for the Children and Young People's Workforce **04696** and
10392

Level 3 Diploma for Residential Childcare (England) **10405**

OCR Report to Centres 2015 – 2016

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Levels 2 and 3 for the Children and Young People's Workforce (04694-6, 10391-2, 10405)

1. Overview:

The **Level 2 Certificate for the Children and Young People's Workforce (scheme 04694)** has a minimum credit value of 35 credits. Learners must achieve 31 credits from the thirteen mandatory units and a minimum of 4 credits from a selection of optional units. The last date to register candidates for this qualification was on 31/01/2015; certification for this qualification is available until 31/01/2017.

The **Level 2 Certificate for the Children and Young People's Workforce (scheme 10391)** has a minimum credit value of 35 credits. Learners must achieve 29 credits from the eleven mandatory units and a minimum of 6 credits from a selection of optional units.

The **Level 3 Diploma for the Children and Young People's Workforce (scheme 04696)** has a minimum credit value of 65 credits. Learners must achieve 65 credits from the eleven mandatory units (Group A), plus one mandatory pathway (Group B, C or D) and a selection of optional units (Group E). The last date to register candidates for this qualification was on 31/01/2015; certification for this qualification is available until 31/01/2017.

The **Level 3 Diploma for the Children and Young People's Workforce (scheme 10392)** has a minimum credit value of 65 credits. Learners must achieve 27 credits from the eleven mandatory units (Group A), plus 13 credits from one mandatory pathway (Group B or C) and 25 credits from a selection of optional units (Group D).

The **Level 3 Diploma for Residential Childcare (England) (scheme 10405)** has a minimum credit value of 61 credits. Learners must achieve 53 credits from the sixteen mandatory units in Group A and a minimum of 8 credits from a selection of a minimum of 3 optional units. It is solely for practitioners who work within a Residential Childcare setting.

Assessment of these qualifications was of a high quality for this academic year. Assessment and internal quality assurance procedures that met OCR requirements were evident across both electronic and paper based systems and records managed by Centres. This academic year it was noted that the quality of assessment feedback, including assessment plans and progress reviews completed and agreed with learners was high. Centre personnel also demonstrated a good understanding of how to evidence both knowledge and competence based assessment criteria.

The following are examples of good practice areas that were noted across Centres:

Assessment Planning and Reviews:

Learners' electronic and paper based portfolios included evidence of detailed initial planning, ongoing assessment and regular, effective progress reviews completed with learners. Constructive and supportive feedback was also disseminated to learners.

Assessment Methods:

A wide range of assessment methods have been used by Centres across both the level 2 and level 3 qualifications to enable learners to evidence their knowledge and skills across the units' assessment criteria. For this academic year there has been an increase in the use of professional discussions, oral questioning and witness testimony to confirm the validity and authenticity of learners' evidence. Observations of learners' practices are structured well, with a

clear context indicating where and when the observation has taken place as well as confirming that the necessary permissions have been sought from all relevant parties. Oral questioning and guided discussions with learners have proved very effective in ensuring learners' knowledge gaps are fully addressed.

Digitally Recorded Evidence:

Individual and group discussions completed and recorded with learners followed a good protocol, with clear introductions from both Assessors and learners. Observations of learners' practices were also at times recorded (where the situation permitted and confidentiality was maintained i.e. in one-to-one support situations); all recordings were clearly auditable and in addition captured the rapport between the Assessor and learner.

Support for Assessment Personnel

Feedback from personnel interviewed during external quality assurance visits indicated that Assessors feel very well supported, enjoy working as part of a team and feel able to discuss and approach team. Members and senior management for support and clarification on any relevant assessment issues that may arise. Increased support and encouragement of CPD activities was also evident across Centres.

The following are examples of areas for development that were noted across Centres:

E-portfolios and digital media

In the main, all electronic evidence and records reflected a clear audit trail. Guidance on developing assessment teams' confidence in making full use of the technology available was provided; for example, in relation to ensuring that all the functions available on e-portfolio systems in relation to assessment planning, feedback and internal quality assurance sampling are used i.e. so as to avoid the additional use of paper based records. Making use of digital voice recordings for oral questioning and witness testimony was also suggested as cost-effective and valid methods of obtaining evidence from learners and their witnesses.

Meeting the Command Verbs:

In the main, evidence presented by learners met the units' command verbs fully. On occasions, the assessment criteria that included the command verb 'explain' was not met in full; this was evident across written and oral questioning completed with learners. For example, learners' explanations omitted to also include a rationale and/or examples to support the main points being made. OCR's resource, 'Definitions of Command Verbs' is a useful reference document.

Standardisation Activities:

Centres hold regular standardisation meetings with assessment teams. It is important that as well as discussions around learners' progress, assessment and internal quality assurance practices it is important that standardisation activities also include the standardisation of specific units and assessment criteria. OCR's resource, 'Internal standardisation, a generic guide' is a useful reference document.

CPD Recording:

It is evident that a range of CPD activities are being completed, reflected on and documented by Assessment teams. Discussions and interviews with Centre personnel during external quality assurance visits indicate that incidental and informal CPD activities also take place; it is important that these too are recorded on CPD records.

2. General Comments

The following are examples of good practice areas that were noted across learners completing a level 2 qualification:

Observations:

Observations of learners' practices completed by both Assessors and Expert Witnesses were very detailed; they captured activities observed well and all holistic opportunities for assessment were maximised.

