

Unit 562

Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)

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| UAN: | F/600/9777 |
| Level: | 4 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to DCSF Narrowing the Gap Guidance 2008. |
| Assessment requirements specified by a sector or regulatory body | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. |
| Aim | To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people. |

| Learning outcome | The learner will: |
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| 1. Understand the factors that may impact on the outcomes and life chances of children and young people | |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Range |
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| Factors: <ul style="list-style-type: none">• 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 outcome | The learner will: |
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| 2. Understand how poverty and disadvantage affect children and young people's development | |
| Assessment criteria | |
| The learner can: | |
| 2.1 Analyse how poverty and disadvantage may affect children and young people's: | |
| <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning | |

| Learning outcome | The learner will: |
|---|--------------------------|
| 3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable | |
| Assessment criteria | |
| The learner can: | |
| 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 | |

| Learning outcome | The learner will: |
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| 4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage | |
| Assessment criteria | |
| The learner can: | |
| 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 | |

| Learning outcome | The learner will: |
|---|-------------------|
| 5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage | |
| Assessment criteria | |
| The learner can: | |
| 5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence | |
| 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 | |