

<b>Unit Title:</b>	<b>Support positive attachments for children and young people</b>
Sector unit number:	FC3
Level:	3
Credit value:	7
Guided learning hours:	55
Unit reference number:	M/503/5877

## Unit purpose and aim

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This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the importance of positive attachment for the well being of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Summarise theories of attachment</p> <p>1.2 Explain why positive attachment is important for children and young people</p> <p>1.3 Evaluate the potential <b>impact</b> on the well being of children and young people of not forming positive attachments</p> <p>1.4 Explain the role of <b>carers</b> in supporting children and young people to form positive attachments</p>	<p><b>Impact</b> – should include both physiological and psychological impact</p> <p><b>Carers</b> – could be either paid carers or informal carers</p>
<p>2 Understand how resilience can reduce vulnerability of children and young people to separation and loss</p>	<p>2.1 Describe what is meant by the term resilience</p> <p>2.2 Explain how the development of resilience can help children and young people cope with separation and loss</p> <p>2.3 Explain ways carers can help develop resilience in children and young people</p>	

Learning Outcomes	Assessment Criteria	Exemplification
<p>3 Be able to promote positive attachments for children or young people</p>	<p>3.1 Engage a child or young person in routines and activities that promote positive relationships and well being</p> <p>3.2 Use active listening with a child or young person to promote the development of positive relationships and well being</p> <p>3.3 Seek advice and support from <b>others</b> when concerned about the attachment behaviour of a child or young person</p> <p>3.4 Implement <b>agreed strategies</b> with a child or young person to promote positive relationships and well being</p>	<p><b>Others</b> – to include professionals and family</p> <p><b>Agreed strategies</b> – strategies agreed with other professionals (social workers, occupational therapists, etc)</p>
<p>4 Be able to develop own practice in supporting positive attachments for children or young people</p>	<p>4.1 Describe how a child or young person has been supported by own practice to develop positive attachments</p> <p>4.2 Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person</p> <p>4.3 Reflect on how own practice can be adapted to support a child or young person in the future</p>	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3 and 4 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National Occupational Standards (NOS) mapping/signposting

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This unit maps to CCLD 308, 326 and HSC 313. It does not guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).