

Title:	Understand children and young person's development				
Level:	5	Unit Number:	MU 5.2	QCA Unit Number:	F/601/9449
Credit value:	6	Guided Learning Hours	30		
Learning outcomes			Assessment criteria		
<i>The learner will:</i>			<i>The learner can:</i>		
1. Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs			1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years 1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important 1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected.		
2. Understand the factors that impact on children and young people's development			2.1 Analyse how children and young people's development is influenced by a range of personal factors 2.2 Analyse how children and young people's development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current practice.		
3. Understand the benefits of early intervention to support the development of children and young people			3.1 Analyse the importance of early identification of development delay 3.2 Explain the potential risks of late recognition of development delay 3.2 Evaluate how multi agency teams work together to support all aspects of development in children and young people 3.3. Explain how play and leisure activities can be used to support all aspects of development of children and young people		
4. Understand the potential effects of transitions on children and young people's development.			4.1 Explain how different types of transitions can affect children and young people's development 4.2 Explain the importance of children and young people having positive relationships		

	<p>through periods of transition</p> <p>4.3 Evaluate the effectiveness of positive relationships on children and young people's development</p>
<p>5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions</p>	<p>5.1 Explain different methods of assessing, recording and monitoring children and young people's development</p> <p>5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting.</p> <p>5.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected.</p> <p>5.5 Evaluate the importance of accurate documentation regarding the development of children and young people</p>
<p>Additional Information about this unit</p>	
<p>Unit aim(s)</p>	<p>This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.</p>
<p>Additional information</p>	<p>Aspect of development including:</p> <ul style="list-style-type: none"> • Physical • Communication • intellectual / cognitive • Social, emotional and behavioural • Moral • Identity <p>Reasons why development is not following expected pattern e.g.:</p> <ul style="list-style-type: none"> • Disability • Emotional • Physical • Environmental • Cultural • Social • Learning needs • Communication • Genetic <p>Personal factors including:</p> <ul style="list-style-type: none"> • health status • disability • sensory impairment

	<ul style="list-style-type: none"> • learning difficulties • genetic <p>External factors including:</p> <ul style="list-style-type: none"> • Poverty and deprivation • History of abuse and neglect • Family environment and background • Behaviour of mother during pregnancy • Personal choices • Looked after/ care status • Education <p>Theories of development including:</p> <ul style="list-style-type: none"> • Cognitive (e.g. Piaget) • Psychoanalytic (e.g. Freud) • Humanist (e.g. Maslow) • Social Learning (e.g. Bandura) • Operant conditioning (e.g. Skinner) • Behaviourist (e.g. Watson) • Attachment (e.g. Bowlby, Main, Ainsworth) <p>Frameworks to support development including</p> <ul style="list-style-type: none"> • Social pedagogy <p>Types of transitions including:</p> <ul style="list-style-type: none"> • emotional, affected by personal experience e.g. bereavement, entering/ leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre school to primary to post primary <p>Methods of assessing development needs e.g.:</p> <ul style="list-style-type: none"> • Assessment Framework/s • Observation • Standard measurements • Information from parent, carers, children and young people, other professionals and colleagues <p>Different types of interventions e.g.:</p> <ul style="list-style-type: none"> • social worker • speech and language therapist • psychologist • psychiatrist • youth justice • physiotherapist • nurse specialist • additional learning support
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