

# Preparing to work with Children and Young People

OCR Level 3 Certificate in Preparing to work with Children and Young People

**Extract from OCR Centre Handbook  
Section 3 - Accredited units  
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The OCR centre handbook for Level 3 Certificate in Preparing to Work with Children and Young People is available to download, free of charge, from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

The centre handbook comprises 12 sections and each section can be downloaded separately. Sections may be updated at any time by OCR and centres should refer to the OCR website for the latest version.

The centre handbook sections are:

- 1 Introduction
- 2 General information
- 3 Assessment
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<b>Unit Title:</b>	<b>Understanding the learning and development of children and young people</b>
OCR unit number	Unit 1
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	9
Guided learning hours:	60
Unit expiry date:	31/08/2015

## Unit purpose and aim

This unit provides learners with opportunities to understand how services can support and promote children and young people's learning and development. It will enable learners to understand how children and young people develop and learn, including underpinning theoretical perspectives.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Knowledge, understanding and skills</b>
<p><b>The Learner will:</b></p> <p>1 Understand the expected pattern of learning and development for children and young people from birth to 18 years</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the expected pattern (sequence and rate) of children and young people's learning and development from:</p> <ul style="list-style-type: none"> <li>• Birth to five years</li> <li>• 6 to 11 years</li> <li>• 12 to 18 years</li> </ul> <p>1.2 Explain the difference between sequence of development and rate of development</p> <p>1.3 Analyse the difference between learning and development and how these are interdependent</p> <p>1.4 Compare the approaches taken to learning and development by 2 of the major theoretical perspectives</p>	<p>Learning and Development: including:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• cognitive/ intellectual</li> <li>• personal, Social and emotional</li> <li>• behaviour</li> </ul> <p>Difference between sequence and rate of development:</p> <ul style="list-style-type: none"> <li>• sequence – order of stages</li> <li>• rate – speed of progress</li> </ul> <p>Difference between learning and development:</p> <ul style="list-style-type: none"> <li>• learning – acquisition of knowledge and skills</li> <li>• development – progress through stages of growth</li> <li>• one will affect the other</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		Theoretical perspectives e.g: <ul style="list-style-type: none"> <li>• cognitive (e.g. Piaget, social constructivism)</li> <li>• brain development theory</li> <li>• psychoanalytic (e.g. Freud)</li> <li>• humanist (e.g. Maslow)</li> <li>• social Learning (e.g. Bandura)</li> <li>• classical conditioning (e.g. Skinner)</li> <li>• behaviourist (e.g. Watson)</li> </ul>
2 Understand the factors that influence children and young people's learning and development	2.1 Explain how children and young people's learning and development is holistic and is influenced by a range of key factors 2.2 Analyse how the behaviour of adults can affect children and young people's learning and development 2.3 Explain using examples, how theoretical perspectives influence current family and professional approaches to promoting learning and development	Holistic development, ie: <ul style="list-style-type: none"> <li>• all aspects of learning and development are inter-related</li> <li>• aspects of learning and development do not progress in isolation are affected by a range of factors</li> <li>• key factors e.g:               <ul style="list-style-type: none"> <li>- family</li> <li>- environment</li> <li>- education</li> <li>- housing</li> <li>- health status</li> <li>- deprivation</li> <li>- poverty</li> <li>- diet and nutrition</li> <li>- discrimination</li> <li>- personal needs and preference</li> </ul> </li> </ul> How the behaviour of adults can affect children and young people: <ul style="list-style-type: none"> <li>• role modelling</li> <li>• facilitator</li> <li>• providing challenge</li> <li>• encouraging &amp; praising participation</li> <li>• appropriate interaction with the child</li> <li>• extending and supporting learning &amp; language</li> <li>• mediator</li> <li>• supervision &amp; awareness of safety issues</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>How theoretical perspectives influence current approaches to learning and development, examples:</p> <ul style="list-style-type: none"> <li>• social learning theory- if children learn from role models, then they need adults to provide good role models</li> <li>• behaviourist – if children repeat an activity when they have positive reinforcement, children need to be praised when they are playing and learning</li> </ul>
<p>3 Understand how and why children and young people’s learning or development may differ from expected patterns and how this is assessed and measured</p>	<p>3.1 Explain why it is important to measure, monitor and assess learning and development using information from different sources</p> <p>3.2 Describe the different methods used to measure, monitor and assess learning and development</p> <p>3.3 Compare different types of pro forma for recording observations of children and young people and how these are commonly used</p> <p>3.4 Explain the reasons why children and young people’s learning or development may not follow the expected pattern</p>	<p>Why it is important to measure, monitor and assess learning and development, eg:</p> <ul style="list-style-type: none"> <li>• to recognise children’s needs</li> <li>• to assist in planning to meet needs</li> <li>• to determine progress</li> <li>• to identify problems or issues</li> <li>• standard developmental assessments to check for developmental delay or progress</li> </ul> <p>Different sources including:</p> <ul style="list-style-type: none"> <li>• parents and carers</li> <li>• teachers and other education professionals</li> <li>• GP, school nurse or other medical professionals</li> <li>• child or young person</li> <li>• colleagues</li> <li>• other agencies and professionals</li> </ul> <p>Different methods of assessing learning and development e.g:</p> <ul style="list-style-type: none"> <li>• ongoing monitoring</li> <li>• common assessment framework/s</li> <li>• observations</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• standard measurements of development</li> <li>• growth charts</li> <li>• percentile charts</li> <li>• health checks,</li> <li>• assessment of learning e.g. early learning goals, SATs</li> </ul> <p>Compare the different types of pro-forma used for observations, eg:</p> <ul style="list-style-type: none"> <li>• structured recording: <ul style="list-style-type: none"> <li>- checklists</li> <li>- tick charts</li> </ul> </li> <li>• unstructured recording: <ul style="list-style-type: none"> <li>- time sampling</li> <li>- free description</li> </ul> </li> </ul> <p>Reasons (why learning and development is not following expected pattern) including:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• physical</li> <li>• environmental</li> <li>• cultural</li> <li>• social</li> <li>• behavioural</li> <li>• learning needs</li> <li>• abuse</li> </ul>
<p>4 Understand the services and interventions available if children and young people's learning or development is not following the expected pattern</p>	<p>4.1 Identify services involved in providing support for children and young people's learning and development</p> <p>4.2 Explain how and in what circumstances referrals are made to different services</p> <p>4.3 Evaluate different types of interventions for children or young people needing additional support</p> <p>4.4 Explain the importance of information sharing and multi agency support in promoting positive learning or development outcomes for children and young people</p>	<p>4.1 Services e.g:</p> <ul style="list-style-type: none"> <li>• primary care</li> <li>• hospitals</li> <li>• schools</li> <li>• learning mentors</li> <li>• family support</li> <li>• speech and language</li> <li>• early years</li> <li>• third sector organisations</li> <li>• after school provision</li> </ul> <p>Circumstances when referrals are made, eg:</p> <ul style="list-style-type: none"> <li>• suspected illness, disease, condition</li> <li>• suspected abuse</li> <li>• failure to thrive</li> <li>• behavioural problems</li> <li>• developmental delay</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• neglect</li> <li>• assessment of special needs</li> </ul> <p>Interventions e.g:</p> <ul style="list-style-type: none"> <li>• social worker</li> <li>• speech and language therapist</li> <li>• educational psychologist</li> <li>• psychiatrist</li> <li>• youth justice</li> <li>• physiotherapist</li> <li>• nurse specialist</li> <li>• additional learning support</li> <li>• assistive technology</li> <li>• family therapy</li> </ul> <p>Importance of information sharing and multi-agency support, eg:</p> <ul style="list-style-type: none"> <li>• holistic approach to meeting needs</li> <li>• consistent support to the individual</li> <li>• identification of common aims and goals</li> <li>• effective communication</li> <li>• integrated care or provision of support</li> <li>• pooling resources</li> <li>• improvements to service delivery</li> </ul>
<p>5 Understand the services and activities which support and promote children and young people's learning and development</p>	<p>5.1 Explain the key features of an environment or service that promotes the positive development of children and young people and encourages learning</p> <p>5.2 Compare different types of activity to support the learning and development of one age group of children or young people</p>	<p>5.1 Key Features of a positive environment or service as appropriate e.g:</p> <ul style="list-style-type: none"> <li>• stimulating</li> <li>• well planned and organised</li> <li>• high quality policies in place and followed</li> <li>• using resources effectively</li> <li>• managing risk and challenge appropriately</li> <li>• accepting and enabling emotional and social environment</li> <li>• effective recording and referral systems</li> <li>• meeting individual and group needs</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• varied and attractive</li> </ul> <p>One age group:</p> <ul style="list-style-type: none"> <li>• Birth to five years</li> <li>• 6 to11 years</li> <li>• 12 to18 years</li> </ul> <p>Different types of activity – examples are:</p> <ul style="list-style-type: none"> <li>• physical including games and sport</li> <li>• creative</li> <li>• social</li> <li>• exploration and discovery</li> <li>• hobbies</li> <li>• a variety of play provision</li> </ul>
<p>6 Understand the range of difficult and challenging behaviour that children and young people can display and how to address it</p>	<p>6.1 Explain the possible reasons why children and young people may display difficult and challenging behaviour</p> <p>6.2 Evaluate different approaches taken by practitioners when dealing with difficult or challenging behaviour</p>	<p>Possible reasons:</p> <ul style="list-style-type: none"> <li>• life changes such as new sibling, moving house or school, divorce</li> <li>• needs not being met such as lack of attention</li> <li>• developmental delay – may find it harder to meet goals for behaviour</li> <li>• lack of cognitive or language skills necessary to show social skills</li> <li>• unrealistic expectations of carers</li> <li>• conditions that affect behaviour such as Tourette’s syndrome, ADHD, Autism etc</li> </ul> <p>Different approaches taken by practitioners when dealing with difficult or challenging behaviour e.g:</p> <ul style="list-style-type: none"> <li>• time out</li> <li>• self management</li> <li>• up to date guidance on the use of restraint and the protections required for the practitioner and child/young person</li> <li>• reinforcing positive behaviour</li> <li>• behaviour contracts</li> </ul>



Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>7 Understand how to develop and maintain positive relationships with children, young people, parents, carers and colleagues</p>	<p>7.1 Explain the key principles of developing and maintaining positive relationships</p> <p>7.2 Explain the reasons for appropriate confidentiality when information sharing with colleagues and other agencies and when confidentiality is not appropriate</p> <p>7.3 Analyse the key influences underpinning positive relationships with children, young people, parents, carers and colleagues</p>	<p>Key principles of developing and maintaining positive relationships can include:</p> <ul style="list-style-type: none"> <li>• adapting to different roles and situations</li> <li>• being fair and considerate</li> <li>• reaching agreements</li> <li>• working to common goals</li> <li>• acting on feedback</li> <li>• listening skills</li> <li>• team working</li> <li>• a positive approach</li> <li>• respect for individuals</li> </ul> <p>Reasons for appropriate confidentiality can include:</p> <ul style="list-style-type: none"> <li>• Data protection Act 1998</li> <li>• Caldicott Principles</li> <li>• Information only to be shared to meet specific needs – so care can be co-ordinated and appropriate</li> </ul> <p>Confidentiality may not be appropriate when:</p> <ul style="list-style-type: none"> <li>• a person is likely to harm themselves</li> <li>• a person is likely to harm others</li> <li>• a child or vulnerable adult has suffered, or is risk of suffering significant harm</li> <li>• a person has been, or is likely to be involved in a serious crime</li> </ul> <p>Key influences underpinning positive relationships including:</p> <ul style="list-style-type: none"> <li>• Interpersonal skills <ul style="list-style-type: none"> <li>- use of non-verbal communication</li> <li>- the relationship between verbal and non-verbal communication</li> <li>- active listening</li> <li>- open questioning</li> <li>- checking understanding</li> <li>- empathy</li> <li>- summarising</li> <li>- challenging</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>- appropriate environmental setting</li> <li>- the importance of building and maintaining relationships with others</li> <li>- peer pressure</li> <li>- group dynamics</li> <li>- social and cultural influences</li> </ul>

## Assessment

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This unit is centre-assessed and externally moderated.

Results will be graded Pass or Fail.

In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

Candidates should be encouraged to produce their work in a format that would be acceptable in health, social care and early years.

Portfolios of work must be produced independently. They will need to be made available, together with any witness statements and any other necessary supporting documentation, to the OCR moderator when required.

OCR provides Model Assignments, however Centres can generate their own assignments with tasks that would create sufficient evidence to meet the assessment objectives for this unit.

Centres must confirm to OCR that the evidence produced by candidates is authentic. The OCR Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## Evidence requirements

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For AC 1.4 candidates need to compare **two** theoretical perspectives.

For AC 3.3 candidates must compare different types of pro forma used for **both** structured and unstructured recording of observations of children and young people

For LO4, candidates must explain and evaluate the services and interventions available to support learning and development for **three** individuals (one at each age group of CYP – birth to 3; 6 to 11 years; and 12 to 18 years)

For AC 5.2 candidates must compare different types of activity within **one** setting to support the learning and development of **one** age group of children and young people

## Guidance on assessment and evidence requirements

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This unit would ideally benefit from an early years or young people's placement. This would enable learners to experience real events and work alongside professionals in an early year's or young people's context. Learners should be encouraged to use as much of the resources available from a workplace setting to support their evidence for this unit as possible. It is not essential that the same setting is used for all tasks; more than one may be used.

Examples of children's and young people's care settings are playgroups, nurseries, children's centres, secondary schools, after school clubs, youth clubs and reception classes etc.

In a placement setting Candidates should carry out activities and behave in a way that would be acceptable in the workplace. Ideally, tasks should be carried out in a real work situation. However, simulated work environments will be acceptable. Issues around health and safety for candidates participating outside and within the centre environment should be addressed.

Candidates may provide their responses in writing and/or through the use of video and assessor written records. Note that video evidence is not acceptable if it contains images of children, whether or not parental permission has been obtained, since the security of such images cannot be guaranteed. Witness statements completed by the task supervisor include the requirement for supervisors to comment on the candidates' skills and their ability to apply their knowledge in a practical context.

The use of case studies, DVDs, TV clips, simulations and discussions within class may be useful for learners to explore theoretical perspectives and development. Input from practitioners could provide some real examples from care settings. Ideally candidates need to relate this assignment to practice; therefore, if possible, they will benefit from the opportunity to observe within an early years or young people's setting or contact with practitioners when completing the unit. For example, a school nurse or health visitor could provide an insight into monitoring development, the Centre's SENCO could provide valuable information about assessing learning and reasons why it may not follow the expected pattern; they could also share their experience of interventions, information sharing and multi-agency support, as well as developing and maintaining positive relationships with children, young people, parents, carers and colleagues..

Candidates will need to be prepared for carrying out observations; they could be given exemplar pro-formas to use to carry out a simulated observation using a commercial child development DVD, or TV clip. The effectiveness of the pro-formas used could then be discussed and evaluated within the class. Candidates should also be familiarised with the need for confidentiality when using a case study of a real individual and when carrying observations.

LO5 focuses on the key features of an environment or service that supports and promotes children's learning and development. Ideally this would be placement based, however local nurseries and primary schools for example often have excellent websites providing information necessary to fulfil the requirements of the criteria.

Emphasis in this unit is placed on the need to be able to use the information gathered and observed to understand aspects of learning and development and then to apply this knowledge in evaluating how services can promote and support children's and young people's personal learning and development.

This unit has links to Unit 5: Understanding the essential role of play in children and young people's personal development and Unit 6: Understanding children's rights. National Occupational Standards (NOS) mapping/signposting

## National Occupational Standards (NOS) mapping/signposting

Occupational standards	Unit number	Title
PW	2	Support children and young people's play
PW	3	Contribute to the health & safety of the play environment
CCLD	303	Promote children's development
CCLD	304	Reflect on and develop practice
CCLD	308	Promote children's well-being and resilience
CCLD	312	Plan and implement positive environments for babies and young children under 3 years

CCLD	310	Assess children's progress according to curriculum frameworks for early education
HSC	312	Support the social, emotional and identity development of children and young people
HSC	38	Support children and young people to manage their lives
HSC	39	Support children and young people to achieve their educational potential
HSC	34	Promote the well-being and protection of children and young people
HSC	315	Work with children and young people with additional requirements
CS	1	Communicate with children and young people, and those involved with their care

## 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	✓

## Resources

**There are no specific resources that must be available to the candidate; however the following suggested resource material will support learning:**

- a computer system capable of running presentation and word processing software and internet access
- case studies
- access to practitioners/placements
- a range of society, health and development, and child development, textbooks & DVDS

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books:

Bruce, T and Meggitt, C (2006)	Child Care and Education Hodder Arnold
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Fisher, A et al (2006)	OCR Nationals Level 2: Health and Social Care Heinemann
Fisher, A et al (2007)	Applied A2 Health & Social Care for OCR. Folens
Hobart, C and Frankel, J. (2002)	A practical Guide to Child-care and Education Placements Nelson Thornes
Hobart, C and Frankel, J. (2005)	A Practical Guide to Activities for Young Children Nelson Thornes
Hobart, C and Frankel, J. (2004)	A Practical Guide to Child Observation and Assessment Nelson Thornes
Lindon, J. (2005)	Understanding Child development: Linking Theory and Practice Hodder Arnold
Meggitt, C. (2006)	Child Development an Illustrated Guide Heinemann
Meggitt, C. and Walker, J. (2004)	An Introduction to Childcare and Education Hodder Arnold
Mukherji, P. (2001)	Understanding Children's Challenging Behaviour. Nelson Thornes
Tassoni, P. (2008)	S/NVQ Level 3 Children's Care, Learning and Development: Student's Handbook Heinemann
Tassoni, P. (2007)	Cache Level 2 Child Care and Education Heinemann
Tassoni, P. Et al	NVQ Level 3 Children's Care, Learning and Development Heinemann

#### Websites:

Every Child matters – [www.ecm.gov.uk](http://www.ecm.gov.uk)

The Children's Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Skills Active-National Network of Playwork, Education and Training – [www.playwork.org.uk](http://www.playwork.org.uk)

#### 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](http://www.ocr.org.uk) .

<b>Unit Title:</b>	<b>Understanding how to Promote Play and Learning in the Early Years</b>
OCR unit number	Unit 2
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	9
Guided learning hours:	60
Unit expiry date:	31/08/2015

### Unit purpose and aim

This unit provides an opportunity for learners to understand how children in their early years (birth to 5 years) learn through play. It supports understanding of how people work with children in their early years to support their play and learning and introduces learners to some of the planning activities required for providing play opportunities.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand how children from birth to five years learn through play</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse the approaches taken to learning and development through play by two of the major theoretical perspectives</p> <p>1.2 Explain how children are competent learners from birth to five years</p>	<p>Theoretical perspectives e.g:</p> <ul style="list-style-type: none"> <li>• Cognitive (e.g. Piaget, social constructivism)</li> <li>• Vygotsky – zone of proximal development</li> <li>• Brain development theory</li> <li>• Humanist (e.g. Maslow)</li> <li>• Social Learning (e.g. Bandura)</li> <li>• Classical conditioning (e.g. Skinner)</li> <li>• Behaviourist (e.g. Watson)</li> <li>• Theoretical perspectives on learning through freely chosen play in an early years setting including Fraser Brown’s Compound Flexibility</li> <li>• Bob Hughes’ typology of play</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>The child as a competent learner, refer to:</p> <ul style="list-style-type: none"> <li>• Early Years Foundation Stage</li> <li>• Birth to Three Matters Framework</li> <li>• Children have an innate drive to learn through: <ul style="list-style-type: none"> <li>- making connections</li> <li>- being imaginative</li> <li>- being creative</li> <li>- by representing thoughts and language</li> <li>- what children can do is the starting point for learning</li> </ul> </li> </ul>
<p>2 Understand the play and learning needs of children UK</p>	<p>2.1 Analyse the types of play that support the areas of learning and development outlined in statutory or advisory early years curricula</p> <p>2.2 Explain how lack of play can inhibit learning</p> <p>2.3 Explain why children require a personalised approach to their play and learning needs</p> <p>2.4 Analyse the key features of an effective play based learning environment</p> <p>2.5 Explain why both adult initiated and child initiated play and learning activities are important for children from birth to five years</p>	<p>2.1 Types of play e.g:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• physical</li> <li>• dramatic</li> <li>• Bob Hughes typology of play</li> </ul> <p>Areas of learning and development e.g:</p> <ul style="list-style-type: none"> <li>• personal social and emotional</li> <li>• communication, language and literacy</li> <li>• problem solving, reasoning and numeracy</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul> <p>For example, learning inhibited by lack of opportunity to develop:</p> <ul style="list-style-type: none"> <li>• imagination</li> <li>• creativity</li> <li>• problem solving skills</li> <li>• social skills</li> </ul> <p>Personalised response to needs needed to develop or address:</p> <ul style="list-style-type: none"> <li>• a child-centred approach</li> <li>• motivation</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• empowerment</li> <li>• independence</li> <li>• individual needs and preferences</li> <li>• inclusion</li> <li>• Every Child Matters</li> <li>• Birth to Three Matters</li> </ul> <p>Key features of an effective play based learning environment e.g:</p> <ul style="list-style-type: none"> <li>• outdoor and indoor spaces</li> <li>• equipment and materials</li> <li>• planning and organisation</li> <li>• well trained, supportive and encouraging people</li> <li>• personalised approach to children’s learning</li> <li>• child initiated play eg: <ul style="list-style-type: none"> <li>- spontaneous play</li> <li>- child centred play</li> <li>- free play</li> </ul> </li> <li>• benefits, eg: <ul style="list-style-type: none"> <li>- choice helps develops self confidence</li> <li>- enjoyable because child has chosen the activity</li> <li>- motivated and engaged because child has chosen the activity develops concentration and perseverance because they are ‘in control’</li> </ul> </li> <li>• adult initiated play eg: <ul style="list-style-type: none"> <li>- structured play</li> <li>- imitative play</li> </ul> </li> <li>• benefits, eg: <ul style="list-style-type: none"> <li>- can be very purposeful</li> <li>- useful in helping children to acquire skills or knowledge such as learning to read</li> <li>- can be a starting point then children can use skills in their own way</li> <li>- introduces new activities or interests which the child might not have chosen themselves</li> </ul> </li> </ul>



Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>- good for learning games with rules or activities such as cooking, using equipment such as a knife</li> </ul>
<p>3 Understand how barriers to play based learning can be overcome</p>	<p>3.1 Identify the main barriers to play based learning within early years provision</p> <p>3.2 Analyse how the barriers can be overcome</p> <p>3.3 Explain ways in which children with additional needs can participate fully in play and learning activities</p>	<p>Barriers to play based learning e.g:</p> <ul style="list-style-type: none"> <li>• poverty and social disadvantage</li> <li>• rurality</li> <li>• disability or having special educational needs</li> <li>• communication barriers</li> <li>• abuse or bullying</li> <li>• mental and physical health</li> <li>• lack of information or poor provision locally</li> <li>• attitudinal</li> <li>• cultural</li> </ul> <p>Analyse ways of overcoming the barriers, eg:</p> <ul style="list-style-type: none"> <li>• professional support</li> <li>• multi agency working</li> <li>• making facilities accessible</li> <li>• specialist aids and equipment</li> <li>• planning for individual needs</li> <li>• use of specialist communication methods</li> <li>• anti-discriminatory practice</li> </ul> <p>Ways children with disabilities and additional needs can participate fully in play and learning activities. For example use of:</p> <ul style="list-style-type: none"> <li>• specialist aids and equipment – large grip equipment, magnifying sheets, standing frame etc</li> <li>• adaptations to facilities and furniture – lower desks, wheelchair ramps etc</li> <li>• specialist methods of communication – Makaton, hearing loops</li> <li>• different formats for information</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• providing professional support</li> <li>• making facilities accessible</li> <li>• planning for individual needs</li> </ul>
<p>4 Understand how to support play and learning activities</p>	<p>4.1 Explain how to plan and support a play based approach to learning for early years children</p> <p>4.2 Evaluate different materials and equipment to support play based learning opportunities for children in their early years</p> <p>4.3 Explain the role of the adult in supporting children's play based learning</p>	<p>Activity plans for play and learning. Factors involved in planning can include:</p> <ul style="list-style-type: none"> <li>• stage/age of children</li> <li>• interests/preferences of the children</li> <li>• learning intentions</li> <li>• children's individual needs</li> <li>• resources</li> <li>• location</li> <li>• role of the adult</li> <li>• risk assessment</li> </ul> <p>Plans could include:</p> <ul style="list-style-type: none"> <li>• A detailed plan of an individual play and learning activity such as cooking</li> <li>• A plan covering play activities for a 2-hour session in a daycare setting or playgroup</li> <li>• A plan for play and learning activities for a baby under 1 year</li> </ul> <p>Evaluate different materials and equipment to support play based learning:</p> <ul style="list-style-type: none"> <li>• Materials and equipment, eg: <ul style="list-style-type: none"> <li>- toys</li> <li>- sand and water</li> <li>- dressing up clothes</li> <li>- climbing frames, swings</li> <li>- books</li> <li>- everyday objects</li> <li>- paints, crayons, pens and pencils</li> <li>- cookery equipment and ingredients</li> </ul> </li> <li>• Role of the adult eg; <ul style="list-style-type: none"> <li>- facilitator</li> <li>- providing challenge</li> <li>- encouraging &amp; praising participation</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>- appropriate interaction with the child</li> <li>- extending and supporting learning &amp; language</li> <li>- role modelling</li> <li>- mediator</li> <li>- supervision &amp; awareness of safety issues</li> </ul>
<p>5 Understand the principles of managing risk in early years settings</p>	<p>5.1 Explain why children need to be able to take risks in play</p> <p>5.2 Analyse the role of play in enabling children to learn to manage risk for themselves and others</p> <p>5.3 Identify risks and hazards in an early years setting</p> <p>5.4 Explain the principles of a risk and benefit assessment pro forma for an early years setting</p> <p>5.5 Explain the legal framework and current national guidelines for safety in early years settings</p>	<p>Why children need to take risks in play, eg:</p> <ul style="list-style-type: none"> <li>• children learn more easily by 'doing' not 'watching'</li> <li>• it is unrealistic to aim for a 100% risk free environment</li> <li>• children learn from challenging themselves</li> <li>• excessive supervision can make play boring</li> </ul> <p>The role of play in learning to manage risk eg:</p> <ul style="list-style-type: none"> <li>• concerns have been raised about children's health and physical skills if safety worries mean more sedentary activities such as watching TV and playing computer games</li> <li>• managing risk empowers children</li> <li>• risk can provide challenge and excitement for children to learn</li> <li>• children learn their own boundaries through experience</li> </ul> <p>Risk assessment eg:</p> <ul style="list-style-type: none"> <li>• look for hazards</li> <li>• decide who might be harmed and how</li> <li>• evaluate the risks – are existing precautions adequate or is further action necessary?</li> <li>• record findings</li> <li>• review findings from time to time, revise if necessary</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>Principles of a risk and benefit assessment pro-forma, eg:</p> <ul style="list-style-type: none"> <li>• evidence of meeting legal requirements</li> <li>• correct procedures clear to all staff</li> <li>• records kept for risk assessments</li> <li>• ensures health and safety of all activities</li> </ul> <p>Legal framework for safety in early years settings eg:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety at Work Act 1974</li> <li>• The Children Act</li> <li>• National Standards</li> <li>• COSHH Regulations 2002</li> <li>• RIDDOR Regulations 1995</li> <li>• Data Protection Act 1998</li> </ul>

## Assessment

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This unit is centre-assessed and externally moderated.

Results will be graded Pass or Fail.

In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

Candidates should be encouraged to produce their work in a format that would be acceptable in health, social care and early years.

Portfolios of work must be produced independently. They will need to be made available, together with any witness statements and any other necessary supporting documentation, to the OCR moderator when required.

OCR provides Model Assignments, however Centres can generate their own assignments with tasks that would create sufficient evidence to meet the assessment objectives for this unit.

Centres must confirm to OCR that the evidence produced by candidates is authentic. The OCR Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## Evidence requirements

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For AC 1.1 Candidates must explain and analyse **two** theories of play.

For LO 4 candidates must explain how to plan and support **one** play based approach.

## Guidance on assessment and evidence requirements

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In a placement setting, candidates should carry out activities and behave in a way that would be acceptable in the workplace. Ideally, tasks should be carried out in a real work situation. However, simulated work environments will be acceptable. Issues around health and safety for candidates participating outside and within the centre environment should be addressed. Candidates should also be familiarised with the need for confidentiality when using a case study of a real individual and when carrying out observations.

Candidates may provide their responses in writing and/or through the use of video and assessor written records. Note that video evidence is not acceptable if it contains images of children, whether or not parental permission has been obtained, since the security of such images cannot be guaranteed. Witness statements completed by the task supervisor include the requirement for supervisors to comment on the candidates' skills and their ability to apply their knowledge in a practical context.

For LO1 candidates only need to consider two major theoretical perspectives. To make this an interesting task, the candidate's evidence could be produced in a variety of formats such as a powerpoint presentation with speakers' notes, factsheets, a written report or a combination of these methods.

Candidates need to relate theory to practice; therefore ideally, if possible, they need the opportunity to observe within an early years setting or contact with practitioners. For LO2, LO3, LO4 and LO5 input from practitioners could provide some real examples from care settings. This would provide candidates with work placement examples to bring for discussion and to help them develop the evidence required for their portfolios. Examples of children's and young people's care settings are playgroups, nurseries, children's centres, after school clubs, and reception classes etc.

For LO3, if possible, a visit to a school specialising in supporting children with disabilities and additional needs would provide an insight into special methods of communication, adaptations to facilities, specialist aids and equipment etc to inform candidates of the many ways barriers can be overcome. Representatives from voluntary organisations working with people with disabilities may be able to visit the centre to give a talk about their work, again providing a realistic input for Candidates.

For LO4, emphasis is placed on the need to be able to use the information gathered to understand aspects of play-based learning and then to apply this knowledge in practice to develop an activity plan. Candidates could produce their activity plans and then have a class discussion, ideally with input from a practitioner, enabling them to have feedback that would help them to evaluate their plans.

For LO5 experience in a placement or interviews with practitioners will enable learners to gather information about risk assessment procedures and legislation that direct and inform professional practice. Alternatively the Centre's Health and Safety Officer could provide a talk covering the necessary information required.

This unit has links to Unit 1: Understanding the learning and development of children and young people and 5: Understanding the essential role of play in children and young people's personal development.

