Unit 4222-343 Understand Child and Young Person Development (CYP M3.1)

Level: 3
Credit value: 4
UAN: L/601/1693

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

There are **five** learning outcomes to this unit. The learner will:

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect 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
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

Guided learning hours

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303: Promote children's development
- HSC 36: 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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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Assessment Criteria

Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years

The learner can:

1. explain the sequence and rate of each aspect of development from birth – 19 years
2. explain the difference between sequence of development and rate of development and why the difference is important.

Outcome 2 Understand the factors that influence children and young people's development and how these affect practice

The learner can:

1. explain how children and young people's development is influenced by a range of personal factors
2. explain how children and young people's development is influenced by a range of external factors
3. explain how theories of development and frameworks to support development influence current practice.

Outcome 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

The learner can:

1. explain how to monitor children and young people's development using different methods
2. explain the reasons why children and young people's development may not follow the expected pattern
3. explain how disability may affect development
4. explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.

Outcome 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

The learner can:

1. analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2. explain how multi agency teams work together to support speech, language and communication
3. explain how play and activities are used to support the development of speech, language and communication.

Outcome 5 Understand the potential effects of transitions on children and young people's development

The learner can:

1. explain how different types of transitions can affect children and young people's development
2. evaluate the effect on children and young people of having positive relationships during periods of transition.

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Additional guidance

See pages 24 – 25 of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.