

Unit Title: **TDA2.1 Child and young person development**
 Level: 2
 Credit value: 2
 Guided learning hours: 15

Unit accreditation number: H/601/3305

Unit purpose and aim

This unit aims to provide the knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> • physical development • communication and intellectual development • social, emotional and behavioural development 1.2 Describe with examples how different aspects of development can affect one another	
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> • background • health • environment 2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development	

<p>3 Understand the potential effects of transitions on children and young people's development</p>	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only children and young people may experience</p> <p>3.3 Describe with examples how transitions may affect children and young people's behaviour and development</p>	<p>Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development.</p> <p>Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.</p>
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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 is supported by Skills for Care and Development. 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 203 Support children's development
- SWiS 2.1 Explore and respond to the needs of pupils

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.