

<b>Unit Title:</b>	<b>Lead practice in promoting the well being and resilience of children and young people</b>
Sector unit number	O36
Level:	5
Credit value:	8
Guided learning hours:	53
Unit Reference Number:	J/602/2577

## Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead practice in support of children and young people's well being and resilience. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are. The unit includes evaluation and development of practice.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand how different approaches to promoting positive well being and resilience in children and young people impact on practice</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the importance of well being for children and young people</p> <p>1.2 Explain the importance of resilience for children and young people</p> <p>1.3 Critically analyse different approaches to promoting <b>well being</b> and resilience of children and young people</p>	<p><b>Well being</b> may include:</p> <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Relationships</li> <li>• Emotional security</li> <li>• Health</li> <li>• Self esteem</li> <li>• Diet</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Prompt medical/dental attention when needed</li> <li>• Preventive health programmes</li> </ul>
<p>2 Be able to lead practice in supporting children and young people's well being and resilience</p>	<p>2.1 Lead practice that supports <b>others</b> to engage with children and young people to <b>build their self esteem</b></p> <p>2.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable</p> <p>2.3 Demonstrate through own practice ways to encourage and support</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Human resource personnel</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> </ul> <p>To <b>build their self esteem</b> could include:</p> <ul style="list-style-type: none"> <li>• Identifying with their own self image and identity</li> <li>• Recognising and valuing their own abilities, talents</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>children or young people to express their feelings, views and hopes</p> <p>2.4 Explain how to challenge practices that act as barriers to children and young people's well being and resilience</p>	<p>and achievements</p> <ul style="list-style-type: none"> <li>• Being involved in decisions and have as much control as possible over their lives</li> <li>• Setting goals and targets that contribute towards building their well being and resilience</li> </ul>
<p>3 Be able to lead practice in work with carers who are supporting children and young people</p>	<p>3.1 Develop strategies to support carers' understanding and involvement with the well being and resilience needs of a child or young person</p> <p>3.2 Lead practice that supports carers to engage with children and young people to build their self esteem</p> <p>3.3 Monitor the involvement of carers in supporting children and young people's well being and resilience</p> <p>3.4 Evaluate strategies used to engage with carers who are supporting a child or young person</p>	
<p>4 Be able to lead practice in responding to the health needs of children and young people</p>	<p>4.1 Lead practice that supports children and young people to make positive choices about their <b>health needs</b></p> <p>4.2 Assess any risks to or <b>concerns</b> about the health of children and young people</p> <p>4.3 Support others to recognise and record concerns about a child or young person's health following agreed procedures</p> <p>4.4 Work with others to take action to address concerns identified about the health of children and young people</p>	<p><b>Health needs</b> may include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Sexual</li> </ul> <p><b>Concerns</b> may include:</p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Injury</li> <li>• Use of illegal substances</li> <li>• Emotional distress</li> <li>• Poor lifestyle choices</li> <li>• Bullying (either as victim or perpetrator)</li> <li>• Exploitative behaviour (either as victim or perpetrator)</li> <li>• Harm or abuse</li> <li>• Changes in behaviour</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
5 Be able to lead the development of practice with children or young people to promote their well being and resilience	5.1 Develop methods of evaluating own practice in promoting children or young people's well being and resilience 5.2 Develop methods of evaluating organisational practice in promoting children or young people's well being and resilience 5.3 Lead others in practice that supports solution focused approaches for supporting children or young people's well being and resilience 5.4 Lead others in developing areas of practice that promote children or young people's well being and resilience	

## Assessment

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

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.

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.

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

## 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.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.