Discussions:

Guided discussions completed with learners were of a high quality. It was evident that learners had prepared for these but also had involved others from their work settings so as to ensure that they fully understood the remit of their job roles and their day-to-day responsibilities. Learners' knowledge and understanding of areas such as health and safety, safeguarding and protection of sensitive and confidential information was also very good.

The following are examples of good practice areas that were noted across learners completing a level 3 qualification:

Witness Testimony

Witness testimonies obtained from learners' line managers and supervisors confirmed the validity and authenticity of learners' reflections and statements; all evidence presented was detailed and clear. Centres' use of witness observation sheets are working well as they are very closely linked to specific assessment criteria within a range of units.

The following are examples of areas for development that were noted across learners completing a level 2 or level 3 qualification:

Meeting the Command Verbs:

Some learners omitted to include the sufficient breadth and/or depth in their evidence to fully meet the command verb, 'explain'; when completing assignments, written and oral questions. Learners would benefit from being guided by Centres as to the meaning of these command verbs. Additional information is provided on OCR's website in the form of the guidance: Command Verbs – Definitions and also through the learner exemplar evidence made available on OCR's website.

3. Comments on Individual Units

Mandatory Units for Scheme 10391

Unit 1: Introduction to communication in health, social care or children's and young people's settings

LO1 - Understand why communication is important in the work setting

LO2 - Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 - Be able to overcome barriers to communication

LO4 - Be able to respect equality and diversity when communicating

LO5 - Be able to apply principles and practices relating to confidentiality at work

For **LO1**, **AC 1.2** Explain how effective communication affects all aspects of the learner's work, it is important for learners to explain the impact in relation to 'all aspects' of own work role. **LO2**, **AC2.2** Demonstrate communication methods that meet an individual's communication needs,

wishes and preferences, included learners' competence in the use of both verbal and non-verbal communication methods. For **LO4, AC4.1** Describe how people from different backgrounds may use and/or interpret communication methods in different ways; learners based their responses on case scenarios.

Unit 2: Introduction to personal development in health, social care or children's and young people's settings

LO1 - Understand what is required for competence in own work role

LO2 - Be able to reflect on own work activities

LO3 - Be able to agree a personal development plan

LO4 - Be able to develop knowledge, skills and understanding

For **LO1, AC1.1** Describe the duties and responsibilities of own role, learners used own job descriptions and knowledge of own job role and responsibilities to fully meet this assessment criterion; discussions and reflections were used to good effect. For **LO2, AC2.1** Explain why reflecting on practice is an important way to develop knowledge, skills and practice, learners' explanations must make reference to 'knowledge, skills and practice' to fully meet this assessment criterion. For **LO4, AC4.3** Show how feedback from others has developed own knowledge, skills and understanding, requires learners to show how they had received feedback from a range of other people.

Unit 3: Introduction to equality and inclusion in health, social care or children's and young people's settings

LO1 - Understand the importance of diversity, equality and inclusion

LO2 - Be able to work in an inclusive way

LO3 - Be able to access information, advice and support about diversity, equality and inclusion

For **LO1, AC1.3** Describe ways in which discrimination may deliberately or inadvertently occur in the work setting, learners detailed examples of ways in which discrimination may deliberately and inadvertently occur in the work setting, although examples of both are not required to fully meet this assessment criterion. For **LO2, AC2.2** Show interaction with individuals that respects their beliefs, culture, values and preferences, observations of learners' practices must evidence how individuals' beliefs, culture, values and preferences are respected to fully meet this assessment criterion. For **LO3, AC3.1** Describe situations in which additional information, advice and support about diversity, equality and inclusion may be needed; more than one situation must be described.

Unit 4: Child and young person development

LO1 - Know the main stages of child and young person development

LO2 - Understand the kinds of influences that affect children and young people's development

LO3 - Understand the potential effects of transitions on children and young people's development

For **LO1, AC1.1** Describe the expected pattern of children and young people's development from birth to 19 years, to include: physical development, communication and intellectual development, social, emotional and behavioural development learners presented their findings clearly and some learners used a table format to do so, others developed posters and presentations. For **LO2, AC2.1** Describe with examples the kinds of influences that affect children and young people's development including: background, health and environment, examples in relation to all three factors must as a minimum be included in learners' descriptions. For **LO3, AC3.1** Identify the transitions experienced by most children and young people and **AC3.2** Identify transitions that only children and young people may experience, the exemplification guidance in the unit was used by Centres to guide learners to differentiate between these different types of transitions.

Unit 5: Contribute to the support of child and young person development

LO1 - Be able to contribute to assessments of the development needs of children and young people

LO2 - Be able to support the development of children and young people

LO3 - Know how to support children and young people experiencing transitions

LO4 - Be able to support children and young people's positive behaviour

LO5 - Be able to use reflective practice to improve own contribution to child and young person development

For **LO1, AC1.1** Observe and record aspects of the development of a child or young person and **LO2, AC2.2** Record observations of the child or young person's participation in the activities, observations of learners' practices were supported with work product evidence that included clear details and had been signposted to learners' work settings. Assessment of **LO3, AC3.1** Describe the different transitions children and young people may experience, generated holistic evidence towards ACs 3.1 and 3.2 in Unit 4 Child and young person development.

