Unit 4222-360 Work with children and young people in a residential care setting (CYPOP 35)

Level: 3
Credit value: 5
UAN: A/600/9809

Unit aim

This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
2. Understand own role and professional responsibilities in a residential care setting
3. Be able to work with children and young people through the day to day activities involved in sharing a living space
4. Be able to work with children and young people in a residential setting
5. Be able to safeguard children and young people in a residential care setting

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- SC NOS Unit 323
- Professional Practice in residential child care: all Standards

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not permitted.

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Assessment Criteria

Outcome 1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people

The learner can:

1. outline current theoretical approaches to residential provision for children and young people
2. explain the relevant legal and rights framework that underpins work with children and young people in residential care
3. explain the influence of current policies and legislation on residential care provision
4. describe how the life chances and outcomes of children and young people in residential care compare with those who are not.

Outcome 2 Understand own role and professional responsibilities in a residential care setting

The learner can:

1. explain the requirements of professional codes of conduct and how they apply to day to day work activities
2. explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
3. analyse how power, prejudice and discrimination can affect children and young people
4. explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
5. explain the professional requirement to maintain current, competent practice
6. explain the importance of maintaining positive relationships with people in the local community.

Outcome 3 Be able to work with children and young people through the day to day activities involved in sharing a living space

The learner can:

1. demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
2. demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
3. demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
4. demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person
5. demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living.

Outcome 4 Be able to work with children and young people in a residential setting

The learner can:

1. demonstrate how to facilitate agreement of arrangements for living together regardless of group size
2. demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
3. use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives.

Outcome 5 Be able to safeguard children and young people in a residential care setting

The learner can:

1. demonstrate how to equip children or young people to feel safe and to manage risks
2. explain the practical application of legislation, policies and procedures and key messages form research and child protection enquiries for residential care settings
3. describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting.