

Unit 7: Support Group Living in Residential Childcare

Unit reference number: L/506/7588

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

In this unit, you will gain the knowledge and understanding to facilitate group living when working with children and young people in residential childcare. You will explore the influences of legislation and policy on practice and how this supports positive outcomes for children and young people.

The benefits of group living are covered and how this can be enabled is addressed, supported by the need for ongoing implementation and review of activities to drive change and improvement in service delivery. You will be introduced to theories which drive practice relating to group living in residential childcare.

You will be able to support children and young people to live together as a group, planning activities for them, in order to develop relationships and support continuous improvement.

Additional information

Plans may include:

- Placement Plan
- Statutory Care Plan
- Health and Education Plan
- Training Plan
- Remand Plan

Others may include:

- Children and young people in the group
- Children and young people in the wider community
- Family members of children and young people
- Team members
- Other professionals
- Others in the wider community

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand theories that underpin work with children and young people in group living</p>	<p>1.1 Summarise theories about groups as they relate to group living with children and young people</p> <p>1.2 Summarise theories about how the physical environment can support well-being in a group setting</p>
<p>2 Be able to support children and young people to live together as a group</p>	<p>2.1 Apply theories of group dynamics to support children or young people in their day to day experience of group living</p> <p>2.2 Facilitate agreements with and between children or young people on arrangements for living together as a group</p> <p>2.3 Support children or young people to resolve conflict and disagreements</p> <p>2.4 Explain why it can be beneficial to work with some conflicts and disagreements rather than seek to resolve them</p> <p>2.5 Work with children or young people to maintain the physical environment in ways that support well-being</p>
<p>3 Be able to plan with children and young people activities for sharing a living space</p>	<p>3.1 Plan with children or young people daily living activities that meet their needs, preferences and aspirations</p> <p>3.2 Explain how planning daily living activities as a group links to individual plans for children and young people</p> <p>3.3 Ensure that children or young people are central to decisions about daily activities involved in sharing a living space</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support children and young people to develop relationships through daily living activities</p>	<p>4.1 Develop positive relationships with children and young people through jointly undertaking day to day activities</p> <p>4.2 Encourage socially aware behaviour through modelling and reinforcement during shared activities</p> <p>4.3 Support children and young people to maintain positive relationships with others through shared activities</p>
<p>5 Be able to support continuous improvement in group living arrangements</p>	<p>5.1 Reflect on the impact of own practice and behaviour on children and young people's experience of group living</p> <p>5.2 Work with children and young people to evaluate activities and agreements for group living</p> <p>5.3 Propose improvements to group living arrangements and practices using reflections and evaluations</p>

Unit amplification

1 Understand theories that underpin work with children and young people in group living

Theories about groups as they relate to group living with children and young people: Douglas-focus on working on specific issues; Brown and Clough-theorising about residential life and created groups; Ward-the construct of group care; Robert Freed Bales-linking group observation and interaction processes; Bruce W. Tuckman – forming, storming, norming and performing in groups; Gertrude Wilson-social group work theory and practice; how to develop and implement a social pedagogical approach and outcomes-focused service provision for children and young people in group care; how to ensure the availability of psycho-social approaches and therapeutic programmes for children and young people needing these e.g. counselling; behaviour management programmes; how to maintain evidence-based practice and keep up to date with current and emerging changes in legislation and the implications for practice and management in group care for children and young people

Theories about how the physical environment can support well-being in a group setting: the importance of recognising how children and young people's life experiences influence their behaviour and responses to group living; strategies for promoting positive outcomes including ways of empowering children and young people so they are active participants in their own care e.g. access to advocacy, peer mentors; the importance of minimising stress and feeling safe; ways of supporting staff to help children and young people develop positive and trusting relationships with others inside and outside the setting; identifying positive outcomes for individual children or young people e.g. taking personal responsibility, identifying and setting self-directed goals; the importance of achieving these to the development of self-esteem and resilience

Information for tutors

Suggested resources

Books

Anning A – *Developing Multiprofessional Teamwork for Integrated Children's Services* 2nd edition (Open University Press, 2010) ISBN 9780335238118

Fulcher L et al – *Residential Child Care in Practice: Making a Difference* (Policy Press, 2013) ISBN 9781847423108

Smith M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Websites

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1 the learners will need to demonstrate an understanding of the theoretical frameworks supporting group living in residential childcare settings, including theories relating to the impact the physical environment has on supporting well-being in a group setting. A professional discussion or reflective account could be used to provide the evidence for this learning outcome.

For learning outcome 2, evidence could be drawn from direct observation, where appropriate, or from witness testimony and anonymised examples from the learner's own work setting. The observation should demonstrate the learner applying theories of group dynamics and agreeing group living arrangements with children and young people; agreeing with children and young people how they can maintain the physical environment in positive ways. Learners should also demonstrate how they enable children and young people to come to a resolution in relation to conflicts or disagreements.

To support the observation learners can relate their evidence to their own workplace, with a reflective account or alternatively the learners could generate their evidence through research of an organisation or through a relevant case study. This would provide evidence for AC 2.4, exploring the benefits of, at times, working with conflicts or disagreements instead of resolving them.

For learning outcome 3, evidence could be drawn from direct observation, covering ACs 3.1 and 3.3. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. Anonymised examples from the learner's work setting could be used, for example, plans of daily living activities which have been agreed with the child or young person (AC 3.1). The observation should demonstrate the identification of daily living activities in agreement with children or young people, ensuring their needs, preferences and aspirations are met. The observation should include learners ensuring that children or young people are involved in decision-making about daily living activities. A reflective account, professional discussion or a report could be used to supplement the observation, and to provide evidence for AC 3.2, where learners will need to explain how planning daily living activities as a group links to individual plans for children and young people.

For learning outcome 4, the learners will need to demonstrate an understanding of the importance of the role of day to day activities in the development of positive relationships with children and young people; maintain these relationships through the implementation of activities which are shared. Learners should also demonstrate how they model positive behaviour to foster socially aware behaviour from children and young people.

A reflective account, professional discussion or a report could be used to provide evidence for learning outcome 4, along with witness testimony and work products.

A reflective account could be used to provide evidence for learning outcome 5, whereby the learner can reflect upon the impact of their own practice and behaviour on children and young people's experience of group living (AC 5.1) and use this reflection to propose improvements to group living arrangements and practices (AC 5.3). Evidence could also be drawn from learner work products and anonymised examples, where appropriate.