Unit 6: Safeguarding the welfare of children and young people

LO1 - Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

LO2 - Know what to do when children or young people are ill or injured, including emergency procedures

LO3 - Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

For **LO1, AC1.1** Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety, Centres provided learners with guidance on ensuring that only current legislation and guidelines were included. For **LO2, AC2.4** Describe the actions to take in response to emergency situations including: fires, security, incidents, missing children or young people, learners' descriptions were based in the context of their own work settings. For **LO3, AC3.4** Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits; learners explanations reflected a good knowledge of agreed practices to follow both in the work setting and on off site visits.

Unit 7: Contribute to children and young people's health and safety

LO1 - Know the health and safety policies and procedures of the work setting

LO2 – Be able to recognise risks and hazards in the work setting and during off site visits

LO3 - Know what to do in the event of a non-medical incident or emergency

LO4 - Know what to do in the event of a child or young person becoming ill or injured

LO5 - Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

LO6 - Be able to follow infection control procedures

LO7 - Know the work setting's procedures for receiving, storing and administering medicines

For **LO1, AC1.1**, Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services, learners referenced well the exemplification guidance included within this unit in relation to 'factors'. For **LO2, AC2.3** Identify potential hazards to the health, safety and security of children or young people in the work setting, holistic observations of learners' practices captured this assessment criterion well over a period of time.

For **LO3, AC3.2** Outline the actions to take in response to the following situations: fires, security incidents, emergency incidents, learners demonstrated a very good understanding of their own work settings' procedures for dealing with these situations. **LO4, AC4.3** Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention and **LO5, AC5.2** Complete work place documentation for recording accidents, incidents,

emergencies and illnesses were assessed together and supported with work product evidence where this was available.

For **LO7, AC7.2** Explain how the procedures of the work setting protect both children and young people and practitioners, some learners omitted to relate their explanations to 'receiving, storing and administering' medicines – all three aspects must be taken into account by learners.

Unit 8: Support children and young people's positive behaviour

LO1 - Know the policies and procedures of the setting for promoting children and young people's positive behaviour

LO2 - Be able to support positive behaviour

LO3 - Be able to respond to inappropriate behaviour

For **LO1, AC1.2** Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting; reflections and witness testimonies proved to be good sources of evidence. For **LO2, AC2.1** Describe the benefits of encouraging and rewarding positive behaviour; more than one benefit must be included in learners' descriptions.

Unit 9: Contribute to the support of positive environments for children and young people

LO1 - Know the regulatory requirements for a positive environment for children and young people

LO2 - Be able to support a positive environment that meets the individual needs of children and young people

LO3 - Be able to support the personal care needs of children and young people within a positive environment

LO4 - Understand how to support the nutritional and dietary needs of children and young people

For **LO1, AC1.2** Identify regulatory requirements that underpin a positive environment for children and young people; requirements identified by learners were up-to-date. Holistic observations of learners' practices evidenced in detail the assessment criteria within **LO2** Be able to support a positive environment that meets the individual needs of children and young people. For **LO4, AC4.2** Explain how to establish the different dietary requirements of children and young people, learner reflections and witness testimony proved to be good sources of evidence.

Unit 10: Understand partnership working in services for children and young people

LO1 - Understand partnership working within the context of services for children and young people

LO2 – Understand the importance of effective communication and information sharing in services for children and young people

LO3 - Understand the importance of partnerships with carers

For **LO1, AC1.3** Define the characteristics of effective partnership working, learners' definitions were comprehensive and reflected a good understanding of what effective partnership working looks like. For **LO2, AC2.3** Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality, reflections were used to good effect to evidence learners' knowledge in this area. For **LO3, AC 3.2** Describe how partnerships with carers are developed and sustained in own work setting, detailed reflections were completed by learners and supported with witness testimonies.

Unit 11: Maintain and support relationships with children and young people

LO1 - Be able to communicate with children and young people

LO2 - Be able to develop and maintain relationships with children and young people

LO3 - Be able to support relationships between children and young people and others in the setting

For **LO1, AC1.3** Check that children and young people understand what is communicated; methods used to 'check' must be varied in accordance with individuals' unique needs. **LO2, AC2.5** Demonstrate how to establish rapport and respectful, trusting relationships with children and young people and **LO3, AC3.1** Support children and young people to communicate effectively with others, were assessed together with the assessment criteria contained within LO2, Unit 9.

Mandatory Units for Scheme 10392

Unit 1: Promote communication in health, social care or children's and young people's settings

LO1 - Understand why effective communication is important in the work setting

LO2 - Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 - Be able to meet the communication and language needs, wishes and preferences of individuals

LO4 - Be able to apply principles and practices relating to confidentiality

For **LO1, AC1.2** Explain how communication affects relationships in the work setting, some learners' explanations omitted to include how communication affects different 'relationships' in the work setting, these details must be included to meet the full scope of this assessment criterion. For **LO2, AC2.1** Demonstrate how to establish the communication and language needs, wishes and preferences of individuals, expert witness testimony was used where a natural opportunity to observe learners for this assessment criterion, in their day to day work did not arise.

For **LO3, AC 3.2** Identify barriers to effective communication, **AC 3.3** Demonstrate ways to overcome barriers to communication and **AC 3.4** Demonstrate strategies that can be used to clarify misunderstandings were holistically assessed; tasks set by Centres included one task to meet all three assessment criteria.

