Unit title: Understand child and young person development

Unit number: CYP Core 3.1   **Unit reference:** L/601/1693

Unit level: 3   **Unit credit value:** 4

Unit aim: This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the expected pattern of development for children and young people from birth - 19 years.	1.1. Explain the sequence and rate of each **aspect of development** from birth – 19 years.
	1.2. Explain the difference between sequence of development and rate of development and why the difference is important.
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by a range of **personal factors**.
	2.2. Explain 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 how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.	3.1. Explain how to monitor children and young people's development using different **methods**.
	3.2. Explain the **reasons** why children and young people's development may not follow the expected pattern.
	3.3. Explain how disability may affect development.
	3.4. Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.
	4.2. Explain how multi-agency teams work together to support speech, language and communication.
	4.3. Explain how play and activities are used to support the development of speech, language and communication.
5. Understand the potential effects of transitions on children and young people's development.	5.1. Explain how **different types** of transitions can affect children and young people's development.
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 303 Promote children's development HSC36 Contribute to the assessment of children and young peoples' needs and the development of care plans CWDC Training, Support and Development Standards for Foster Care, Standard 5 Understand the development of children and young people
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance – provided by the sector	**Developmental aspects** including: - physical - communication - intellectual/cognitive - social, emotional and behavioural - moral. **Personal factors** including: - health status - disability - sensory impairment - learning difficulties.

External factors including:

- poverty and deprivation
- family environment and background
- personal choices
- looked after/care status
- education.

Theories of development including:

- 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).

Frameworks to support development including:

- social pedagogy.

Methods of assessing development needs e.g.:

- assessment framework/s
- observation
- standard measurements
- information from carers and colleagues.

Reasons why development is not following expected pattern e.g.:

- disability
- emotional
- physical
- environmental
- cultural
- social
- learning needs
- communication.

Different types of interventions e.g.:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist

	• nurse specialist • additional learning support • assistive technology • health visitor. **Models of and attitudes to disability** e.g.: • social model • medical model • cultural differences • stereotyping • low expectations • benefits of positive attitudes to disability. **Types of transitions** including: • 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 • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre school to primary to post primary.
Unit guided learning hours	30

Assessment task – CYP Core 3.1 Understand child and young person development

The opportunity for children and young people to develop in a loving caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder for reference for use in your setting by yourself and colleagues which contains the following:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- an explanation of the sequence and rate of each **aspect of development** from birth to 19 years. You may find a timeline useful as part of your explanation
- an explanation of the difference between:
    - the sequence of and rate of development
    - and why this difference is important

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- an explanation of how children and young people's development is influenced by:
    - a range of **external factors**
    - a range of **personal factors**
- an explanation of how current practice is influenced by:
    - **theories of development**
    - **frameworks to support development**

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- an explanation of how to monitor children and young people's development using different **methods**. You may find if helpful to use work products to illustrate your answer, e.g. child observations, assessment frameworks
- an explanation of the **reasons** why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer
- an explanation of how disability may affect development
- an explanation of how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- an analysis that shows the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- an explanation of how multi-agency teams work together to support speech, language and communication
- an explanation of how play and activities are used to support the development of speech, language and communication

Task 5 links to learning outcome 5, assessment criteria 5.1 and 5.2.

- an explanation of how **different types** of transitions can affect children and young people's development
- an evaluation of the effect on children and young people of having positive relationships during periods of transition. You may find it helpful to use work products to support your evidence.

NB: Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

Knowledge evidence of this unit "Understand child and young person development" and unit "Promote child and young person development" can be retained in your development folder but the evidence of assessment must be recorded on the relevant Unit Assessment Record.