

Unit Title: **CYP 3.7 Understand how to support positive outcomes for children and young people**

Level: 3

Credit value: 3

Guided learning hours: 25

Unit accreditation number: M/601/1699

Unit purpose and aim

This unit aims to provide members of the children and young people’s workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people 1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people 1.3 Explain the role of children and young people’s personal choices and experiences on their outcomes and life chances	Social, economic, cultural factors may include: <ul style="list-style-type: none"> • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E etc) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion

<p>2 Understand how practitioners can make a positive difference in outcomes for children and young people</p>	<p>2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve</p> <p>2.2 Explain the importance of designing services around the needs of children and young people</p> <p>2.3 Explain the importance of active participation of children and young people in decisions affecting their lives</p> <p>2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives</p>	<p>Positive outcomes for children and young people may include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic wellbeing
<p>3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people</p>	<p>3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people</p> <p>3.2 Explain the importance of positive attitudes towards disability and specific requirements</p> <p>3.3 Explain the social and medical models of disability and the impact of each on practice</p> <p>3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements</p>	<p>Types of support may include:</p> <ul style="list-style-type: none"> • speech and language therapy • support from health professionals additional learning support • assistive technology • specialised services

<p>4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people</p>	<p>4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people</p> <p>4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes</p>	
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Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

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.

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 308: Promote children's wellbeing and resilience
- HSC38: Support children and young people to manage their lives
- HSC310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

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.