

Unit Title: **CYP 3.2 Promote child and young person development**  
 Level: 3  
 Credit value: 3  
 Guided learning hours: 25

Unit accreditation number: R/601/1694

## Unit purpose and aim

This unit aims to provide a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Be able to assess the development needs of children or young people and prepare a development plan	1.1. Explain the <b>factors that need to be taken into account when assessing development</b>  1.2. Assess a child or young person's development in the following areas <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> </ul> 1.3. Explain the selection of the assessment <b>methods</b> used  1.4 Develop a <b>plan</b> to meet the development needs of a child or young person in	<b>Factors that need to be taken into account when assessing development may include:</b> <ul style="list-style-type: none"> <li>• confidentiality and when, for the safety of the child or young person, confidentiality must be breached</li> <li>• children's wishes and feelings</li> <li>• ethnic, linguistic and cultural background</li> <li>• disability or specific requirements (Additional needs)</li> <li>• reliability of information</li> <li>• avoiding bias</li> </ul> <b>Methods may include:</b> <ul style="list-style-type: none"> <li>• assessment Framework/s</li> <li>• observations</li> <li>• standard measurements</li> <li>• Information from parent, carers, children and young people, other professionals and colleagues</li> </ul> <b>A plan may include:</b> <ul style="list-style-type: none"> <li>• encouraging child or young person to take</li> </ul>

	the work setting	responsibility for own development should feature in plan
2 Be able to promote the development of children or young people	<p>2.1 Implement a <b>development plan</b> for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected</p> <p>2.2 Evaluate and revise the development plan in the light of implementation</p> <p>2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work</p> <p>2.4 Listen to children or young people and communicate in a way that encourages them to feel valued</p> <p>2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities</p>	A development plan may be drawn from a lead practitioner (e.g. a teacher's) overarching plan.
3 Be able to support the provision of environments and services that promote the development of children or young people.	<p>3.1 Explain the <b>features of an environment or service</b> that promotes the development of children and young people</p> <p>3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people</p>	<p><b>Features of an environment or service may include:</b></p> <ul style="list-style-type: none"> <li>• stimulating and attractive</li> <li>• well planned and organised</li> <li>• personalised and inclusive</li> <li>• encouraging and practising participation</li> <li>• high quality policies in place and followed</li> <li>• regulatory requirements met</li> <li>• varied</li> <li>• meeting individual and group needs</li> <li>• providing appropriate risk and challenge</li> <li>• involving parents and carers where appropriate to setting or service</li> </ul>

<p>4 Understand how working practices can impact on the development of children and young people.</p>	<p>4.1 Explain how own working practice can affect children and young people's development</p> <p>4.2 Explain how institutions, agencies and services can affect children and young people's development</p>	
<p>5 Be able to support children and young people's positive behaviour</p>	<p>5.1 Work with children and young people to encourage positive behaviour</p> <p>5.2. Evaluate different approaches to supporting positive behaviour</p>	<p><b>Encouraging positive behaviour may include:</b></p> <ul style="list-style-type: none"> <li>• least restrictive principle</li> <li>• reinforcing positive behaviour</li> <li>• modelling/ positive culture</li> <li>• looking for reasons for inappropriate behaviour and adapting responses</li> <li>• individual behaviour planning</li> <li>• phased stages</li> <li>• planning interventions to reduce inappropriate behaviour</li> <li>• de-escalate and diversion</li> <li>• containment</li> <li>• following management plans</li> <li>• boundary setting and negotiation</li> <li>• supporting children and young people's reflection on and management of own behaviour</li> <li>• anti bullying strategies</li> <li>• time out (following up to date guidance)</li> <li>• use of physical intervention (following up to date guidance)</li> </ul>
<p>6 Be able to support children and young people experiencing transitions</p>	<p>6.1 Explain how to support children and young people experiencing different <b>types of transitions</b></p> <p>6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives</p>	<p><b>Types of transitions may include:</b></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, new home/locality, from one activity to another</li> <li>• physiological e.g. puberty, long term medical</li> </ul>

		conditions <ul style="list-style-type: none"> <li>• intellectual e.g. moving from pre school to primary to post primary</li> <li>• smaller daily transitions</li> </ul>
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## Assessment

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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

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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

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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
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- 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
- UK Codes of Practice for Social Care Workers

## Additional information

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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](http://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.