

**Unit Title:** Understand children and young people’s development in residential childcare

OCR unit number: 1  
 Sector unit number: RCC 5.1  
 Level: 5  
 Credit value: 3  
 Guided learning hours: 25  
 Unit reference number: M/506/7650

## Unit aim and purpose

This unit provides the underpinning knowledge required to understand the development of children and young people in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the pattern of development that would usually be expected 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 all <b>aspects of development</b> that would usually be expected in children and young people from birth to 19 years</p> <p>1.2 Analyse the difference between sequence of development and rate of development and the importance of this distinction</p> <p>1.3 Analyse the impact of adolescent development on a young person’s thoughts, feelings and behaviours</p>	<p><b>Aspects of development</b> including:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Communication</li> <li>• intellectual / cognitive</li> <li>• Social, emotional and behavioural</li> <li>• Moral</li> <li>• Identity</li> </ul>
<p>2 Understand the factors that impact on children and young people’s development</p>	<p>2.1 Analyse how children and young people’s development is influenced by <b>personal factors</b></p> <p>2.2 Analyse how children and young people’s development is influenced by <b>external factors</b></p> <p>2.3 Evaluate how <b>theories of development and frameworks to support development</b> influence current practice</p>	<p><b>Personal factors</b> including:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties</li> <li>• genetic</li> <li>• Trauma</li> <li>• Grief and loss</li> </ul> <p><b>External factors</b> including:</p> <ul style="list-style-type: none"> <li>• Poverty and deprivation</li> <li>• History of abuse and neglect</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
		<ul style="list-style-type: none"> <li>• Family environment and background</li> <li>• Behaviour of mother during pregnancy</li> <li>• Personal choices</li> <li>• Looked after/ care status</li> <li>• Education</li> </ul> <p><b>Theories of development</b> including:</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Psychoanalytic</li> <li>• Humanist</li> <li>• Social Learning</li> <li>• Operant conditioning</li> <li>• Behaviourist</li> <li>• Attachment</li> <li>• Transition sociology</li> </ul> <p><b>Frameworks to support development</b> including:</p> <ul style="list-style-type: none"> <li>• Social pedagogy</li> </ul>
<p>3 Understand how to support children and young people's development during transitions</p>	<p>3.1 Analyse how and why children and young people's development can follow non-linear paths at <b>times of transition</b></p> <p>3.2 Analyse support to minimise disruption to development during periods of transition</p>	<p><b>Times of transition</b> including:</p> <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>
<p>4 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions</p>	<p>4.1 Compare <b>methods of assessing</b>, recording and monitoring children and young people's development</p> <p>4.2 Explain in what circumstances each method would be used</p>	<p><b>Methods of assessing</b> development needs e.g.</p> <ul style="list-style-type: none"> <li>• Assessment Framework/s</li> <li>• Observation</li> <li>• Standard measurements</li> <li>• Information from parent, carers, children and young people, other professionals and colleagues</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>4.3 Explain how children and young people's own account of their development contributes to the assessment process</p> <p>4.4 Explain how information from assessment and monitoring is used to select appropriate interventions</p> <p>4.5 Explain the importance of accurate documentation in assessing, monitoring and recording the development of children and young people</p>	
<p>5. Understand the use of interventions to support the development of children and young people</p>	<p>5.1 Explain the importance of early identification of development issues and the potential risks of late recognition</p> <p>5.2 Analyse how <b>types of interventions</b> can achieve positive outcomes for children and young people where development is not following the pattern expected</p> <p>5.3 Evaluate the role of multi-agency teams working together to address development issues in children and young people</p>	<p><b>Types of interventions</b> e.g. those offered through:</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 visitors</li> <li>• counsellor / therapist</li> <li>• foster carers</li> <li>• residential care workers</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

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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 SCDLMCB6.

## 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	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).