OCR
Oxford Cambridge and RSA

Unit Title:	**CYP3.1 Understand child and young person development**
Level:	3
Credit value:	4
Guided learning hours:	30

Unit accreditation number: L/601/1693

Unit purpose and aim

This unit aims to provide the knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also aims to provide knowledge and understanding of the actions to be taken when differences in development are identified; and the potential effects of transitions on children and young people's development.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the expected pattern of development for children and young people from birth to 19 yrs	1.1 Explain the sequence and rate of each **aspect of development** from birth to 19 yrs 1.2 Explain the difference between sequence of development and rate of development and why the difference is important	**Aspects of development may include:** • physical • communication • intellectual / cognitive • social, emotional and behavioural • moral
2 Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of **personal factors** 2.2 Explain how children and young people's development is influenced by a range of **external factors** 2.3 Explain how **theories of development** and **frameworks to support**	**Personal factors may include:** • health status • disability • sensory impairment • learning difficulties **External factors may include:** • poverty and deprivation • family environment and background • personal choices • looked after/ care status • education **Theories of development may include:** • cognitive (e.g. Piaget)

		development influence current practice	• psychoanalytic (e.g. Freud) • humanist (e.g. Maslow) • social learning (e.g. Bandura) • operant conditioning (e.g. Skinner) • behaviourist (e.g. Watson) **Frameworks to support development may include:** • social pedagogy
3	Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different **methods**	**Methods of monitoring development may include:** • assessment framework/s • observation • standard measurements • information from carers and colleagues
		3.2 Explain the **reasons** why children and young people's development may not follow the expected pattern	**Reasons may include:** • disability • emotional • physical • environmental • cultural • social • learning needs • communication
		3.3. Explain how disability may affect development	
		3.4. Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern	**Different types of interventions may include:** • social worker • speech and language therapist • psychologist • psychiatrist • youth justice • physiotherapist • nurse specialist • additional learning support • assistive technology • health visitor

4	Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition	
		4.2	Explain how multi agency teams work together to support speech, language and communication	
		4.3.	Explain how play and activities are used to support the development of speech, language and communication	
5	Understand the potential effects of transitions on children and young people's development.	5.1	Explain how different **types of transitions** can affect children and young people's development	**Types of transitions may include:** • emotional, affected by personal experience e.g. bereavement, entering/ leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre-school to primary to post-primary
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition	

Assessment

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

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further

study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

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

- CCLD 303: Promote children's development

- HSC36:Contribute to the assessment of children and young peoples' needs and the development of care plans

- CWDC Training, Support and Development Standards for Foster Care, Standard 5**:** Understand the development of children and young people

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Additional information

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

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

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