

Unit Title: **CCLDMU 2.2 Contribute to the support of child and young person development**

Level: 2

Credit value: 3

Guided learning hours: 25

Unit accreditation number: Y/601/3236

## Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding required to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Be able to contribute to assessments of the development needs of children and young people	1.1 Observe and record <b>aspects of the development</b> of a child or young person  1.2 Identify different <b>observation</b> methods and know why they are used	<p><b>Aspects of development may include:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social</li> <li>• emotional</li> <li>• behavioural</li> </ul> <p><b>Different ways to record observation may include:</b></p> <ul style="list-style-type: none"> <li>• running records</li> <li>• diary</li> <li>• anecdotal</li> <li>• time sampling</li> <li>• event recording</li> <li>• checklist</li> <li>• narrative</li> </ul> <p><b>Different contexts in which observations may be recorded may include:</b></p> <ul style="list-style-type: none"> <li>• group</li> <li>• solo</li> <li>• 1-2-1 interaction</li> <li>• with or without adults</li> </ul>

	<p>1.3 <b>Support</b> assessments of the development needs of a child or young person</p> <p>1.4 Suggest <b>ways the identified development needs of a child or young person can be met in the work setting</b></p>	<p><b>Support for assessments may include:</b></p> <ul style="list-style-type: none"> <li>• taking into account the work setting's assessment framework/s</li> <li>• consideration of confidentiality</li> <li>• avoiding bias</li> <li>• considering children's wishes, views and feelings</li> <li>• Information from parents, carers, children and young people, other professionals and colleagues</li> </ul> <p><b>Ways the identified development needs of a child or young person can be met in the work setting may include:</b></p> <ul style="list-style-type: none"> <li>• meeting individual needs</li> <li>• reflecting children's interests and views</li> <li>• through play for children in early years</li> <li>• providing challenge</li> <li>• flexible plans</li> </ul>
<p>2 Be able to support the development of children and young people</p>	<p>2.1 Carry out activities with a child or young person to support their holistic development</p> <p>2.2 Record observations of the child or young person's participation in the activities</p> <p>2.3 Contribute to the evaluation of the activities meeting the child or young person's identified development needs</p>	
<p>3 Know how to support children and young people experiencing transitions</p>	<p>3.1 Describe the <b>different transitions</b> children and young people may experience</p> <p>3.2 Explain how to give adult support for each of these transitions</p>	<p><b>Different transitions may include:</b></p> <ul style="list-style-type: none"> <li>• emotional (affected by personal experience e.g. bereavement)</li> <li>• physical (when moving to a new educational establishment, a new home/locality)</li> <li>• physiological (puberty, long term medical conditions)</li> </ul>

		<ul style="list-style-type: none"> <li>• intellectual (moving from pre school to primary to post primary)</li> <li>• small daily transitions</li> <li>• between carers</li> </ul>
4 Be able to support children and young people's positive behaviour	<p>4.1 Explain <b>how a work setting can encourage children and young people's positive behaviour</b></p> <p>4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour</p> <p>4.3 Reflect on own role in promoting positive behaviour in children or young people</p>	<p><b>How a work setting can encourage children and young people's positive behaviour may include:</b></p> <ul style="list-style-type: none"> <li>• developing positive relationships</li> <li>• listening to children and valuing their opinions</li> <li>• providing a stimulating and challenging environment</li> <li>• well planned experiences</li> <li>• giving children choices</li> <li>• meet individual needs</li> <li>• inclusive practice</li> <li>• adult role model</li> <li>• clear boundaries</li> <li>• positive behaviour reinforced</li> <li>• encouraging children to resolve conflict</li> <li>• looking for reasons for inappropriate behaviour</li> <li>• following behaviour policy</li> <li>• following plans for individual behaviour</li> </ul>
5 Be able to use reflective practice to improve own contribution to child and young person development	<p>5.1 Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person</p> <p>5.2 Review effectiveness of own role in supporting the child or young person's development</p> <p>5.3 Identify changes that can be made to own practice in supporting child and young person development</p>	

## 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 203 Support children's development

## 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](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.