Unit 2: Engage in personal development in health, social care or children's and young people's settings

LO1 – Understand what is required for competence in own work role

LO2 – Be able to reflect on practice

LO3 – Be able to evaluate own performance

LO4 – Be able to agree a personal development plan

LO5 – Be able to use learning opportunities and reflective practice to contribute to personal development

For **LO1, AC1.2** Describe the duties and responsibilities of own work role, learners reflected well on their current job roles and day-to-day duties and responsibilities. For **LO2, AC2.2** Demonstrate the ability to reflect on practice, **LO3, AC3.2** Demonstrate use of feedback to evaluate own performance and inform development and **LO5, AC5.3** Show how to record progress in relation to personal development, are competence based assessment criteria and therefore must be observed either by the learner's assessor or line manager who could act as an expert witness.

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

LO1 - Understand the importance of diversity, equality and inclusion

LO2 – Be able to work in an inclusive way

LO3 - Be able to promote diversity, equality and inclusion

For **LO1, AC1.3** Explain how inclusive practice promotes equality and supports diversity, both aspects of this assessment criterion must be addressed. For **LO2, AC2.1** Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role, learners' explanations included both legislation and codes of practice. For **LO3, AC3.3** Describe how to challenge discrimination in a way that promotes change, good use of case scenarios and reflections was made to generate evidence towards this assessment criterion.

Unit 4: Principles for implementing duty of care in health, social care or children's and young people's settings

LO1 - Understand how duty of care contributes to safe practice

LO2 - Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

LO3 - Know how to respond to complaints

For **LO1, 1.2** Explain how duty of care contributes to the safeguarding or protection of individuals; learners' explanations included good examples and a clear rationale of how duty of care contributes to the safeguarding and protection of individuals from danger, harm and abuse. For **LO2, AC2.1** Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, examples of more than one conflict or dilemma must be provided by learners to fully meet this assessment criterion. For **LO3, AC3.1** Describe how to respond to complaints, learners' descriptions included the main aspects that must be taken into consideration.

Unit 5: Understand child and young person development

LO1 - Understand the expected pattern of development for children and young people from birth to 19 years

LO2 - Understand the factors that influence children and young people's development and how these affect practice

LO3 - Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

LO4 - Understand the importance of early intervention to support the speech, language and communication needs of children and young people

LO5 - Understand the potential effects of transitions on children and young people's development

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development and why the difference is important, learners' explanations included a clear rationale of the differences and reasons why the differences are important. For **LO2, AC 2.2** Explain how children and young people's development is influenced by external factors, learners' explanations used the exemplification guidance about 'external factors' well.

For **LO3, AC3.2** Explain the reasons why children and young people's development may not follow the expected pattern; more than one reason must be included in learners' explanations. For **LO5, AC 5.1** Explain how different types of transitions can affect children and young people's development, learners based their explanations on a range of transitions, some of these examples were based on those included in the exemplification guidance.

Unit 6: Promote child and young person development

LO1 - Be able to assess the development needs of children or young people and prepare a development plan

LO2 - Be able to promote the development of children or young people

LO3 - Be able to support the provision of environments and services that promote the development of children or young people

LO4 - Understand how working practices can impact on the development of children and young people

LO5 - Be able to support children and young people's positive behaviour

LO6 - Be able to support children and young people experiencing transitions

For **LO1, AC1.2 and LO2, AC2.1** when these were assessed together observations of learners' practices generated evidence across both assessment criteria; supporting work product evidence was also provided by some learners. **LO3, AC3.1** Explain the features of an environment or service that promotes the development of children and young people and **LO4, AC4.2** Explain how institutions, agencies and services can affect children and young people's development, were assessed together and met in full through learners' detailed explanations.

Unit 7: Understand how to safeguard the well-being of children and young people

LO1 - Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

LO2 - Understand the importance of working in partnership with other organisations to safeguard children and young people

LO3 - Understand the importance of ensuring children and young people's safety and protection in the work setting

LO4 - Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

LO5 - Understand how to respond to evidence or concerns that a child or young person has been bullied

LO6 - Understand how to work with children and young people to support their safety and well being

LO7 - Understand the importance of e-safety for children and young people

For **LO1, AC1.4** Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice, learners are encouraged to make reference to current inquiries and serious case reviews. For **LO2, AC2.3** Explain what is meant by partnership working in the context of safeguarding, learners' explanations included a good understanding of partnership working. For **LO3, AC3.2** Explain policies and procedures that are in place to protect children and young people and adults who work with them, learners' explanations made reference to their work settings' policies and procedures – these policies and procedures do not need to be included in learners' portfolios, they can be signposted to learners' work settings. For **LO4, AC4.1** Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding, learners must address all aspects of this assessment criterion i.e. 'signs, symptoms, indicators and behaviours' to fully meet this assessment criterion.

For **LO5, AC5.1** Explain different types of bullying and the potential effects on children and young people and **LO7, AC7.2** Describe ways of reducing risk to children and young people from: social networking, internet use, buying online and using a mobile phone, learners' responses were based on independent research of the different types of bullying that exist and e-safety measures that are in place.

