![OCR - Oxford Cambridge and RSA logo]

Unit Title:	**Understand child and young person development**
OCR Unit No:	3
Sector Unit No:	CYP3.1
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	Centres must ensure that all assessment criteria are met. **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**	**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
	2.3	Explain how **theories of development** and **frameworks to support development** influence current practice	**Theories of development may include:** • cognitive (e.g. Piaget) • 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 is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

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

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

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

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

Achievement at unit level is Pass or Fail.

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

Guidance on assessment and evidence requirements

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

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

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

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*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.