Unit 4222-344 Promote Child and Young Person Development (CYP M3.2)

Level: 3
Credit value: 3
UAN: R/601/1694

Unit aim
This unit provides a sound 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 going through transitions in their lives.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will:
1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

Guided learning hours
It is recommended that 25 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
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- 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
- UK Codes of Practice for Social Care Workers

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.
LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.
Some reflection on practice should be included in the assessment

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Assessment Criteria

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

The learner can:

1. explain the **factors that need to be taken into account when assessing development**
2. assess a child or young person's development in the following areas:
   - physical
   - communication
   - intellectual/ cognitive
   - social, emotional and behavioural
   - moral
3. explain the selection of the assessment **methods** used
4. develop a plan to meet the development needs of a child or young person in the work setting.

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

The learner can:

1. implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
2. evaluate and revise the development plan in the light of implementation
3. explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
4. listen to children or young people and communicate in a way that encourages them to feel valued
5. encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.

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

The learner can:

1. explain the **features of an environment or service** that promotes the development of children and young people
2. demonstrate **how own work environment or service is organised** to promote the development of children or young people.

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

The learner can:

1. explain how own working practice can affect children and young people's development
2. explain how institutions, agencies and services can affect children and young people's development.

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

The learner can:

1. demonstrate how they work with children and young people to encourage positive behaviour
2. evaluate different approaches to **supporting positive behaviour**.

Outcome 6 Be able to support children and young people experiencing transitions

The learner can:

1. explain how to support children and young people experiencing **different types of transitions**
2. demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

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Additional guidance

Factors that need to be taken into account when assessing development may include:

- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

Methods may include:

- Assessment framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

A **development plan** can be drawn from a lead practitioner (eg a teacher's) overarching plan.

Features of an environment or service may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

Supporting postive behaviour may include:

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/ positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)

Different types of transitions may include:

- 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
- Smaller daily transitions

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.