

Vocational Qualifications (QCF, NVQ, NQF)

Children's Care, Learning and Development

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

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

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

OCR Report to Centres 2016 – 2017

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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.

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

1. Overview:

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 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.

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

Assessment Methods:

Assessment of these qualifications was of a good quality for this academic year. There was a wide range of assessment methods used with learners and the rationale for each of these was clearly explained and documented in assessment planning documentation for individual learners. It was noted that there was effective use made of projects, assignments, work product evidence and oral questioning.

Suitability of work placements and job roles:

Initial assessments completed with learners were very thorough and ensured that learners were in suitable work placements and job roles for their respective qualifications. It was noted that work placements and job roles were discussed on a regular basis and monitored closely by Centres to ensure that learners' evidence remained valid and suitable to the qualification level.

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

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 in written questioning completed with learners. For example, learners' explanations omitted to also include a rationale and/or examples to support the main points being made and the details provided by learners were more descriptive than explanatory. OCR's resource, 'Definitions of Command Verbs' is a useful reference document.

E-portfolios and digital media

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.

Reflective Accounts

Suggestions for how to develop learners' personal statements into reflections were provided to assessment teams. Use of a brief or template for the different stages involved in developing a reflective account could be provided to learners so that they can be encouraged to reflect on their own work experiences.

Expert Witness Testimony

Guidance on the use of expert witness testimony including remembering to record the rationale for the use of this assessment method on assessment planning documentation was provided to assessment teams.

2. General Comments

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

Oral questioning:

Oral questioning of learners had been planned, implemented and documented clearly. Oral questioning was used effectively to address gaps in learners' knowledge and to encourage learners to provide more detailed information i.e. this tended to occur when learners were responding to written questions or during discussions with Assessors.

Assignments:

Assignments completed by learners included a clear and detailed brief and records showed that the nature of this assessment method had also been discussed in full, with learners. Some learners also included their research notes with their completed assignments.

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

Projects

There was evidence of many learners that had been encouraged to develop their areas of interest through the completion of projects. These included a wide range of topics namely: safeguarding, health and safety, learning and play.

Work Product Evidence

Numerous examples of work product evidence were evident including when supporting observations of learners' work practices, as the basis of discussions and when supporting witness testimonies obtained.

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

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 in written questioning completed with learners. For example, learners' explanations omitted to also include a rationale and/or examples to support the main points being made and the details provided by learners were more descriptive than explanatory. OCR's resource, 'Definitions of Command Verbs' is a useful reference document.

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. 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 and on reflections of their personal experiences.

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 profiles that included different aspects of their job roles 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. Some learners were able to evidence feedback by making available their personal development plans and other records from supervision meetings and appraisals.

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 **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. Learners would benefit from being guided on evidencing all parts of this assessment criterion; the difference between the meanings of the terms: beliefs, cultures, values and preferences will need to be explained to learners. 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.

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 and witness testimonies that included clear details and had been signposted to learners' work settings.

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 **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 including the use of risk assessments and emergency procedures to follow.

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 **LO2, AC2.3** Identify potential hazards to the health, safety and security of children or young people in the work setting, must include evidence of observations of learners' practices that capture all three aspects of this assessment criterion i.e. health, safety and security.

For **LO3, LO4 and LO5** learners demonstrated a very good understanding of their own work settings' procedures for when accidents, incidents, emergencies and illnesses occurred. It is important that learners are encouraged to reflect their own knowledge of these procedures i.e. learners can refer to their work settings' procedures but must explain them in their own words and where they have been directly involved then reflections of their experiences could also be included.

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 and the difference in meanings between these terms should also be explained to 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. For **LO4, AC4.2** Explain how to establish the different dietary requirements of children and young people, learner reflections, witness testimony and work product evidence 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 **LO3, AC3.2** 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 **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 supported with witness testimonies and reflections.

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 **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 did not arise in their day to day work. It is important that all aspects of this assessment criterion are observed i.e. communication and language needs, wishes and preferences.

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 **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 naturally occurring 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 **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 as well as national and local working codes of practice.

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 **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 and supported their descriptions with evidence of the procedures that they are required to follow in their work setting.

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 **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, others were from learners' own work experiences.

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 **LO3, AC3.1** Explain the features of an environment or service that promotes the development of children and young people learners did give careful consideration to aspects of both the physical and social environment.

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 ensure their research includes current inquiries and serious case reviews. 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.

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 **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 through examples from their work settings and work experiences.

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 **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

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. Some learners also developed projects to illustrate good practice examples that the services they were working on had included.

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 **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.

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.

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.

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 addressed in full 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 **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 **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.

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'.

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

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 24: Develop positive relationships with children, young people and others involved in their care

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, AC1.2** Demonstrate how to listen to and build relationships with children and young people the exemplification guidance included for this LO could be used as the basis of the range of skills that learners must demonstrate to meet this assessment criterion. For **LO2, AC2.1** Explain why positive relationships with people involved in the care of children and young people are important, learners must be able to evidence the full scope of this assessment criterion i.e. a range of 'people involved' – additional information is made available in the exemplification guidance.

Unit 25: 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, 1.2** Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people; learners would benefit from using case scenarios or reflections as the basis of their analysis. For **LO2, AC2.3** Prepare reports that are accurate, legible, concise and meet legal requirements it is important to note the information included in the exemplification guidance where it states that in some settings where preparing reports is not a practitioner's lead responsibility (e.g. a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, and concise and meet legal requirements.