## National Occupational Standards (NOS) mapping/signposting

Occupational standards	Unit number	Title
PW	2	Support children and young people's play
PW	3	Contribute to the health & safety of the play environment
CCLD	308	Promote children's well-being and resilience
HSC	310	Work with children and young people to prepare them for adulthood, citizenship and independence
HSC	312	Support the social, emotional and identity development of children and young people
HSC	38	Support children and young people to manage their lives
HSC	34	Promote the well-being and protection of children and young people
HSC	24	Maintain a clean and safe environment

## 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	✓

## Resources

**There are no specific resources that must be available to the candidate however the following suggested resource material will support learning, for example:**

- a computer system capable of running presentation and word processing software and internet access
- case studies
- access to practitioners / placements
- a range of society health and development textbooks

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books:

Bruce, T and Meggitt, C (2006)	Child Care and Education Hodder Arnold
Fisher, A et al (2006)	OCR Nationals Level 2: Health and Social Care Heinemann
Hobart, C and Frankel, J. (2002)	Child-care and Education Placements Nelson Thornes
Hobart, C and Frankel, J. (2005)	A Practical Guide to Activities for Young Children Nelson Thornes
Lindon, J. (2005)	Understanding Child development: Linking Theory and Practice Hodder Arnold
Lindon, J. (2001)	Understanding Children's Play Nelson Thornes
Meggitt, C. and Walker, J. (2004)	An Introduction to Childcare and Education Hodder Arnold
Tassoni, P. and Hucker, K. (2004)	Planning Play and the Early Years
Tassoni, P. (2008)	S/NVQ Level 3 Children's Care, Learning and Development: Student's Handbook Heinemann
Tassoni, P. (2007)	Cache Level 2 Child Care and Education Heinemann
Tassoni, P. Et al	NVQ Level 3 Children's Care, Learning and Development Heinemann

Websites:

Every Child matters – [www.ecm.gov.uk](http://www.ecm.gov.uk)

The Children's Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Skills Active-National Network of Playwork, Education and Training – [www.playwork.org.uk](http://www.playwork.org.uk)

## Additional information

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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](http://www.ocr.org.uk).

<b>Unit Title:</b>	<b>Understanding the Impact of transitional processes on Children and Young People</b>
OCR unit number	Unit 3
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	6
Guided learning hours:	40
Unit expiry date:	28/02/2015

## Unit purpose and aim

This unit provides an opportunity for learners to understand transitional processes in the lives of children and young people. It will facilitate understanding of how practitioners work with children and young people to support them through transitions in their lives.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand the key transitional processes that can occur in the lives of children and young people</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain key transitions experienced by most children and young people</p> <p>1.2 Explain the major transitions that may occur in the lives of particular groups of children and young people</p>	<p>Key Transitions e.g:</p> <ul style="list-style-type: none"> <li>• from home to day care or school</li> <li>• from junior school to secondary school</li> <li>• from children's to adults services</li> <li>• family illnesses or bereavement</li> <li>• between localities, countries, cultures or language</li> <li>• Divorce and family breakup</li> <li>• birth of a sibling</li> </ul> <p>Particular groups of children and young people e.g:</p> <ul style="list-style-type: none"> <li>• 'looked after' children and young people</li> <li>• asylum seeking and refugee children and young people</li> <li>• children and young people with chronic, terminal or life limiting conditions</li> </ul>



Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• children who move around frequently</li> <li>• disabled children and those with special educational needs</li> </ul>
<p>2 Understand how key transitional processes can impact on the development and wellbeing of children and young people</p>	<p>2.1 Explain how transitional processes can affect children and young people's development</p> <p>2.2 Explain how transitional processes can affect children and young people's well being</p> <p>2.3 Compare possible positive or negative outcomes for children and young people experiencing transitions</p>	<p>Children and young people's development including:</p> <ul style="list-style-type: none"> <li>• social and emotional development</li> <li>• intellectual development and learning</li> <li>• communication development</li> <li>• physical development</li> </ul> <p>Children and young people's well being eg:</p> <ul style="list-style-type: none"> <li>• health (physical and mental)</li> <li>• welfare and safety</li> <li>• personal choices made</li> </ul>
<p>3 Understand how to recognise and respond to children and young people experiencing transitions</p>	<p>3.1 Explain the need for personalised responses to children and young people experiencing transitions</p> <p>3.2 Evaluate different forms of support available for children and young people who require it.</p> <p>3.3 Recognise and explain possible behavioural changes that may occur when children and young people are experiencing transitions</p>	<p>Personalised response to needs:</p> <ul style="list-style-type: none"> <li>• to identify and meet children &amp; young people's individual needs</li> <li>• to empower children &amp; young people</li> <li>• to protect individual children &amp; young people</li> <li>• child-centred approach</li> <li>• every child matters</li> </ul> <p>Different forms of support eg:</p> <ul style="list-style-type: none"> <li>• Specialised professional support</li> <li>• Friends and families</li> <li>• Play and leisure activities</li> <li>• Third sector organisations eg Childline, NSPCC</li> </ul> <p>Behavioural changes could include:</p> <ul style="list-style-type: none"> <li>• withdrawn/clingy</li> <li>• sense of loss</li> <li>• disorientated</li> <li>• attention seeking</li> <li>• aggression</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• independence/dependency</li> <li>• more/less confident</li> </ul>
<p>4 Understand how to support children and young people experiencing transitions</p>	<p>4.1 Explain how people working with children and young people can support them through transitional processes</p> <p>4.2 Explain the skills required to respond sensitively to children and young people's concerns</p> <p>4.3 Plan a programme of support for a child or young person undergoing a transition</p>	<p>How people can support children and young people through transitions eg:</p> <ul style="list-style-type: none"> <li>• providing emotional support</li> <li>• involving the child or young person in planning and preparing for the transition</li> <li>• encouraging them to ask questions and discuss the transition</li> <li>• practitioners can provide expert advice and information</li> </ul> <p>Skills required to respond sensitively can include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• empathy</li> <li>• respect</li> <li>• active listening</li> <li>• non-judgemental</li> <li>• encouraging</li> <li>• approachable</li> <li>• negotiation</li> <li>• strategies for increasing C&amp;YP's self-confidence and self-esteem</li> </ul> <p>Plan for supporting a child or young person undergoing a transition.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• a support plan, involving parents and practitioners, for a child about to start attending a nursery for the first time</li> <li>• a support plan for a child or young person whose mother is terminally ill</li> <li>• a support plan for a teenager whose parents are divorcing</li> </ul>

## Assessment

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This unit is centre-assessed and externally moderated.

Results will be graded Pass or Fail.

In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

Candidates should be encouraged to produce their work in a format that would be acceptable in health, social care and early years.

Portfolios of work must be produced independently. They will need to be made available, together with any witness statements and any other necessary supporting documentation, to the OCR moderator when required.

OCR provides Model Assignments, however Centres can generate their own assignments with tasks that would create sufficient evidence to meet the assessment objectives for this unit.

Centres must confirm to OCR that the evidence produced by candidates is authentic. The OCR Centre Authentication Form is provided includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## Evidence requirements

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For LO2 candidates must explain how key transitional processes can affect the development (AC2.1) and well-being (AC2.2) of **one** child or young person.

For AC3.3, candidates must explain possible behavioural changes that may occur to **one** child or young person experiencing a transition

For AC4.3, candidates plan a programme of support for **one** child or young person undergoing a transition.

## Guidance on assessment and evidence requirements

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Candidates may provide their responses in writing and/or through the use of video and assessor written records. Note that video evidence is not acceptable if it contains images of children, whether or not parental permission has been obtained, since the security of such images cannot be guaranteed

As an engaging introduction to this unit, candidates could reflect on their own life transitions or those of others, such as TV soap characters, friends or family. Being able to identify aspects of their own life transitions which are both positive and negative, with links made to development and well-being can be a good starting point. This would introduce them to considering the impact of transitions in preparation for LO2.

For LO2, candidates could focus their work on a real or fictitious case study individual to demonstrate their understanding of the impacts of life transitions. Candidates should be familiarised with the need for confidentiality when using a case study of a real individual.

For LO3 and LO4, input from practitioners could, ideally, provide some real examples from care settings about ways to support children and young people undergoing transitions. Many practitioners from all areas of the children's and young people's workforce are involved in supporting individuals and could share their knowledge and expertise with candidates. For example: counsellors, teachers, nursery workers, school nurses, school pastoral staff, youth workers, school liaison officers, social workers etc. The Centre's own transition arrangements and procedures could be used as examples of support available. Carers, friends and family also have a part to play and volunteers may be found who would be willing to share their experiences with the class.

Representatives from third sector organisations eg. NSPCC, Barnardos, Childline etc. could be invited in to the Centre to explain their contribution to addressing the needs of children and young people.

To introduce LO4, providing a plan for support, the class could discuss and formulate a plan for the soap character or other individual considered in LO1, as a trial run before producing their own plans. For the focus of their own plan candidates may choose to use the same individual from the case study considered previously for LO2 and LO3. Emphasis is placed on the need to be able to use the information gathered to understand transitions and their impacts and then to apply this knowledge in practice to develop a support programme for the individual.

This unit has links to Unit 1: Understanding the learning and development of children and young people and Unit 6: Understanding children's rights.

## National Occupational Standards (NOS) mapping/signposting

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

Occupational standards	Unit number	Title
STL	49	Support children and young people during transitions in their lives
CCLD	308	Promote children's well-being and resilience
HSC	310	Work with children and young people to prepare them for adulthood, citizenship and independence
HSC	312	Support the social, emotional and identity development of children and young people
HSC	38	Support children and young people to manage their lives
HSC	34	Promote the well-being and protection of children and young people
NYW	1.4.1	Provide information and support to young people

## 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	✓

## Resources

There are no specific resources that must be available to the candidate however the following suggested resource material will support learning, for example:

- a computer system capable of running presentation and word processing software and internet access
- case studies
- access to practitioners/placements
- a range of society health and development textbooks

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production.