Unit 8: Support children and young people's health and safety

LO1 - Understand how to plan and provide environments and services that support children and young people's health and safety

LO2 - Be able to recognise and manage risks to health, safety and security in a work setting or off site visits

LO3 - Understand how to support children and young people to assess and manage risk for themselves

LO4 - Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

For **LO1, AC1.4** Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service, learners' explanations must address all aspects of this assessment criterion i.e. legislation, policies and procedures. For **LO3, AC3.3** Give

examples from own practice of supporting children or young people to assess and manage risk, learners included a range of different examples to show as part of their day to day work, how they support children or young people to assess and manage risk. For **LO4, AC4.1** Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness, learners' explanations made reference to specifically responding to each of the following: 'accidents, incidents, emergencies and illness'.

Unit 9: Develop positive relationships with children, young people and others

LO1 - Be able to develop positive relationships with children and young people

LO2 - Be able to build positive relationships with people involved in the care of children and young people

For **LO1, AC1.1** Explain why positive relationships with children and young people are important and how these are built and maintained; learners' explanations provided a clear rationale of the reasons why positive relationships are important and detailed the different ways these can be built and maintained. For **LO2, AC2.1** Explain why positive relationships with people involved in the care of children and young people are important, learners' explanations made reference to a range of people involved in the care of children and young people.

Unit 10: Working together for the benefit of children and young people

LO1 - Understand integrated and multi-agency working

LO2 - Be able to communicate with others for professional purposes

LO3 - Be able to support organisational processes and procedures for recording, storing and sharing information

For **LO1, AC1.1** Explain how and why referrals are made between agencies; learners' reflections included a range of agencies that their work settings work with. For **LO3, AC3.3** Analyse the potential tension between maintaining confidentiality with the need to disclose information: where abuse of a child or young person is suspected and when it is suspected that a crime has been/may be committed, Centres made good use of case scenarios to enable learners to evidence the full scope of this assessment criterion.

Unit 11: Understand how to support positive outcomes for children and young people

LO1 - Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

LO2 - Understand how practitioners can make a positive difference in outcomes for children and young people

LO3 - Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

LO4 - Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Some Centres made available specific knowledge based workshops and activities to further develop learners' knowledge and understanding of social, economic and cultural factors and the impact of disability, special requirements (additional needs) and attitudes on positive outcomes (**LO1, LO2 and LO3**). For **LO4, AC4.2** Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes; learners included detailed examples of a range of different ways that services take account of and promote equality, diversity and inclusion for children, young people and their carers.

Mandatory Units for Scheme 10405

Unit 1: Understand the development of children and young people in residential childcare

LO1 - Understand the expected pattern of development for children and young people from birth to 19 years

LO2 – Understand the factors that influence children and young people’s development and how these affect practice

LO3 - Understand the cycle of monitoring, assessment and intervention for children and young people’s development

LO4 - Understand the importance of early intervention to support development needs of children and young people

LO5 - Understand the effects of transitions on children and young people’s development

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development and why the difference is important, learners’ explanations included a clear rationale of the differences and reasons why the differences are important. For **LO2, AC 2.2** Explain how children and young people’s development is influenced by external factors, learners’ explanations used the exemplification guidance about ‘external factors’ well. For **LO5, AC 5.1** Explain how times of transition can affect children and young people’s development, learners based their explanations on the exemplification guidance included with this unit.

Unit 2: Understand how to safeguard and protect children and young people in residential childcare

LO1 - Understand the context of safeguarding and protection of children and young people

LO2 - Understand policies and practices for the protection of children and young people and the adults who work with them

LO3 - Understand the nature of abuse that can affect children and young people in residential childcare

LO4 - Understand how to address concerns about abuse

LO5 - Understand policies, procedures and practices to address bullying

LO6 - Understand principles for e-safety

LO7 - Understand how to minimise risk of harm to a child or young person who goes missing from care

LO8 - Understand child sexual exploitation

LO9 - Understand the concept of multi-agency working to safeguard children and young people

LO10 - Understand how to empower children and young people to develop strategies to protect their own safety and well being

LO11 - Understand process and procedures when there are concerns about practice

For **LO2, AC2.2** Explain how findings from official inquiries and serious case reviews are used to inform practice, learners should be encouraged to make reference to current inquiries and serious case reviews. For **LO3, AC3.3** Describe factors which increase the vulnerability of children and young people in residential childcare, learners’ descriptions included a range of factors. For **LO4, AC4.2** Explain the importance of early identification of abuse, learners’ explanations reflected a good understanding of the consequences of not identifying abuse early.

For **LO5, AC5.1** Explain the effects of different types of bullying on children and young people and **LO6, AC6.2** Describe ways of reducing risk to children and young people from: social networking, internet use, buying and selling online and electronic communication devices, learners’ responses should be based on independent research of the different types of bullying that exist and e-safety measures that are in place.

Unit 3: Understand how to support children and young people who have experienced harm or abuse

LO1 - Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse

LO2 - Understand how to support children and young people who disclose harm or abuse

LO3 - Understand how to support children or young people who have experienced harm or abuse

LO4 - Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse

LO5 - Understand how to address the practitioners support needs in relation to harm or abuse

For **LO1, AC1.2** Explain the roles and responsibilities of others with regard to children or young people who have experienced harm or abuse, learners can use the exemplification guidance about 'others' as the basis of their response. For **LO2, AC2.1** Explain why it is important to take full account of a child or young person's level of understanding when responding to a disclosure of harm or abuse, learners' explanations included a clear rationale of the reasons why.

