Unit Title:	CCLD MU 5.3 Lead practice that supports positive outcomes for child and young person development
Level:	5
Credit value:	6
Guided learning hours:	36
Unit accreditation number:	J/601/9369

Unit purpose and aim

The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1. Understand theoretical approaches to child and young person development	1.1 Explain different **theories and frameworks** of child and young person development	**Theories may include:** • Cognitive • Psychoanalytic • Humanist • Social Learning • Operant conditioning • Behaviourist • Attachment **Frameworks may include:** • Social pedagogy
	1.2 Explain the potential impact on service provision of different theories and approaches	
	1.3 Critically analyse the move towards outcomes based services for children and young people	
2. Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people	
	2.2 Work in partnership with other professionals in assessing development of children and young people	
	2.3 Develop strategies to encourage child or young person and **carers'** participation in developmental assessment	**Carers may include:** • Families • Paid carers
	2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment	

3.	Be able to develop and implement programmes with children or young people requiring developmental support	3.1	Support use of assessments to develop programmes of support	
		3.2	Explain circumstances where referrals to other agencies may be required	
		3.3	Explain how referrals to other agencies are managed	
		3.4	Support use of early interventions to promote positive outcomes for children and young people's development	
		3.5	Lead the implementation of a personalised programme of support for children or young people	
4.	Be able to evaluate programmes for children or young people requiring developmental support	4.1	Review programmes of developmental support	
		4.2	Implement strategies for improvement for programmes of development support	
5.	Be able to lead and promote support for children experiencing transitions	5.1	Explain how evidence based practice can be used to support children and young people experiencing transitions	
		5.2	Lead the implementation of evidence based practice to support children or young people experiencing transition	
		5.3	Evaluate the implementation of evidence based practice to support children or young people experiencing transitions	
6.	Be able to lead **positive behaviour** support	6.1	Support use of evidence based practice with children and young people to encourage positive behaviour	
		6.2	Critically evaluate different approaches to **supporting positive behaviour**	**Supporting positive behaviour may include:** • Least restrictive principle • Reinforcing positive behaviour • Modelling/ positive culture • Looking for reasons for inappropriate behaviour and adapting responses • Individual behaviour planning • Phased stages • Planning interventions to reduce inappropriate behaviour • Deescalate and diversion • Containment • Following management plans

		• Boundary setting and negotiation • Supporting children and young people's reflection on and management of own behaviour • Anti bullying strategies

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

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.