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The Children's Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Skills Active-National Network of Playwork, Education and Training – [www.playwork.org.uk](http://www.playwork.org.uk)

## Additional information

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<b>Unit Title:</b>	<b>Understanding the Principles of Nutrition and Health</b>
OCR unit number	Unit 4
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	6
Guided learning hours:	40
Unit expiry date:	28/02/2015

### Unit purpose and aim

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This unit provides learners with an understanding of the principles of good nutrition and the links with health and wellbeing.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand the components of good nutrition</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the role of each of the components of healthy and balanced diets</p> <p>1.2 Explain the sources of each of the components of a healthy and balanced diet</p> <p>1.3 Explain how deficits in essential components of diet can affect health</p>	<p>Essential components of healthy balanced diets including:</p> <ul style="list-style-type: none"> <li>• proteins</li> <li>• carbohydrates</li> <li>• fats</li> <li>• vitamins</li> <li>• minerals</li> <li>• fibre</li> <li>• water</li> </ul> <p>Sources of the components of a healthy, balanced diet:</p> <ul style="list-style-type: none"> <li>• bread, other cereals and potatoes</li> <li>• fruit and vegetables</li> <li>• milk and dairy foods</li> <li>• meat, fish and alternatives</li> <li>• fatty and sugary foods</li> </ul> <p>Deficiency disorders can include:</p> <ul style="list-style-type: none"> <li>• anaemia</li> <li>• marasmus</li> <li>• pellagra</li> <li>• rickets</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• scurvy</li> <li>• night blindness</li> </ul>
<p>2 Understand the dietary requirements of people in different life stages and circumstances</p>	<p>2.1 Analyse the nutritional needs of people at different stages of their lives</p> <p>2.2 Evaluate breast feeding in terms of nutritional value and the health of the child</p> <p>2.3 Analyse how culture and religion can influence nutrition and diet</p>	<p>Different life stages:</p> <ul style="list-style-type: none"> <li>• Babies (0 to 18 months)</li> <li>• Young children (18 months to 3 years)</li> <li>• Children (3 to 8 years)</li> <li>• Young people (8 – 17 years)</li> <li>• Adults (18 – 65 years)</li> <li>• Older people (65+ years)</li> </ul> <p>Nutritional needs for males and females at different life stages:</p> <ul style="list-style-type: none"> <li>• DRVs – dietary reference values</li> <li>• GDAs – guideline daily amounts</li> <li>• EARs – estimated average requirements</li> </ul> <p>Evaluate breastfeeding in terms of:</p> <ul style="list-style-type: none"> <li>• energy and nutrients</li> <li>• antibodies</li> <li>• reduced risk of allergies</li> <li>• reduced risk of obesity</li> <li>• safety and hygiene</li> <li>• emotional health</li> </ul> <p>Cultural and religious influences on nutrition and diet, for example:</p> <ul style="list-style-type: none"> <li>• Buddhist</li> <li>• Christian</li> <li>• Hindu</li> <li>• Jewish</li> <li>• Muslim</li> <li>• Sikh</li> <li>• Vegetarians &amp; vegans</li> </ul>
<p>3 Understand the role of therapeutic diets in supporting the health and wellbeing of individuals</p>	<p>3.1 Analyse common settings and circumstances where therapeutic diets might be required</p> <p>3.2 Analyse the role of therapeutic diets in the context of other lifestyle measures</p>	<p>Common settings where therapeutic diets are used e.g:</p> <ul style="list-style-type: none"> <li>• residential homes</li> <li>• hospitals</li> <li>• day care centres</li> <li>• respite care settings</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.3 Explain the concept of personal management of nutrition related conditions	<p>Common circumstances where therapeutic diets are used eg:</p> <ul style="list-style-type: none"> <li>• obesity</li> <li>• malnutrition</li> <li>• conditions such as diabetes</li> <li>• heart disease</li> <li>• high cholesterol</li> </ul> <p>Lifestyle measures e.g:</p> <ul style="list-style-type: none"> <li>• exercise</li> <li>• smoking cessation</li> <li>• achieving healthy weight</li> <li>• avoiding drug or alcohol misuse</li> </ul> <p>Personal management of nutrition related conditions:</p> <ul style="list-style-type: none"> <li>• following nutritional guidelines</li> <li>• portion size</li> <li>• having an active lifestyle</li> <li>• setting targets and timescales</li> </ul>
4 Understand the role of government and government agencies in promoting healthy eating	<p>4.1 Analyse government and EU guidance on healthy eating</p> <p>4.2 Identify local and national campaigns targeting diet and nutrition</p> <p>4.3 Explain the legal framework for food safety and hygiene</p> <p>4.4 Explain why food additives are used and give examples of common Usage</p>	<p>Government and EU guidance on healthy eating e.g:</p> <ul style="list-style-type: none"> <li>• Eat well plate</li> <li>• FSA Traffic Lights food labelling</li> <li>• FSA 8 tips for eating well</li> <li>• Nutritional standards for school meals</li> </ul> <p>Local and national campaigns such as:</p> <ul style="list-style-type: none"> <li>• Five a day</li> <li>• Change4life</li> <li>• Healthy schools</li> <li>• Licence to Cook programme</li> </ul> <p>Legal framework:</p> <ul style="list-style-type: none"> <li>• The Food Safety Act 1990</li> <li>• Food Hygiene (England) Regulations 2006</li> <li>• Food Standards Act 1999</li> <li>• Food Labelling Regulations 1996</li> <li>• Food Safety (Temperature Control) Regulations 1995</li> </ul>



Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• HACCP</li> <li>• E-numbers</li> <li>• 'Sell by' 'Best before' and 'Use by' dates</li> </ul> <p>Food additives:</p> <ul style="list-style-type: none"> <li>• types and uses can include: preservatives, antioxidants, colours, emulsifiers and stabilisers, sweeteners, flavourings</li> </ul>
<p>5 Understand how and why to make healthy nutritional choices</p>	<p>5.1 Explain the use of food labels to inform healthy nutritional choices</p> <p>5.2 Compare the labelling of food by different manufacturers and retailers</p> <p>5.3 Evaluate the impact of 'fast food' on long term health</p> <p>5.4 Explain how clear information on nutrition and food values can influence people to make long term healthy eating choices</p>	<p>Food labels e.g:</p> <ul style="list-style-type: none"> <li>• nutritional information</li> <li>• colour coding</li> <li>• Guideline daily Amounts (GDA)</li> <li>• different types of fats such as hydrogenated or polyunsaturated fat</li> <li>• calories</li> <li>• salt</li> <li>• additives</li> <li>• labelling such as: <ul style="list-style-type: none"> <li>- free range</li> <li>- organic</li> <li>- wild</li> <li>- farmed</li> <li>- natural</li> <li>- wholegrain</li> <li>- fortified</li> <li>- freedom food</li> <li>- red tractor</li> </ul> </li> </ul> <p>Compare food labelling eg:</p> <ul style="list-style-type: none"> <li>• how informative about the product</li> <li>• how much nutritional information</li> <li>• ethical food labels</li> <li>• target market</li> </ul> <p>Fast Food: this includes:</p> <ul style="list-style-type: none"> <li>• food from so called 'fast food restaurants'</li> <li>• cook-chill food</li> <li>• food that can be eaten as a snack such as crisps</li> </ul> <ul style="list-style-type: none"> <li>• healthy option snacks such</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>as cereal bars, fruit</p> <p>Clear information on nutrition and food values can help people to:</p> <ul style="list-style-type: none"> <li>• compare different foods</li> <li>• make informed decisions</li> </ul>

## Assessment

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This unit is centre-assessed and externally moderated.

Results will be graded Pass or Fail.

In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

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## Guidance on assessment and evidence requirements

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For this unit candidates could work in teams to carry out research and to produce materials for the assessment. There is no requirement for each individual candidate to cover all of the examples listed in the content of the unit eg LO1 deficiency disorders or LO2 cultural/religious influences on diet. Teachers must however be confident that the work they mark is the learner's own.

For LO1 a food technology teacher or a dietician could be used to provide an introduction to the components of good nutrition. Candidates could analyse their own diet to establish whether they are having a balanced intake of nutrients.

For LO3 candidates could consider a case study and focus their explanations on a specific individual to demonstrate their understanding of the role of therapeutic diets. Input from a suitable practitioner would be useful, eg a hospital dietician. Interviewing an individual who is on a therapeutic diet could be another source of information about this topic.

For LO4 information about Government and EU guidance and campaigns on healthy eating is needed. Individual Candidates could use appropriate websites and textbooks to gather up-to-date information about a current national campaign and then produce a poster for a group display and also a factsheet explaining the legal framework for food safety and hygiene.

LO5 requires the learner to demonstrate how clear information, for example on food labels, about nutrition and food values can help people compare different foods and inform their choices. This could be completed as a team task with each team member producing a worked example of

comparing food labels for a particular food product and also comparing an unhealthy fast food option with a healthy fast food option.

## National Occupational Standards (NOS) mapping/signposting

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NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

Occupational standards	Unit number	Title
PW	4	Contribute to children and young people's healthy eating and personal hygiene
CCLD	308	Promote healthy living for children and families
CCLD	319	Contribute to children's health and well-being
CS	24	Contribute to meeting the nutritional needs of adults, children and young people
HSC	37a	Care for the physical and nutritional needs of babies
HSC	213	Provide healthier food and drink for individuals
NYW	1.4.1	Provide information and support to young people

## Functional skills signposting

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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	✓

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## Resources

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**There are no specific resources that must be available to the candidate however the following suggested resource material will support learning, for example:**

- a computer system capable of running presentation and word processing software and internet access
- access to practitioners / placements
- a range of society health and development textbooks
- a range of food and nutrition textbooks

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production. Books:

Bruce, T and Meggitt, C (2006)	Child Care and Education Hodder Arnold
Fisher, A et al (2006)	OCR Nationals Level 2: Health and Social Care Heinemann
Lindon, J. (2005)	Understanding Child development: Linking Theory and Practice Hodder Arnold
Meggitt, C. and Walker, J. (2004)	An Introduction to Childcare and Education Hodder Arnold
Minett, P (2005)	Child Care and Development Hodder Arnold
Ridgewell, J (2009)	Examining Food and Nutrition Heinemann
Tassoni, P. (2008)	S/NVQ Level 3 Children's Care, Learning and Development: Student's Handbook Heinemann
Tassoni, P. (2007)	Cache Level 2 Child Care and Education Heinemann
Tassoni, P. Et al (2005)	NVQ Level 3 Children's Care, Learning and Development Heinemann
Tull, A (1996)	Food and Nutrition Oxford University Press

Websites:

Change4life campaign - [www.nhs.uk/change4life](http://www.nhs.uk/change4life)

NHS Choices - [www.nhs.uk/livewell/healthy-eating](http://www.nhs.uk/livewell/healthy-eating)

Food Standards Agency - [www.food.gov.uk](http://www.food.gov.uk)

Health advice - [www.bupa.co.uk/health](http://www.bupa.co.uk/health)

NHS breastfeeding - [www.breastfeeding.nhs.uk](http://www.breastfeeding.nhs.uk)

BBC health - [www.bbc.co.uk/search/healthy\\_diet](http://www.bbc.co.uk/search/healthy_diet)

Every Child matters – [www.ecm.gov.uk](http://www.ecm.gov.uk)

The Children’s Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

## Additional information

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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](http://www.ocr.org.uk) .