Unit 4: Promote effective communication and information handling in residential childcare settings

LO1 - Understand effective communication in the work setting

LO2 - Be able to meet the communication and language needs, wishes and preferences of individual children and young people

LO3 - Be able to reduce barriers to communication in residential childcare settings

LO4 - Be able to use communication skills to deescalate situations of tension or conflict

LO5 - Understand principles and practices relating to confidentiality in own work

LO6 - Be able to implement organisational processes and procedures for recording, storing and sharing information

For **LO1, AC1.3** Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication, Centres could ask learners to complete or discuss a case scenario; individual learner contributions must be recorded for discussions. For **LO2, AC2.3** Explain how children and young people use communication methods in different ways, learners' explanations made reference to a range of different ways.

Unit 5: Support risk management in residential childcare

LO1 - Understand requirements for health, safety and risk management in residential childcare settings for children and young people

LO2 - Be able to support children and young people to manage risk

LO3 - Be able to manage risks to health, safety and security

LO4 - Understand how to respond to accidents, incidents, emergencies and illness in work settings and off site visits

For **LO1, AC1.2** Explain how current health and safety legislation, policies and procedures are implemented in the work setting, learners must provide examples in their explanations of how legislation, policies and procedures are put into practice in their own work settings. Learners will also need to refer to their work settings when generating evidence for **LO4, AC4.1** Explain the policies and procedures to follow in response to accidents, incidents, injuries, illness and other emergencies.

Unit 6: Assessment and planning with children and young people in residential childcare

LO1 - Understand the purpose and principles of assessment and planning with children and young people

LO2 - Understand how to place children and young people at the centre of assessment and planning

LO3 - Be able to participate in assessment and planning for children and young people

- LO4** - Be able to work with children and young people as a plan is implemented
- LO5** - Be able to work with children and young people to review and update plans
- LO6** - Be able to contribute to assessment led by other professionals

For **LO1, AC1.3** Explain how assessment frameworks help to ensure holistic assessment, learners must include examples of different assessment frameworks. For **LO3, AC3.1** Explain the boundaries of own role and responsibilities within assessment and planning, learners' explanations must be based on their own job role and responsibilities.

Unit 7: Support group living in residential childcare

- LO1** - Understand theories that underpin work with children and young people in group living
- LO2** - Be able to support children and young people to live together as a group
- LO3** - Be able to plan with children and young people activities for sharing a living space
- LO4** - Be able to support children and young people to develop relationships through daily living activities
- LO5** - Be able to support continuous improvement in group living arrangements

For **LO1, AC1.1** Summarise theories about groups as they relate to group living with children and young people and **AC1.2** Summarise theories about how the physical environment can support well-being in a group setting learners will need to base their summaries on research that they've undertaken in relation to group living with children and young people.

Unit 8: Understand how to support positive outcomes for children and young people in residential childcare

- LO1** - Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
- LO2** - Understand how those working with children and young people can support positive outcomes
- LO3** - Understand how disability can impact on positive outcomes and life chances for children and young people

For **LO1, AC1.3** Explain how the personal choices and experiences available to children and young people can impact on their outcomes and life chances; learners' explanations must address the impact on both their 'outcomes' and 'life chances'.

Unit 9: Support attachment and positive relationships for children and young people in residential childcare

- LO1** - Understand the importance of positive attachments for the wellbeing of children and young people
- LO2** - Understand how to support positive attachments for children or young people in residential childcare
- LO3** - Understand how to support positive relationships for children and young people in residential childcare
- LO4** - Be able to develop positive relationships with children and young people
- LO5** - Be able to address concerns about attachments and relationships of children and young people
- LO6** - Be able to reflect on own practice in supporting positive attachments and relationships for children or young people

For **LO4 and LO5**, observations of learners' practices must be the main assessment method used; for **LO5, AC5.1** Seek advice and support from others when concerned about the relationships and attachment behaviour of a child or young person, expert witness testimony may be more appropriate if a natural opportunity for this to be observed does not arise.

Unit 10: Support the well-being and resilience of children and young people in residential childcare

LO1 – Understand the well-being and resilience of children and young people

LO2 – Be able to support the development of children and young people’s social and emotional identity and self-esteem

LO3 – Be able to support children and young people to develop a positive outlook on their lives

LO4 – Be able to respond to signs of distress in children and young people

For **LO2, AC2.4** Support children or young people to recognise and value their own abilities, talents and achievements, learners’ observations and activities observed must specifically meet the requirements of this assessment criterion. For **LO3 and LO4**, observations of learners’ practices can be supported with expert witness testimony and work product evidence to fully evidence the scope of these assessment criteria.

Unit 11: Support children and young people in residential childcare to achieve their learning potential

LO1 - Understand the context of learning for children and young people in residential childcare

LO2 - Be able to engage children and young people in learning

LO3 - Understand the education system

LO4 - Be able to support children and young people to sustain engagement in learning and education

LO5 - Be able to work with children and young people to maximise learning

LO6 - Understand how to work with others to support children and young people to maximise outcomes from learning

For **LO1, AC1.5** Describe aspects of the physical environment known to be conducive to children and young people’s learning, more than one aspects must be detailed. For **LO3, AC3.3** Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential, descriptions included the roles of key professionals that were involved in supporting children/young people in learners’ work settings.

