

Unit Title: **CYPOP43 Improving the attendance of children and young people in statutory education**

Level: 3

Credit value: 5

Guided learning hours: 40

Unit accreditation number: R/601/1386

## Unit purpose and aim

This unit aims to provide the knowledge and understanding of how to improve attendance of children and young people in statutory education.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the factors that impact on the attendance of children and young people in statutory education</p>	<p><b>The learner can:</b></p> <p>1.1 Explain the factors that can affect the attendance of children and young people in statutory education</p> <p>1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised</p>	
<p>2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education</p>	<p>2.1 Evaluate the role of <b>different agencies</b> in improving the attendance of children and young people in statutory education</p> <p>2.2 Explain the role of key <b>individuals</b> in improving whole school attendance</p>	<p><b>Different agencies may include:</b></p> <ul style="list-style-type: none"> <li>• Education Welfare</li> <li>• Social Services</li> <li>• Police</li> </ul> <p><b>Individuals may include:</b></p> <ul style="list-style-type: none"> <li>• school staff including Behaviour and Education Support Teams (BEST)</li> <li>• education welfare staff</li> <li>• children's social workers</li> <li>• families and carers</li> </ul>

	<p>2.3 Explain <b>strategies</b> that can be used to improve the attendance of individual children and young people and whole school attendance</p>	<p><b>Strategies may include:</b></p> <ul style="list-style-type: none"> <li>• linking improved attendance to whole school performance</li> <li>• engaging the support of families and carers</li> <li>• identifying 'at risk' pupils and providing appropriate support</li> <li>• providing appropriate parenting support if required</li> </ul>
<p>3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education</p>	<p>3.1 Obtain data on attendance of children and young people in statutory education</p> <p>3.2 Analyse data to identify patterns of attendance of children and young people in statutory education</p> <p>3.3 Store data records in compliance with all organisational and legislative requirements</p> <p>3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence</p>	
<p>4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities</p>	<p>4.1 Support engagement with children, young people and their families to address attendance issues</p> <p>4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance</p> <p>4.3 Liaise effectively with other agencies to improve attendance of children and young people in statutory education</p>	

## Assessment

---

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

---

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

---

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:

- LDSS 307: Contribute to improving attendance

## Additional information

---

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.