<b>Unit Title:</b>	<b>Understanding the Essential Role of Play in Children and Young People's Personal Development</b>
OCR unit number	Unit 5
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	9
Guided learning hours:	60
Unit expiry date:	28/02/2015

## Unit purpose and aim

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This unit provides learners with an opportunity to understand how children possess an innate ability for, and a biological drive to play. It includes how play provides a natural route for the child to develop. Learners will explore how, through play, children can discover, develop and become adept in a whole range of social, intellectual, emotional, creative and motor skills. The unit includes how people support children and young people's play.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Knowledge, understanding and skills</b>
<p><b>The Learner will:</b></p> <p>1 Understand differing views on play</p>	<p><b>The Learner can:</b></p> <p>1.1 Describe 2 different theoretical and value based approaches to play</p> <p>1.2 Evaluate the view that play should be freely chosen and fun for children and young people</p> <p>1.3 Evaluate the view that children have an innate drive to play</p> <p>1.4 Analyse how views of children and young people in society affect attitudes to play</p>	<p>Theoretical and value based approaches to play e.g:</p> <ul style="list-style-type: none"> <li>• neuroscience/brain development</li> <li>• play as preparation for adulthood</li> <li>• play and learning/developmental psychology</li> <li>• playwork principles (as identified in National Occupational Standards)</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• child initiated play eg: <ul style="list-style-type: none"> <li>- spontaneous play</li> <li>- child centred play</li> <li>- free play</li> </ul> </li> <li>• advantages, eg: <ul style="list-style-type: none"> <li>- choice helps develop self confidence</li> <li>- enjoyable because child has chosen the activity</li> <li>- motivated and engaged</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>because child has chosen the activity develops concentration and perseverance because they are 'in control'</p> <ul style="list-style-type: none"> <li>• disadvantages, eg: <ul style="list-style-type: none"> <li>- the child might not want to try new activities just the one's they know and enjoy, thus limiting learning</li> <li>- the child may not choose activities that will develop knowledge and skills</li> <li>- a child might swap and change activities frequently never consolidating any learning</li> </ul> </li> </ul> <p>as compared with:</p> <ul style="list-style-type: none"> <li>• adult initiated play eg: <ul style="list-style-type: none"> <li>- structured play</li> <li>- directed play</li> <li>- imitative play</li> </ul> </li> <li>• advantages, eg: <ul style="list-style-type: none"> <li>- can be very purposeful</li> <li>- useful in helping children to acquire skills or knowledge such as learning to read</li> <li>- can be a starting point then children can use skills in their own way</li> <li>- introduces new activities or interests which the child might not have chosen themselves</li> <li>- good for learning games with rules or activities such a cooking, using equipment such as a knife</li> </ul> </li> <li>• disadvantages, eg: <ul style="list-style-type: none"> <li>- can prevent developing initiative as adults have done the 'thinking'</li> <li>- could just be following instructions</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>- can cause boredom and lack of concentration if child is not engaged because of lack of 'ownership' of the activity</li> </ul> <p>Innate drive to play eg:</p> <ul style="list-style-type: none"> <li>• play as a survival function</li> <li>• instinctively ready for play</li> <li>• need to learn</li> <li>• learn by spontaneously doing rather than being taught</li> </ul> <p>Views of children and young people in society impacting on play can include:</p> <ul style="list-style-type: none"> <li>• growth of outside the home provision with its many positive aspects also reflects the belief that early learning needs experts</li> <li>• anxiety about educational achievement has created pressure on children</li> <li>• consumer culture: children &amp; young people targeted as consumers, creating the belief that that they are what they own and play with</li> <li>• extended childhood with the increase of school leaving age</li> <li>• child centred approach, meeting individual needs</li> <li>• inclusion</li> <li>• Every Child Matters agenda - valuing and protecting children</li> </ul>
<p>2 Understand the central importance of play for the development of children and young people</p>	<p>2.1 Explain the role of play in supporting children and young people's development</p> <p>2.2 Explore the ways in which current lifestyles have impacted on children's play</p>	<p>2.1 Development to include:</p> <ul style="list-style-type: none"> <li>• emotional development and resilience</li> <li>• cognitive, problem solving and investigation</li> <li>• physical development</li> <li>• communication</li> <li>• social</li> </ul>



Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• aesthetic, spiritual and cultural</li> <li>• creative</li> </ul> <p>Role of play to include:</p> <ul style="list-style-type: none"> <li>• practise play (practise for later life)</li> <li>• psychoanalytic (learning how to deal with feelings)</li> <li>• theory of mind – moral development (helped through play to think of others)</li> <li>• concepts (ideas and thinking)</li> </ul> <p>Current lifestyles, eg:</p> <ul style="list-style-type: none"> <li>• increased use of daycare due to working parents/ carers</li> <li>• safety concerns, children kept inside</li> <li>• sedentary activities such as watching TV</li> <li>• playing computer games</li> </ul>
<p>3 Understand the key policies which impact on play provision for children and young people</p>	<p>3.1 Explain the rights of the child to play as defined in the UN Convention on the Rights of the Child</p> <p>3.2 Evaluate key public policy in relation to play provision</p>	<p>UNCRC articles, eg:</p> <ul style="list-style-type: none"> <li>• articles: <ul style="list-style-type: none"> <li>- 31 – leisure, culture and play</li> <li>- 12 – respect for the views of the child</li> <li>- 15 – freedom of association</li> <li>- 23 – children with disability</li> <li>- 42 – knowledge of rights</li> </ul> </li> </ul> <p>Key public policy e.g:</p> <ul style="list-style-type: none"> <li>• outcomes focused services</li> <li>• national and local play policies</li> <li>• play settings as part of parks and open spaces</li> <li>• children and young people’s participation</li> <li>• child poverty</li> <li>• play and health issues such as obesity</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• social cohesion</li> <li>• safeguarding</li> <li>• anti social behaviour</li> </ul>
<p>4 Understand the range of play types and provision and key features of successful play settings</p>	<p>4.1 Identify play provision within different settings, services and communities</p> <p>4.2 Explain the main play types</p> <p>4.3 Explain the equipment and materials that support each of the main play types</p> <p>4.4 Analyse the key features of successful play spaces including outdoor play spaces and natural landscapes.</p> <p>4.5 Evaluate the importance of involving children and young people in planning and managing their own play</p> <p>4.6 Explain the importance of accessible and inclusive play</p> <p>4.7 Explain how accessible and inclusive play is implemented in play settings</p>	<p>Different settings, services and communities e.g:</p> <ul style="list-style-type: none"> <li>• education settings</li> <li>• local authority services</li> <li>• health settings</li> <li>• private, voluntary and community</li> <li>• rural, suburban and urban communities</li> <li>• areas of deprivation and more affluent areas</li> </ul> <p>Play types:</p> <ul style="list-style-type: none"> <li>• There are many different listings of types of play, equipment and materials the following are indicative only: <ul style="list-style-type: none"> <li>- socio-dramatic play</li> <li>- communication play</li> <li>- deep play</li> <li>- creative play</li> <li>- mastery play</li> <li>- locomotor play</li> <li>- object play</li> <li>- rough and tumble</li> <li>- discovery play</li> <li>- exploratory</li> </ul> </li> <li>• Equipment and materials that support the main types of play eg: <ul style="list-style-type: none"> <li>- toys</li> <li>- sand and water</li> <li>- dressing up clothes</li> <li>- climbing frames, swings</li> <li>- books</li> <li>- everyday objects</li> <li>- paints, crayons, pens and pencils</li> <li>- cookery equipment and ingredients</li> </ul> </li> <li>• Key features of successful play spaces e.g: <ul style="list-style-type: none"> <li>- outdoor and indoor</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>spaces</p> <ul style="list-style-type: none"> <li>- equipment and materials</li> <li>- planning and organisation</li> <li>- well trained, supportive and encouraging people</li> <li>- personalised approach to children's learning</li> <li>- health &amp; safety issues addressed</li> </ul> <p>Evaluate the importance of involving children in planning and managing their own play, eg:</p> <ul style="list-style-type: none"> <li>• child-centred approach</li> <li>• inclusion</li> <li>• meeting individual needs and preferences</li> <li>• motivation</li> <li>• empowerment</li> <li>• independence</li> <li>• self-reliance</li> <li>• Every Child Matters</li> <li>• Birth to Three Matters</li> </ul> <p>Importance of accessible and inclusive play eg:</p> <ul style="list-style-type: none"> <li>• providing equal opportunities for all children and young people</li> <li>• empowering children and young people</li> <li>• meeting legal requirements</li> <li>• impact on individual children's and young people's learning and development</li> </ul> <p>Implementing accessible and inclusive play can involve, for example:</p> <ul style="list-style-type: none"> <li>• provision of professional support</li> <li>• multi-agency working</li> <li>• making facilities accessible</li> <li>• specialist aids and equipment</li> <li>• planning for individual</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>needs</p> <ul style="list-style-type: none"> <li>• use of specialist communication methods</li> <li>• anti-discriminatory practice</li> </ul>
<p>5 Understand how barriers to access to play provision can be overcome</p>	<p>5.1 Explain barriers to access to play settings and services in rural, urban and mixed environments</p> <p>5.2 Evaluate how barriers to access can be overcome</p> <p>5.3 Explain ways in which children with disabilities and those with additional needs can participate fully in play</p>	<p>Barriers to Access e.g:</p> <ul style="list-style-type: none"> <li>• poverty and social disadvantage</li> <li>• rurality</li> <li>• disability</li> <li>• communication barriers</li> <li>• abuse or bullying</li> <li>• health</li> <li>• lack of information or poor provision locally</li> <li>• attitudinal</li> <li>• cultural</li> </ul> <p>Evaluate ways of overcoming barriers, eg:</p> <ul style="list-style-type: none"> <li>• professional support</li> <li>• multi agency working</li> <li>• making facilities accessible</li> <li>• specialist aids and equipment</li> <li>• planning for individual needs</li> <li>• use of specialist communication methods</li> <li>• anti-discriminatory practice</li> </ul> <p>Enabling children with disabilities and additional needs to participate fully in play, for example:</p> <ul style="list-style-type: none"> <li>• specialist aids and equipment – large grip equipment, magnifying sheets, standing frame etc</li> <li>• adaptations to facilities and furniture – lower desks, wheelchair ramps etc</li> <li>• specialist methods of communication – Makaton, hearing loops, speech synthesiser</li> <li>• different formats for information</li> </ul>
<p>6 Understand the importance of assessing risk in play settings</p>	<p>6.1 Explain why children and young people need to take risks in play</p>	<p>Why children need to take risks in play, eg:</p> <ul style="list-style-type: none"> <li>• children learn more easily</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>6.2 Analyse the role of play in enabling children and young people to learn to manage risk</p> <p>6.3 Explain how play providers balance risk against benefit</p> <p>6.4 Identify the key features of the legislation and current national guidelines for safety in play settings</p> <p>6.5 Explain the importance of developing and maintaining a risk and benefit assessment pro forma for a play setting</p>	<p>by 'doing' not 'watching'</p> <ul style="list-style-type: none"> <li>• it is unrealistic to aim for a 100% risk free environment</li> <li>• children learn from challenging themselves</li> <li>• excessive supervision can make play boring</li> </ul> <p>The role of play in learning to manage risk eg:</p> <ul style="list-style-type: none"> <li>• concerns have been raised about children's health and physical skills if safety worries mean more sedentary activities such as watching TV and playing computer games</li> <li>• managing risk empowers children</li> <li>• risk can provide challenge and excitement for children to learn</li> <li>• children learn their own boundaries through experience</li> </ul> <p>Importance of developing and maintaining a risk and benefit assessment pro-forma eg:</p> <ul style="list-style-type: none"> <li>• safe planning of activities</li> <li>• judging risks weighed against the potential benefits of activities</li> <li>• evidence of meeting legal requirements</li> <li>• correct procedures clear to all staff</li> <li>• records kept for risk assessments</li> <li>• ensures health and safety of all activities</li> </ul> <p>Legislation and national guidelines related to safety can include:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety at Work Act 1974</li> <li>• The Children Act 2004</li> <li>• National Standards</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• COSHH Regulations 2002</li> <li>• RIDDOR Regulations 1995</li> <li>• Data Protection Act 1998</li> </ul> <p>Importance of risk and benefit assessment pro-formas, eg:</p> <ul style="list-style-type: none"> <li>• evidence of meeting legal requirements</li> <li>• correct procedures clear to all staff</li> <li>• records kept for risk assessments</li> <li>• ensures health and safety of all activities</li> </ul>
<p>7 Understand how to support play opportunities</p>	<p>7.1 Explain how play settings are carefully planned to meet the play opportunity needs of children and young people</p> <p>7.2 Explain how to observe and record how children and young people use the play setting</p> <p>7.3 Explain the importance of maintaining the accuracy and confidentiality of records of children and young people's activities</p> <p>7.4 Analyse the role of the adult in the play setting</p> <p>7.5 Evaluate how the design of a play setting contributes to the provision of a range of play opportunities</p>	<p>Planning and play settings:</p> <ul style="list-style-type: none"> <li>• outdoor and indoor spaces</li> <li>• equipment and materials</li> <li>• planning and organisation of activities</li> <li>• well trained, supportive and encouraging people</li> <li>• personalised approach to children's learning</li> </ul> <p>Observing and recording in a play setting eg:</p> <ul style="list-style-type: none"> <li>• obtain permission</li> <li>• observe confidentiality</li> <li>• observation methods, eg structured recording, time sampling, free description etc.</li> <li>• objectivity, avoiding bias</li> </ul> <p>Accurate and confidential record keeping including:</p> <ul style="list-style-type: none"> <li>• Data Protection Act 1998</li> <li>• consequences of inaccurate or misleading records</li> <li>• accountability</li> <li>• evidence of reviews</li> <li>• assisting continuity</li> </ul> <p>The adult in the play setting eg:</p> <ul style="list-style-type: none"> <li>• playworker</li> <li>• play ranger</li> <li>• volunteer playworker</li> <li>• assistant playworker</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• parent</li> <li>• nursery worker</li> <li>• nursery teacher</li> <li>• nursery nurse</li> </ul> <p>For a chosen play setting evaluate how its design contributes to the provision of a range of play activities, eg:</p> <ul style="list-style-type: none"> <li>• an adventure playground</li> <li>• nursery classroom</li> <li>• home</li> <li>• recreation ground</li> </ul>

