

Unit 2: Promote Child and Young Person Development

Unit code: CYP Core 3.2

Unit reference number: R/601/1694

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides a basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people through transitions in their lives.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Reflection on practice should be included in the assessment evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Be able to assess the development needs of children or young people and prepare a development plan

Relevant factors when assessing development: child or young person's wishes and feelings, ethnic, linguistic and cultural background, disability or specific requirements, additional needs; reliability of information; avoiding judgements or bias, age and stage of development; confidentiality and circumstances where total confidentiality is not appropriate eg safety of the child or young person is at risk

Assessing different areas of development: physical development; development of communication; intellectual/cognitive development; social, emotional and behavioural development; moral development

Assessment methods: assess the child or young person's overall development making reference to the expected developmentally norms for the appropriate age; give an explanation of the selection of the assessment methods used eg assessment frameworks, observations, standard measurements; external assessment; internal assessment; peer assessment; self assessment; importance of appropriate questioning techniques and listening; learning styles; knowledge acquisition; review; procedure for information sharing with parents, carers, children and young people, other professionals and colleagues; use of photographs or other similar material

A plan that meets the development needs of a child or young person: refer to developmental norms as a guide and recognise that development is both holistic and interconnected; include the value of involving the child or young person in taking responsibility for own development and contributing to the plan; awareness of prior learning; consolidate learning of child or young person; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate; plan for ways to provide constructive feedback eg performance indicators, timely communication use, of praise, constructive criticism, reflection, review

2 Be able to promote the development of children or young people

Implement development plan: implement the individual development plan with the child or young person according to procedures for setting; evaluate success of plan through observation and revise the plan if necessary

Importance of a person-centred and inclusive approach: importance of actively involving child or young person in decisions affecting their lives (according to their age and abilities); importance of actively involving child or young person (according to their age and abilities) in the services they receive; approach should include reference to holistic development of the child or young person through eg individual learning plans, the role of observations, working with parents or carers, use of

effective planning, equality of opportunity, providing constructive feedback and encouragement

3 Be able to support the provision of environments and services that promote the development of children or young people

An environment or service that promotes the development of children and young people: environment should be safe, stimulating, attractive, well-organised environment, personalised, inclusive environment, encourages participation, meets individual and group needs; high quality policies which are understood by practitioners and implemented; all regulatory requirements are met; environment provides appropriate risk and challenge; environment welcomes and values involvement from parents, families and carers

Organisation of work environment or service to promote the development of children or young people: details of specific plans and activities eg learning activities, home visits, the provision of a range of services, how outcomes are measured for success, importance of collaboration and reflective practitioners, how parents are actively encouraged to be involved in the setting, how the setting supports children and young people's rights

4 Understand how working practices can impact on the development of children and young people

Effect of working practice on children and young people's development: negative impact of eg poor organisation and planning of appropriate activities, lack of enthusiasm, poor relationships with colleagues and other professionals, lack of rapport with parents, families and carers, reluctance to maintain and update qualifications; positive impact of eg appropriate development plan that is child-centred or young person centred, effective communication and information sharing between all parties involved in caring for child or young person, early identification and intervention regarding developmental needs and/or difficulties

Effect of institutions, agencies and services on children and young people: impact of eg charities, support groups, faith-based groups, community projects, children centre services, Kidscape, NSPCC, extended schools provision; various effects eg offer empathy, support and guidance to children and young people and families experiencing difficulties, help identify problems in development of children or young people, raise awareness of rights, information, available help, opportunities and ways to progress in development

5 Be able to support children and young people's positive behaviour

Work with children and young people to encourage positive behaviour: identify and implement strategies used to encourage positive behaviour eg positive reinforcement, rewards, involving child or young person in decision making where appropriate; strategies used for preventing unwanted behaviour eg ensuring a stimulating environment, reinforcing

rules and expectations in a clear and consistent manner, use of distraction and diversion, adequate resources made available in order to avoid frustration or boredom on part of child or young person

Different approaches to supporting positive behaviour: eg positive reinforcement strategies, modelling positive behaviour and responses to situations, having an overall positive culture in the setting, creating an environment that promotes positive behaviour, individual behaviour planning, distraction and diversion strategies, boundary setting and collaborative ground- rule making, supporting children and young people's reflection on and managing of own behaviour

6 Be able to support children and young people experiencing transitions

Supporting children and young people experiencing different types of transitions: different types of transition eg emotional (bereavement, entering/leaving care, family break up), physical (moving house or school), physiological (puberty or long-term medical condition, disability)

Support for children and young people experiencing transitions: home visits, developing a close working relationship with the family, use of mentors, implementing a key person system, a robust settling- in process where parents and carers are welcome to stay with the child or young person as long as needed while they settle in the new setting; providing continuity of care for the child or young person and family where possible, referral to specialist community or charity support organisations where appropriate

Provision of structured opportunities for children or young people to explore the effects of transitions on their lives: activities as appropriate to age and development stage of child or young person eg circle time activities, storytelling, song-writing, music, dance, discussion, reflection activities, personal storybooks of the child's own transition, role play