Unit 12: Support children and young people in residential childcare to manage their health

LO1 - Understand health service provision in relation to children and young people in residential childcare

LO2 - Be able to address concerns about the health of children and young people

LO3 - Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding

LO4 - Be able to support children and young people to make healthy lifestyle choices

For **LO1, AC1.2** Explain the impact on a child or young person if they are not able to register with primary health services, learners’ explanations must make reference to primary health services, the exemplification guidance in relation to ‘primary health services’ can be referenced. Expert witness testimony could be used for **LO2** if a natural opportunity to generate evidence for the competence based assessment criteria contained within this unit does not arise.

Unit 13: Support the development of socially aware behaviour with children and young people in residential childcare

LO1 - Understand principles for supporting the development of socially aware behaviour in children and young people

LO2 – Be able to support children and young people to understand their actions relating to socially aware behaviour

LO3 – Be able to agree expectations about socially aware behaviour

LO4 – Be able to support children and young people to achieve targets and adhere to agreed expectations

LO5 – Be able to respond to instances of socially unacceptable behaviour

LO6 - Understand the use of physical intervention and restraint

For **LO3, AC3.1** Work with a child or young person, key people and others to agree expectations about socially aware behaviour, the unit's exemplification guidance is a useful source of information in relation to learners' meeting the full scope of this assessment criterion i.e. 'key people and others'. For **LO6**, learners' evidence must reflect the current meanings of physical intervention and restraint.

Unit 14: Engage in professional development in residential childcare settings

LO1 - Understand what is required for competence in own job role in a residential childcare setting

LO2 - Be able to reflect on own practice

LO3 - Be able to evaluate own performance

LO4 - Be able to engage with professional supervision to plan and review own development

LO5 - Be able to use reflective practice to contribute to professional development

For **LO2, LO3, LO4 and LO5** the competence based assessment criteria must be observed either by the learner's assessor or line manager who could act as an expert witness.

Unit 15: Support the rights, diversity and equality of children and young people in residential childcare

LO1 - Understand the rights of children and young people

LO2 - Understand the implications of equalities legislation for children and young people in residential childcare

LO3 - Be able to address discriminatory practice

LO4 - Be able to work in a culturally sensitive way

LO5 - Be able to support the right of children and young people to raise concerns and make complaints

For **LO4**, learners may benefit from additional information and/or research based tasks around differing cultural practices and beliefs that exist. For **LO5**, examples of accessible complaints processes could be referred to and reflected on by learners.

Unit 16: Participate in teams to benefit children and young people in residential childcare

LO1 - Understand how to work as part of a team

LO2 - Understand the local network for children and young people's services

LO3 - Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

LO4 - Be able to build working relationships with others involved in the care of children and young people

LO5 - Be able to participate in a multi-agency team around a child or young person

LO6 - Be able to communicate with others to facilitate multi-agency working

For **LO3, AC3.1**, Analyse the benefits of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare, learners' analysis must focus on the benefits.

The focus of observations of learners' working practices for **LO4, LO5 and LO6** must be on learners' abilities to work with others both internally and externally to their work settings.

Optional Units for Scheme 10391

Unit 16: Support children and young people at meal or snack times

LO1 - Know the principles of healthy eating for children and young people

LO2 - Know the benefits of healthy eating for children and young people

LO3 - Know how to encourage children and young people to make healthier food choices

LO4 – Be able to support hygiene during meal or snack times

LO5 - Be able to support the code of conduct and policies for meal and snack times

For **LO1, AC1.3** Describe how culture, religion and health conditions impact on food choices, learners' descriptions included good reflections and the use of case scenarios also proved to be a valuable source of evidence. For **LO4, AC4.2** Demonstrate good hygiene practice in relation to own role in food handling and waste disposal and **AC4.3** Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times, observations of learners' practices captured their skills in both areas well.

Unit 26: Understand how to support positive outcomes for children and young people

LO1 - Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

LO2 - Understand how practitioners can make a positive difference in outcomes for children and young people

LO3 - Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

LO4 - Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

For **LO1, 1.1** Describe the social, economic and cultural factors that will impact on the lives of children and young people, learners used the exemplification guidance as the basis of their descriptions. For **LO2, AC2.3** Explain the importance of active participation of children and young people in decisions affecting their lives, learners' explanations reflected a good understanding of active participation. For **LO3, AC 3.2** Explain the importance of positive attitudes towards disability and specific requirements, learners' explanations must include examples of positive attitudes.

Optional Units for Scheme 10392

Unit 32: Support children or young people in their own home

LO1 – Understand roles and responsibilities in relation to supporting children or young people in their own home

LO2 – Be able to build positive relationships with children or young people and their carers when working in their home

LO3 – Be able to provide support for children or young people to engage in activities that meet their needs and preferences

For **LO1, AC1.2** Explain why it is important to be reliable and dependable when working with children or young people in their own home, learners' explanations must address both aspects of this assessment criterion i.e. 'reliable' and 'dependable'. For **LO2, AC2.3** Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker, learners' evaluations must be in sufficient depth for this level 3 unit.