## Assessment

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In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

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OCR provides Model Assignments, however Centres can generate their own assignments with tasks that would create sufficient evidence to meet the assessment objectives for this unit.

Centres must confirm to OCR that the evidence produced by candidates is authentic. The OCR Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## Evidence requirements

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For AC 1.1 Candidates must describe **two** different theoretical and value-based approaches to play.

For AC 3.2 Candidates must evaluate **two** public policies in relation to play provision

For AC 4.7 Candidates must explain how accessible and inclusive play is implemented in **one** play setting

For AC 7.5 Candidates must produce an evaluation of how the design of **one** play setting contributes to the provision of a range of play opportunities

## Guidance on assessment and evidence requirements

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The unit would ideally benefit from an early years or young people's placement. This would enable learners to experience real events and work alongside professionals in an early year's or young people's context. Learners should be encouraged to use as much of the resources available from a

workplace setting to support their evidence for this unit as possible. It is not essential that the same play setting is used for all tasks; more than one may be used.

Examples of children's and young people's care settings are playgroups, nurseries, children's centres, after school clubs, and reception classes etc.

In a placement setting, Candidates should carry out activities and behave in a way that would be acceptable in the workplace. Ideally, tasks should be carried out in a real work situation. However, simulated work environments will be acceptable. Issues around health and safety for candidates participating outside and within the centre environment should be addressed.

Candidates may provide their responses in writing and/or through the use of video and assessor written records. Note that video evidence is not acceptable if it contains images of children, whether or not parental permission has been obtained, since the security of such images cannot be guaranteed. Witness statements completed by the task supervisor include the requirement for supervisors to comment on the candidates' skills and their ability to apply their knowledge in a practical context.

Alternatively the use of case studies, DVDs, TV clips, simulations and discussions within class may be useful for learners to explore theories and play based learning. Input from practitioners could provide some real examples from care settings. Ideally candidates need to relate this assignment to practice; therefore, if possible, they will benefit from the opportunity to observe within an early years or young people's setting or contact with practitioners when completing the unit.

In LO1 candidates consider theoretical approaches to play. This could be researched using textbooks or websites and other views of play could be obtained through interviews with parents, practitioners.

For LO3 Information about the impact on public policy on play provision could be obtained from local placement settings, practitioners, and can be researched using the internet or pooling the knowledge of the learners themselves.

LO4 and LO5 would ideally be explored through a placement. However case studies could be provided which demonstrate barriers and the group of candidates could discuss strategies for overcoming them. A visit to a special school would provide valuable information about ways of enabling children or young people with additional needs to fully participate in play.

For LO6 experience in a placement or interviews with practitioners will enable Candidates to gather information about risk assessment procedures and legislation that direct and inform professional practice. Alternatively a health and safety officer or early years professional could be invited in to the centre to provide information for the learners.

If undertaking a placement for LOs 3, 4, 5, 6, 7, Candidates will need to be prepared for carrying out observations. Candidates could be given exemplar pro-formas to use for observations; a simulated observation using a commercial child development DVD, or TV clip, could be done in preparation for the real thing.

Emphasis is placed on the need to be able to use the information gathered to understand aspects of play and then to apply this knowledge in evaluating how a setting contributes to children's personal development.

This unit has links to Unit 1: Understanding the learning and development of children and young people, Unit 2 Understanding how to promote play and learning in the early years and 6: Understanding children's rights

## National Occupational Standards (NOS) mapping/signposting

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Occupational standards	Unit number	Title
PW	2	Support children and young people's play
PW	3	Contribute to the health & safety of the play environment
CCLD	308	Promote children's well-being and resilience
CCLD	312	plan and implement positive environments for babies and young children under 3 years
HSC	312	Support the social, emotional and identity development of children and young people
HSC	38	Support children and young people to manage their lives
HSC	39	Support children and young people to achieve their educational potential
HSC	34	Promote the well-being and protection of children and young people
HSC	24	Maintain a clean and safe environment
HSC	315	Work with children and young people with additional requirements
HSC	420	Promote leisure opportunities and activities for individuals

## Functional skills signposting

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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	✓

## Resources

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**There are no specific resources that must be available to the candidate however the following suggested resource material will support learning, for example:**

- a computer system capable of running presentation and word processing software and internet access
- case studies
- access to practitioners/placements
- a range of society health and development, and child development, textbooks & DVDs

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources.

Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books:

Bruce, T and Meggitt, C (2006)	Child Care and Education Hodder Arnold
Fisher, A et al (2006)	OCR Nationals Level 2: Health and Social Care Heinemann
Hobart, C and Frankel, J. (2002)	A practical Guide to Child-care and Education Placements Nelson Thornes
Hobart, C and Frankel, J. (2005)	A Practical Guide to Activities for Young Children Nelson Thornes
Hobart, C and Frankel, J. (2004)	A Practical Guide to Child Observation and Assessment Nelson Thornes
Lindon, J. (2005)	Understanding Child development: Linking Theory and Practice Hodder Arnold
Lindon, J. (2001)	Understanding Children's Play Nelson Thornes
Meggitt, C. and Walker, J. (2004)	An Introduction to Childcare and Education Hodder Arnold
Tassoni, P. and Hucker, K. (2004)	Planning Play and the Early Years
Tassoni, P. (2008)	S/NVQ Level 3 Children's Care, Learning and Development: Student's Handbook Heinemann
Tassoni, P. (2007)	Cache Level 2 Child Care and Education Heinemann
Tassoni, P. Et al	NVQ Level 3 Children's Care, Learning and Development Heinemann

Websites:

Every Child matters – [www.ecm.gov.uk](http://www.ecm.gov.uk)

United Nations Children's Fund – [www.unicef.org.uk](http://www.unicef.org.uk)

United Nations Convention on the Rights of the Child – [www.dcsf.gov.uk](http://www.dcsf.gov.uk)

The Children's Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Skills Active-National Network of Playwork, Education and Training – [www.playwork.org.uk](http://www.playwork.org.uk)

## Additional information

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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](http://www.ocr.org.uk) .

