

**Unit Title:** **Lead support for disabled children and young people and their carers**

Sector unit number: CCLD OP 5.13

Level: 6

Credit value: 8

Guided learning hours: 57

Unit Reference Number: M/602/2380

### Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand how legislation and policy influences provision for disabled children and young people and their carers</p>	<p><b>The Learner can:</b></p> <p>1.1 Evaluate how emergent thinking and research have influenced legislation and policy over time</p> <p>1.2 Evaluate how the development of legislation and policies has influenced current provision</p>	
<p>2 Understand the potential impact of disability on children and young people and their carers</p>	<p>2.1 Research the prevalence and cause of disabilities in children and young people</p> <p>2.2 Explain how disabilities may impact on children and young people</p> <p>2.3 Explain how disabilities experienced by children and young people may impact on carers</p> <p>2.4 Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers</p>	

Learning Outcomes	Assessment Criteria	Exemplification
<p>3 Be able to lead child and young person centred provision</p>	<p>3.1 Explain the features of child and young people centred provision</p> <p>3.2 Promote an ethos that focuses on the child or young person rather than the disability</p> <p>3.3 Lead work with children and young people to develop accessible information about service provision</p> <p>3.4 Lead child and young person centred assessments that focus on strengths and abilities to identify the support required</p> <p>3.5 Work with <b>others</b> to plan provision that meets the identified needs of children and young people</p> <p>3.6 Implement provision that meets the identified needs of children and young people</p> <p>3.7 Evaluate with children and young people and their carers how well the service provision meets their needs</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Workers / Practitioners</li> <li>• Colleagues</li> <li>• Carers</li> <li>• Volunteers</li> <li>• Students</li> <li>• Other professionals</li> <li>• Advocates</li> </ul>
<p>4 Be able to work in partnership with <b>others</b> to promote services for children and young people and their carers</p>	<p>4.1 Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers</p> <p>4.2 Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers</p> <p>4.3 Work in partnership with others to obtain additional support for children, young people and their carers</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Workers / Practitioners</li> <li>• Colleagues</li> <li>• Carers</li> <li>• Volunteers</li> <li>• Students</li> <li>• Other professionals</li> <li>• Advocates</li> </ul>

## Assessment

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Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

Learning outcomes 2 and 3 must be assessed in the work setting.

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.

CCLD 414 Co-ordinate and support provision for disabled children and those with special educational needs.

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.

## 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 01.5 Child Development and Well Being.