Unit Title:	**Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage**
Sector unit number	CYPOP 17
Level:	4
Credit value:	5
Guided learning hours:	40
Unit Reference Number:	F/600/9777

Unit purpose and aim

To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the **factors** that impact on outcomes and life chances for children and young people 1.2 Explain the critical importance of poverty in affecting outcomes and life chances 1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people 1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people	**There are many factors impacting on children and young peoples life chances the following are examples eg** • Poverty • Social and community pressures • Health status • Abuse and neglect • Violent and/or offending family or personal backgrounds • Race, gender, sexual orientation • Asylum seeking or victims of trafficking

Learning Outcomes	Assessment Criteria	Exemplification
2 Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: • Physical development • Social and emotional development • Communication development • Intellectual development • Learning	
3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability 3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people 3.3 Evaluate the impact of early intervention	• A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances
4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level 4.2 Explain how carers can be engaged in the strategic planning of services 4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development 4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account	
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence	

Learning Outcomes	Assessment Criteria	Exemplification
	5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for all children and young people regardless of their circumstances and background 5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting	

Assessment

Units need 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.

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 01.5 Child Development and Well Being.