<b>Unit Title:</b>	<b>Understanding Children's Rights</b>
OCR unit number	Unit 6
Sector unit number	01. Health, Public Services and Care 1.5 Child Development and Wellbeing
Level:	Level 3
Credit value:	9
Guided learning hours:	60
Unit expiry date:	28/02/2015

### Unit purpose and aim

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This unit provides learners with an opportunity to develop understanding of the United Nations Convention on the Rights of the Child (UNCRC). Learners will explore which rights the UNCRC cites and how the rights affect key aspects of work with children and young people. The unit also provides learners with an opportunity to undertake desk research.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand the broad content and intent of the United Nations Convention on the Rights of the Child (UNCRC)</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the structure and purpose of the UNCRC</p> <p>1.2 Explain the reporting arrangements of the government back to the United Nations Convention on the Rights of the Child</p> <p>1.3 Identify the key aspects of laws in England and Wales that support the government's obligations to the UNCRC</p> <p>1.4 Analyse responsibilities that accompany children's rights</p> <p>1.5 Analyse society's attitudes to children and young people in the light of the UNCRC</p>	<p>The structure and purpose of the UNCRC:</p> <ul style="list-style-type: none"> <li>• consists of 54 articles</li> <li>• a comprehensive human rights treaty that enshrines specific children's rights in international law</li> </ul> <p>Reporting arrangements:</p> <ul style="list-style-type: none"> <li>• initial report</li> <li>• periodic reports every 5 years are required</li> </ul> <p>Key aspects of laws in England and Wales eg:</p> <ul style="list-style-type: none"> <li>• Children Act 1989 as amended 2004</li> <li>• Disability Discrimination Act 2005</li> <li>• Human Rights Act 1998</li> <li>• Children and Adoption Act 2006</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>Responsibilities that accompany children's rights, eg:</p> <ul style="list-style-type: none"> <li>• impact on local and national provision of children's and young people's services</li> <li>• impact on care practice ie the roles and responsibilities of care practitioners</li> </ul> <p>Society's attitudes to children and young people could include:</p> <ul style="list-style-type: none"> <li>• child centred approach</li> <li>• meeting individual needs</li> <li>• inclusion</li> <li>• valuing children</li> <li>• protecting children</li> <li>• anti-discriminatory practice</li> </ul>
<p>2 Understand how the UNCRC has informed policy and practice in the UK</p>	<p>2.1 Compare the roles of the Children's Commissioners (or those with similar role) in the different UK home countries</p> <p>2.2 Explain how the UNCRC has supported children to express their views and participate in decisions affecting their lives</p> <p>2.3 Identify which UNCRC articles most closely affect provision for children's:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Justice</li> <li>• Family life</li> <li>• Participation</li> <li>• Safeguarding</li> <li>• Education</li> </ul> <p>2.4 Evaluate how effective the government has been in meeting its UNCRC obligations in one area of provision identified in 2.3</p>	<p>2.1 Children's Commissioners Northern Ireland, Scotland and Wales, role includes:</p> <ul style="list-style-type: none"> <li>• responsible for reviewing new laws &amp; policy if they potentially affect children</li> <li>• can initiate and hold public enquiries</li> <li>• can subpoena witnesses</li> </ul> <p>England, role includes:</p> <ul style="list-style-type: none"> <li>• to promote the views and interests of young people rather than to safeguard their rights</li> <li>• only able to carry out investigations with the approval of the relevant Secretary of State</li> <li>• less independent of Government</li> </ul> <p>All the commissioners:</p> <ul style="list-style-type: none"> <li>• must adhere to the UNCRC</li> <li>• produce an annual report</li> </ul> <p>Related UNCRC Articles eg:</p> <ul style="list-style-type: none"> <li>• 3 – best interests of the child</li> <li>• 9 – separation from parents</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• 12 – respect for the views of the child</li> <li>• 13 – freedom of expression</li> <li>• 42 – knowledge of rights</li> </ul> <p>Key UNCRC Articles eg:</p> <ul style="list-style-type: none"> <li>• Education Articles 28,29 and 30</li> <li>• Health and Safety Articles 6,18, 23, 24,26,27, 32, 33, 34</li> <li>• Justice Articles 3,6,19, 37,38,39,40,41</li> <li>• Participation Articles 12, 23, 42</li> <li>• Play Article 31</li> <li>• Family life Articles, 8, 9, 10, 14, 18, 26</li> </ul> <p>Government effectiveness in meeting UNCRC obligations, for example:</p> <ul style="list-style-type: none"> <li>• The Children Act 1989 – children’s welfare is of paramount importance</li> <li>• Every Child matters Framework – the 5 outcomes &amp; their impact on children and young people’s workforce</li> </ul>
<p>3 Understand the role and aspirations of the United Nations Children’s Fund (UNICEF)</p>	<p>3.1 Analyse the role of UNICEF and its link with the UNCRC</p> <p>3.2 Explain how UNICEF is involved in monitoring the implementation of the UNCRC</p>	<p>UNICEF is named in article 45 of the UNCRC:</p> <ul style="list-style-type: none"> <li>• Article 45: UNICEF can provide expert advice and assistance on children’s rights</li> <li>• UNICEF is the world’s leading organisation focusing on children and child rights</li> <li>• raises funds for emergency relief and for development work</li> </ul> <p>UNICEF’s involvement in monitoring the implementation of the UNCRC includes:</p> <ul style="list-style-type: none"> <li>• holding governments to account for the rights of children</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>provides expert assistance and advice for governments focused on children's rights</li> <li>works to change government policies and practices that are detrimental to child rights</li> </ul>
<p>4 Be able to investigate an area of national policy which impacts on the rights of children and young people</p>	<p>4.1 Plan desk research on an area of national policy which impacts on the rights of children and young people, taking into account the availability of relevant data</p> <p>4.2 Identify ethical and confidentiality issues</p> <p>4.3 Use a variety of sources to collect data</p> <p>4.4 Analyse data using appropriate methods</p> <p>4.5 Evaluate the impact of the chosen policy on the rights of children and young people</p>	<p>National policies eg:</p> <ul style="list-style-type: none"> <li>Every Child Matters</li> <li>Common Assessment Framework (CAF)</li> <li>Sure Start</li> <li>Children's Plan</li> <li>2020 Children &amp; Young People's Workforce Strategy</li> </ul> <p>Ethical &amp; confidentiality issues, eg:</p> <ul style="list-style-type: none"> <li>bias</li> <li>error</li> <li>accuracy</li> <li>fairness</li> <li>confidentiality &amp; anonymity</li> <li>Data Protection Act 1998</li> </ul> <p>Sources of data:</p> <ul style="list-style-type: none"> <li>Surveys, questionnaires etc</li> <li>Internet/websites</li> <li>Intranet</li> <li>Library</li> <li>Periodicals and Journals</li> <li>Government Documents</li> <li>TV documentaries</li> </ul> <p>Analyse data eg:</p> <ul style="list-style-type: none"> <li>present the collected data in an appropriate format. This could include: written text, tables, bar charts, graphs, pie charts etc</li> <li>use the data collated to analyse the findings.</li> </ul> <p>Evaluate the impact of the chosen policy eg:</p> <ul style="list-style-type: none"> <li>What does the data show?</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• Give conclusions about the impact of the chosen policy on children &amp; young people's rights; include strengths and weaknesses</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• has there been a reduction in the numbers of children living in poverty?</li> <li>• has the quality of day care improved?</li> <li>• has children's health improved?</li> </ul>

## Assessment

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This unit is centre-assessed and externally moderated.

Results will be graded Pass or Fail.

In order to achieve this unit, candidates must produce a portfolio of evidence showing they can meet the assessment criteria.

Candidates should be encouraged to produce their work in a format that would be acceptable in health, social care and early years.

Portfolios of work must be produced independently. They will need to be made available, together with any witness statements and any other necessary supporting documentation, to the OCR moderator when required.

OCR provides Model Assignments, however Centres can generate their own assignments with tasks that would create sufficient evidence to meet the assessment objectives for this unit.

Centres must confirm to OCR that the evidence produced by candidates is authentic. The OCR Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

## Guidance on assessment and evidence requirements

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As an introduction to this unit, learners could be encouraged to reflect on their own understanding of children's rights; this should be a good starting point.

If centres have, or can establish, a link with a local children's charity this would clearly provide the opportunity for a very realistic context for candidates to research the information required by the assignment. A placement as a volunteer working in this field would be ideal.

In a placement setting Candidates should carry out activities and behave in a way that would be acceptable in the workplace. Ideally, tasks should be carried out in a real work situation. However, simulated work environments will be acceptable. Issues around health and safety for candidates participating outside and within the centre environment should be addressed.

Candidates need to relate the unit content to practice; therefore, ideally, they need the opportunity to observe or work within a setting or contact with practitioners involved in children's rights would



be of great benefit to enable them to complete the work for this unit. Representatives from third sector organisations eg NSPCC, Barnardos, Childline etc. In addition to UNICEF could be invited in to explain their contribution to addressing the rights of children and young people. Alternatively, UNICEF and other children's charity organisations have excellent websites.

To prepare candidates for LO4 the centre's own policies and procedures could be used as examples of the impact of national policies for children and young people.

Information could be collected from relevant practitioners and organisations through visits, interviews, books, websites etc to ensure learners understand the rights of children and young people. The use of case studies and discussions within class may be useful for learners to explore the work of third sector organisations involved in promoting the rights of children and young people.

This unit has links to Unit 1: Understanding the learning and development of children and young people and Unit 5: Understanding the essential role of play in children and young people's personal development.

## National Occupational Standards (NOS) mapping/signposting

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

Occupational standards	Unit number	Title
HSC	234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals
HSC	34	Promote the well-being and protection of children and young people
HSC	310	Work with children and young people to prepare them for adulthood, citizenship and independence
PW	6	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
CCLD	308	Promote children's well-being and resilience

## 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	✓

## Resources

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**There are no specific resources that must be available to the candidate however the following suggested resource material will support learning, for example:**

- a computer system capable of running presentation and word processing software and internet access
- centre policy documents
- access to practitioners/placements
- a range of society health and development textbooks

Some suggested books and websites are listed below. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some of the suggested resources are intended for tutor use. The resources in this section were current at the time of production.

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United Nations Convention on the Rights of the Child – [www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Every Child matters – [www.ecm.gov.uk](http://www.ecm.gov.uk)

The Children's Society – [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

The Children's Workforce Development Council – [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Sure Start – [www.surestart.gov.uk](http://www.surestart.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

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