OCR

Oxford Cambridge and RSA

Unit Title:	**Support children and young people to make positive changes in their lives**
OCR Unit No:	35
Sector Unit No:	LDSSMP2
Level:	3
Credit value:	4
Guided learning hours:	27
Unit accreditation number:	M/600/9788

Unit purpose and aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how to support children and young people to make positive changes in their lives	1.1 Identify **factors** that can impact on the lives of children and young people 1.2 Analyse the **impact** such factors can have on the lives of children and young people 1.3 Explain how **individuals and agencies** support children and young people to make positive changes in their lives	Centres must ensure that all assessment criteria are met. **Factors may include:** • poor socio-economic background • poor parenting background • poor literacy, numeracy, speech or language skills **Impact may include:** • inappropriate and /or aggressive behaviour • low educational achievement • low self esteem • self harm • inability to establish and maintain relationships • offending or at risk of offending behaviour • misuse of substances (drugs, alcohol,

		solvents)
		Individuals and agencies may include:
		• youth workers
		• parent support workers
		• education professionals
		• drug and alcohol support agencies
		• social services
		• IAG professionals
		• speech and language therapists
		• behaviour and education support teams (BEST)
2 Be able to support children and young people to make positive changes in their lives	2.1 Explain **interventions** that can be provided to support children and young people to make positive changes in their lives 2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change 2.3 Work with a child or young person to develop an **action plan** to support positive changes in their lives	**Interventions may include:** • learning and development support • anger management • behaviour support classes • restorative justice • support to address substance misuse • support to address mental health issues **An action plan may include:** • identifying the positive changes the child/young person needs to achieve • identifying the barriers to achievement • identifying achievable and realistic goals for the child/young person to achieve • identifying the interventions required to support achievement • agreeing a review process
3 Be able to review support to children and young people to make positive changes in their lives	3.1 **Support children or young people to review and amend their action plan** 3.2 Give examples from	**Supporting children or young people to review and amend their action plan may include:** • identifying and celebrating

	own practice of supporting children or young people to access further interventions 3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives	achievements • identifying where goals have not been met • agreeing reasons for any non-achievement • agreeing any additional interventions that might support children/young people to achieve positive changes in their lives • revising the action plan in light of the review process

Assessment

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

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 and 3 must be assessed in a real work environment.

Details of relationship between the unit and national occupational standards

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 314: Support children to overcome barriers and make positive changes in their lives
• Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

Functional skills signposting

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

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.

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.