| Unit Title: | Understand children and young person's development |
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| Level: | 5 |
| Credit value: | 6 |
| Guided learning hours: | 30 |
| Unit accreditation number: | F/601/9449 |

## 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. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|---|
| **The Learner will:** | **The Learner can:** | |
| 1. Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs | 1.1. Explain the sequence and rate of each **aspect  of development** that would normally be expected in children and young people from birth – 19 years | **Aspect of development may include:**<br>• Physical<br>• Communication<br>• intellectual / cognitive<br>• Social, emotional and behavioural<br>• Moral<br>• Identity |
| | 1.2. Analyse the difference between sequence of development and rate of development and why the distinction is important | |
| | 1.3. Analyse the **reasons** why children and young people's development may not follow the pattern normally expected. | **Reasons may include:**<br>• Disability<br>• Emotional<br>• Physical<br>• Environmental<br>• Cultural<br>• Social<br>• Learning needs<br>• Communication<br>• Genetic |

| 2. Understand the factors that impact on children and young people's development | 2.1. Analyse how children and young people's development is influenced by a range of **personal factors** | **Personal factors may include:**<br>• health status<br>• disability<br>• sensory impairment<br>• learning difficulties<br>• genetic |
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| | 2.2. Analyse how children and young people's development is influenced by a range of **external factors** | **External factors may include:**<br>• Poverty and deprivation<br>• History of abuse and neglect<br>• Family environment and background<br>• Behaviour of mother during pregnancy<br>• Personal choices<br>• Looked after/ care status<br>• Education |
| | 2.3. Explain how **theories of development** and **frameworks to support development** influence current practice. | **Theories of development may include:**<br>• Cognitive<br>• Psychoanalytic<br>• Humanist<br>• Social Learning<br>• Operant conditioning<br>• Behaviourist<br>• Attachment<br><br>**Frameworks to support development may include:**<br>• Social pedagogy |
| 3. Understand the benefits of early intervention to support the development of children and young people | 3.1. Analyse the importance of early identification of development delay | |
| | 3.2. Explain the potential risks of late recognition of development delay | |
| | 3.3. Evaluate how multi agency teams work together to support all aspects of development in children and young people | |
| | 3.4. Explain how play and leisure activities can be used to support all aspects of development of children and young people | |

| 4. Understand the potential effects of transition on children and young people's development. | 4.1. Explain how different **types of transitions** can affect children and young people's development | **Types of transitions may include:** <br>• emotional, affected by personal experience e.g. bereavement, entering/ leaving care <br>• 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 <br>• physiological e.g. puberty, long term medical conditions <br>• intellectual e.g. moving from pre school to primary to post primary |
| | 4.2 Explain the importance of children and young people having positive relationships through periods of transition | |
| | 4.3 Evaluate the effectiveness of positive relationships on children and young people's development | |
| 5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions | 5.1 Explain different **methods of assessing,** recording and monitoring children and young people's development | **Methods of assessing may include:** <br>• Assessment Framework/s <br>• Observation <br>• Standard measurements <br>• Information from parent, carers, children and young people, other professionals and colleagues |
| | 5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting. | |

| | 5.3 Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the pattern normally expected. | **Different types of interventions may include:**<br>• Social worker<br>• Speech and language therapist<br>• Psychologist<br>• Psychiatrist<br>• Youth justice<br>• Physiotherapist<br>• Nurse specialist<br>• Additional learning support<br>• Assistive technology<br>• Health visitors<br>• Counsellor / therapist<br>• Foster carers<br>• Residential social workers |
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| | 5.4 Evaluate the importance of accurate documentation regarding the development of children and young people. | |

## Assessment

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

Assessment decisions for competence based learning outcomes (eg 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.

## 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 403 Support programmes for the promotion of children's development
- CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children

## 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.