Optional Units for Scheme 10392

Unit 34: Work with children and young people in a residential care setting

LO1 – Understand the legal, policy, rights and theoretical framework for residential care for children and young people

LO2 – Understand own role and professional responsibilities in a residential care setting

LO3 – Be able to work with children and young people through the day to day activities involved in sharing a living space

LO4 – Be able to work with children and young people in a residential setting

LO5 – Be able to safeguard children and young people in a residential care setting

For **LO1, AC1.1** Outline current theoretical approaches to residential provision for children and young people, learners could use the exemplification guidance as the basis for the range of theoretical approaches to include. For **LO2, AC2.1** Explain the requirements of professional codes of conduct and how these apply to day to day work activities; learners' work settings will be a useful source of information.

For **LO3** and **LO4** learners will need to demonstrate their skills and qualities when working alongside children and young people on both a one-to-one and group basis. For **LO5**, learners could use work product evidence to support their understanding of how to manage risks for children or young people.

Unit 54: Support young people who are socially excluded or excluded from school

LO1 – Understand the issues affecting young people who are socially excluded or excluded from school

LO2 – Understand how to support young people who are socially excluded or excluded from school

For **LO1, AC1.2** Explain the potential effects of exclusion on the health, safety and well-being of these young people learners must address all aspects of the assessment criterion i.e. health, safety and well-being. For **LO2, AC2.2** Describe the information, support and community services which are available to support excluded young people learners' descriptions could form the basis of a project.

Optional Units for Scheme 10405

Unit 17: Understand the care system and its impact on children and young people

LO1 - Understand the process by which a child or young person comes into care

LO2 - Understand the entitlements of children and young people in care

LO3 - Understand the context of residential services for children and young people in care

LO4 - Understand the impact of residential child care services on children and young people

LO5 - Understand how to support a positive experience of care services for children and young people

LO6 - Understand planning frameworks for children and young people in residential childcare

For **LO1, AC1.1** Analyse factors in a child's circumstances that can lead to them entering the care system, a range of factors must form the basis of learners' analysis. For **LO2, AC2.1**, Explain the legal and statutory entitlements of children and young people in care, the exemplification guidance is a useful source of guidance for the meaning of 'entitlements'. For **LO3, AC3.5** Explain the aims and objectives of a residential childcare service, learners must use the setting where they are currently working in or completing a work placement in; if this is not possible then a local service could be used.

For **LO4, AC4.2** Compare the life chances and outcomes of children and young people in residential childcare with children and young people in other types of care as well as children and young people outside the care system; case scenarios or studies would be appropriate assessment methods to use. For **LO5, AC5.2** Describe the attitudes and values team members need to enable children and young people to have a positive experience of the care setting, learners could use reflections and their knowledge of the requirements of their own work setting's team members to generate evidence for this assessment criterion. For **LO6, AC6.1** Describe the purpose and features of plans required for children and young people in residential childcare; the exemplification guidance must be referred to in relation to the meaning of 'plans'.

Unit 22: Work with the families of children and young people in residential childcare

LO1 - Understand the impact on families when a child or young person is in residential childcare

LO2 - Understand principles of working with families

LO3 - Be able to support families to maintain their relationship with their child

LO4 - Be able to work in partnership with families

For **LO1, AC 1.1** Describe how having a child in residential childcare can impact on a family's life, case scenarios could be used as the basis of learners' evidence. The evidence generated for **LO2** must be focused on the work setting the learner is currently working in. **LO3** and **LO4** are competence based learning outcomes and therefore observation of learners' work practices must be the main assessment method used.

4. Sector Update

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

February 2017

- Department for Education's Statutory guidance: Working together to safeguard children

This guidance was first published in March 2015 and it was updated in February 2017 to add the definition of child sexual exploitation. It can be accessed from here:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#history>

March 2017

- NSPCC (2017) NSPCC safeguarding standards and guidance for the voluntary and community sector: children, young people and young adults aged 0-25 (England). London: NSPCC.

This set of recommended standards and accompanying guidance will help non-statutory organisations such as voluntary and community organisations in England that work with children and young people up to the age of 25, to put clear safeguarding arrangements in place.

The standards help organisations to take responsibility for keeping children, young people and young adults safe; have a practical approach; and comply with legislation and national guidance.

The standards can be accessed from here:

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/safe-network-standards/>

August 2017

- NSPCC's 'Lessons from Serious Case Reviews: Child mental health'

Safeguarding in child and adolescent mental health services is often overlooked. The NSPCC has analysed evidence from serious case reviews published between 2015 and July 2017 to identify risk factors and learning for improved practice.

August 2017

- Childnet International's resource 'Trust me'

Free downloadable resource developed by Childnet International helps protect pupils from online radicalisation by developing their critical thinking.

Trust Me was created by online safety charity Childnet International in response to Islington Council's request for help in producing an assembly addressing online extremism and radicalisation.

September 2017

- The Barnardo's study 'Care leavers missing out on mental health support'

OCR Report to Centres: 2016 – 2017

A study by the charity of 274 of its care leaver services cases found that 125 young people had mental health needs but 81 (65 per cent) were not receiving specialist support from a mental health service.

The study also found that one in four (69) care leavers had experienced a mental health crisis since leaving care.

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-gcf-children-and-young-peoples-workforce-level-2-certificate-10391-from-2014/>

For scheme 10392 visit:

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

For scheme 10405 visit:

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

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