

Unit Title:	<b>Support children and young people to achieve their education potential</b>
OCR Unit No:	34
Sector Unit No:	LDSSMP 1
Level:	3
Credit value:	4
Guided learning hours:	30
Unit accreditation number:	D/600/9785

## Unit purpose and aim

This unit aims to provide learners with the skills, knowledge and understanding required to enable them to support individual children and young people to achieve their educational potential.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
<p>1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential</p>	<p>1.1 Explain the <b>principles and values</b> that underpins work to support children and young people to achieve their educational potential</p> <p>1.2 Explain <b>current legislation</b> and guidance relating to the provision of and access to educational opportunities for children and young people</p> <p>1.3 Evaluate the <b>factors that can contribute to low achievement</b> by children and young people</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p><b>Principles and values may include:</b></p> <ul style="list-style-type: none"> <li>• putting the needs and rights of the individual child at the centre of service provision</li> <li>• promoting integrated working practices</li> <li>• maintaining personal and professional integrity</li> <li>• promoting equality of opportunity and valuing diversity</li> </ul> <p><b>Current legislation</b> As appropriate to the relevant UK Home Nation.</p> <p><b>Factors that can contribute to low achievement may include:</b></p> <ul style="list-style-type: none"> <li>• poor literacy or numeracy skills</li> <li>• poor speech and language skills</li> <li>• lack of parental support</li> <li>• peer pressure</li> </ul>

		<ul style="list-style-type: none"> <li>• low self esteem and aspirations</li> <li>• low expectations expressed by others</li> </ul>
2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	<p>2.1 Support children or young people to articulate their educational needs and aspirations</p> <p>2.2 Support children or young people to develop a <b>plan of action</b> identifying realistic goals for their educational development</p>	<p><b>Plan of action may include:</b></p> <ul style="list-style-type: none"> <li>• setting out clear short, medium and long term goals</li> <li>• identifying the resources needed to achieve the goals (e.g. physical resources such as books, electronic learning aids, appropriate learning environment, time)</li> <li>• identifying any additional support needed by the child/young person (e.g. additional formal teaching support , literacy, numeracy support or speech and language therapy)</li> <li>• identifying support to address inappropriate and/or aggressive behaviour</li> <li>• working with carers to enable them to support the child or young person</li> <li>• identifying the process for reviewing achievement and revising goals</li> </ul>
3 Be able to support children and young people to work towards their educational goals	3.1 Identify and celebrate individual children or young people's <b>successes and achievements</b>	<p><b>Successes and achievements</b></p> <p>This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.</p>
	<p>3.2 Identify <b>barriers</b> to achievement and support individual children or young people to work towards finding solutions</p> <p>3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals</p>	<p><b>Barriers may include:</b></p> <ul style="list-style-type: none"> <li>• lack of appropriate/sufficient physical resources</li> <li>• lack of available appropriate learning environment at a time suitable for the child/young person</li> <li>• lack of carer/peer support</li> </ul>

		<ul style="list-style-type: none"> <li>lack of motivation of individual child/young person</li> </ul>
4 Be able to review educational achievements with children and young people	<p>4.1 Evaluate with individual children or young people, their achievements against their action plans</p> <p>4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly</p>	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

LOs 2, 3 and 4 must be assessed in a real work environment.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- LDSS 322: Support children and young people to achieve their educational potential

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing	✓	Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.