



Oxford Cambridge and RSA

Unit Title:	Child and young person development
OCR Unit No:	1
Sector Unit No:	TDA 2.1
Level:	2
Credit value:	2
Guided learning hours:	15
Unit accreditation number:	H/601/3305

Unit purpose and aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: a) physical development b) communication and intellectual development c) social, emotional and behavioural development 1.2 Describe with examples how different aspects of development can affect one another	Centres must ensure that all assessment criteria are met.
2. Understand the kinds of influences that affect children and young people's development	2.1 Describe, with examples, the kinds of influences that affect children and young people's development	

	<p>including:</p> <ul style="list-style-type: none"> a) background b) health c) environment <p>2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development</p>	
3. Understand the potential effects of transitions on children and young people's development	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only some children and young people may experience eg. bereavement</p> <p>3.3 Describe with examples how transitions may affect children and young people's behaviour and development</p>	<p>Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development.</p> <p>Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.</p>

Assessment

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

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Certificate in Supporting the Wider Curriculum in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

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

STL2 Support children's development (CCLD 203)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

- Role and context
- Understanding how children learn

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

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.