

**Unit Title:** Understand the development of children and young people in residential childcare

OCR unit number: 1  
 Sector unit number: RCC 3.1  
 Level: 3  
 Credit value: 3  
 Guided learning hours: 25  
 Unit reference number: F/506/7653

## Unit aim and purpose

This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the expected pattern of development for children and young people from birth to 19 years</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the sequence and rate of each <b>aspect of development</b> from birth to 19 years</p> <p>1.2 Explain the difference between sequence of development and rate of development</p> <p>1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours</p>	<p><b>Aspects of development</b> include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Language and communication</li> <li>• Intellectual / cognitive</li> <li>• Social, emotional and behavioural</li> <li>• Moral</li> </ul>
<p>2 Understand the factors that influence children and young people's development and how these affect practice</p>	<p>2.1 Explain how children and young people's development is influenced by <b>personal factors</b></p> <p>2.2 Explain how children and young people's development is influenced by <b>external factors</b></p> <p>2.3 Explain how <b>theories of development</b> and <b>frameworks to support development</b> influence practice in a residential childcare setting</p>	<p><b>Personal factors</b> include:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties</li> </ul> <p><b>External factors</b> include:</p> <ul style="list-style-type: none"> <li>• Poverty and deprivation</li> <li>• Family environment and background</li> <li>• Neglect</li> <li>• Trauma</li> <li>• Grief and loss</li> <li>• Personal choices</li> <li>• Looked after/ care status</li> <li>• Education</li> </ul>

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		<p><b>Theories of development</b> include:</p> <ul style="list-style-type: none"> <li>• Cognitive (e.g. Piaget)</li> <li>• Psychoanalytic (e.g. Freud)</li> <li>• Humanist (e.g. Maslow)</li> <li>• Social Learning (e.g. Bandura)</li> <li>• Operant conditioning (e.g. Skinner)</li> <li>• Behaviourist (e.g. Watson)</li> </ul> <p><b>Frameworks to support development</b> include:</p> <ul style="list-style-type: none"> <li>• Social pedagogy</li> </ul>
<p>3 Understand the cycle of monitoring, assessment and intervention for children and young people's development</p>	<p>3.1 Explain how to monitor children and young people's development using different <b>methods</b></p> <p>3.2 Explain the importance of observation within the monitoring and assessment process</p> <p>3.3 Explain how <b>interventions</b> can promote positive outcomes for children and young people where development is not following the expected pattern</p> <p>3.4 Explain how multi agency teams work together to address a child or young person's development needs</p> <p>3.5 Describe ways to ensure that day to day activities support the development of children and young people</p>	<p><b>Methods</b> of assessing development include:</p> <ul style="list-style-type: none"> <li>• Assessment Framework/s</li> <li>• Observation</li> <li>• Standard measurements</li> <li>• Information from carers and colleagues</li> <li>• Listening to the child or young person's own account of their development</li> </ul> <p><b>Interventions</b> include:</p> <ul style="list-style-type: none"> <li>• social worker</li> <li>• speech and language therapist</li> <li>• 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>• health visitor</li> </ul>
<p>4 Understand the importance of early intervention to support development needs of children and young people</p>	<p>4.1 Explain the importance of early identification of development issues</p> <p>4.2 Explain the particular significance of early identification of speech,</p>	

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	language and communication delays and disorders	
5 Understand the effects of transitions on children and young people's development	5.1 Explain how <b>times of transition</b> can affect children and young people's development  5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition	<b>Times of transition</b> include: <ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering/ leaving care</li> <li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual e.g. moving from pre-school to primary to post primary</li> </ul>

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. 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 SCDCLD0303.

## Functional skills signposting

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

## Functional Skills Standards

<b>English</b>		<b>Mathematics</b>		<b>ICT</b>	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

## Additional information

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We do 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.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website [www.ocr.org.uk](http://www.ocr.org.uk).