Unit 58: Support young people with mental health problems

LO1 – Understand the issues affecting young people with mental health problems

LO2 – Understand how to support young people with mental health problems

LO3 – Know about the statutory and legal frameworks in relation to young people with mental health problems

For **LO1, AC1.1** Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems, learners' explanations must address all aspects of this assessment criterion i.e. 'social, emotional and psychological issues'. For **LO2, AC2.2** Explain how to build self-confidence, independence and self-esteem in young people with mental health problems; learners could use reflections and/or case scenarios as sources of evidence.

Optional Units for Scheme 10405

Unit 19: Support young people leaving care

LO1 - Understand the statutory and legal frameworks in relation to young people who are leaving care

LO2 - Understand emotional responses to change

LO3 - Understand young people's emotional responses about leaving care

LO4 - Be able to support young people to plan their move from care

LOs 2 and 3 can be linked and then holistically assessed. **LO4** must include observations of learners practices; expert witnesses can also be used.

Unit 23: Support use of medication in social care settings

LO1 - Understand the legislative framework for the use of medication in social care settings

LO2 – Know about common types of medication and their use

LO3 – Understand roles and responsibilities in the use of medication in social care settings

LO4 - Understand techniques for administering medication

LO5 - Be able to receive, store and dispose of medication supplies safely

LO6 – Know how to promote the rights of the individual when managing medication

LO7 – Be able to support use of medication

LO8 - Be able to record and report on use of medication

LOs 5, 7 and 8 are competence based and must include observations of learners' practices. Evidence generated by learners must be based on the remit of their own job roles and responsibilities, their work setting's policies and procedures and on current legislation in relation to the use of medication.

4. Sector Update

The following developments have arisen in the children and young people sector:

January 2016

- Department of Health's Social work for better mental health

The aim of the strategy is to improve social work across the mental health sector and services and to make sure that the value of social work in improving mental wellbeing is recognised.

The document can be downloaded from this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/495500/Strategic_statement_-_social_work_adult_mental_health_A.pdf

March 2016

- *Losing in the long run: trends in early intervention funding*

A report published by the National Children's Bureau, in partnership with Action for Children and The Children's Society, examines the amount of money central government gives to local authorities for early intervention services, and local authority spending on this support.

The report can be accessed for this link:

http://www.ncb.org.uk/sites/default/files/uploads/documents/Policy_docs/losing_in_the_long_run_-_final_report%20%281%29.pdf

May 2016

➤ Raising Awareness of Autism

In May 2016, every GP practice in England was sent a resource pack to support GPs and their teams in their efforts to make their surgeries more autism friendly. The resource pack was produced by a range of stakeholders, including the National Autistic Society, Research Autism and Autism Alliance with the Department of Health.

A copy of the Resource pack can be downloaded from this link:

<http://www.rcgp.org.uk/clinical-and-research/toolkits/-/media/7277779219C7487E8DE47F128A6BA7F5.ashx>

June 2016

➤ Children, Young People and the NHS

Centers for Disease, Control and prevention (CDC) and the National Children's Bureau (NCB) have developed new resources to raise awareness of children and young people's rights under the NHS Constitution and empower them to be involved in their own and health and care.

The resources consist of:

- The Get Your Rights website's new interactive website in partnership with children and young people to explain their rights when using the NHS: <http://www.getyourrights.org/>
- The Get Your Rights toolkit that has practical resources to help professionals have conversations with children and young people about their rights in the NHS Constitution: <http://councilfordisabledchildren.org.uk/our-work/health-andwellbeing/policy/understanding-your-rights-health-system>
- Reports and resources based on research carried out with children and young people across England: <http://councilfordisabledchildren.org.uk/our-work/health-andwellbeing/policy/understanding-your-rights-health-system>

June 2016

➤ CAMHS transformation and the role of the VCS

Youth Access and the Young People's Health Partnership have published A Foot in the Door, a report showing that CCGs and local authorities are increasingly turning to voluntary sector delivery models to drive CAMHS transformation.

Additional information can be accessed from:

<http://www.youthaccess.org.uk/news/press-release-ccgsebrace-effective-vcs-models/>

July 2016

➤ Helping healthcare staff spot the signs of child sexual exploitation

A video supported by Health Education England, in association with the Department of Health and NHS England, aimed at helping health and social care professionals to spot possible signs of child sexual exploitation (CSE) has been launched. The video provides practical advice on what to do if healthcare professionals and others suspect a child is at risk.

Further information can be accessed from the link below:

<https://hee.nhs.uk/printpdf/our-work/developing-our-workforce/spotting-signs-child-sexual-exploitation>

August 2016

- Institute for Youth Work to explore viability of a youth work register

An article published in Children & Young People Now that explains how the Institute for Youth Work (IYW) will be exploring over the next year, the viability and potential impact of introducing a youth work register and licence to practice.

The article can be accessed from here:

<http://www.cypnow.co.uk/cyp/news/1158544/institute-for-youth-work-to-explore-viability-of-a-youth-work-register>

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Verifier Annual Reports, Recording Forms, Units, Teaching and Learning Resources:

For scheme 10391 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-children-and-young-peoples-workforce-level-2-certificate-10391-from-2014/>

For scheme 10392 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-children-and-young-peoples-workforce-level-3-diploma-10392-from-2014/>

For scheme 10405 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-residential-childcare-england-level-3-diploma-10405/>

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