

Unit Title: **CYPOP30 Support the creativity of children and young people**

Level: 3

Credit value: 3

Guided learning hours: 20

Unit accreditation number: M/600/9807

## Unit purpose and aim

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This unit aims to provide the knowledge, skills and understanding for working with children and young people to develop their creativity and innovative thinking. The unit explores day to day creativity for living and participation in organised creative activities.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand how creativity promotes well being for children and young people</p>	<p><b>The learner can:</b></p> <p>1.1 Explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people</p> <p>1.2 Identify the potential benefits of <b>different types</b> of creative activity</p> <p>1.3 Explain the difference between <b>formal and informal creative activity</b></p>	<p><b>Different types of creative activity may include:</b></p> <ul style="list-style-type: none"> <li>• solitary activity</li> <li>• shared activity</li> <li>• group activity</li> <li>• sedentary – eg writing</li> <li>• active eg gardening, sport</li> <li>• cerebral eg chess, computer games</li> </ul> <p><b>Formal creative activity may include:</b></p> <ul style="list-style-type: none"> <li>• drama groups</li> <li>• music groups</li> <li>• art classes</li> <li>• creative writing groups</li> <li>• debating groups</li> <li>• fashion design classes</li> <li>• architectural design</li> </ul>

		<b>Informal creative activity may include:</b> <ul style="list-style-type: none"> <li>• creative thinking</li> <li>• cooking</li> <li>• baking</li> <li>• flower arranging</li> <li>• decorating</li> <li>• computer gaming</li> </ul>
2	<p>Be able to encourage children and young people to recognise and value their own and others' creativity</p>	<p>2.1 Demonstrate how to work with children and young people to promote and encourage creativity</p> <p>2.2 Explain the importance of encouraging children and young people to recognise and value creativity</p> <p>2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity</p>
3	<p>Be able to support children and young people to take part in creative activities</p>	<p>3.1 Identify potential resources to support children and young people to take part in organised creative activities</p> <p>3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities</p> <p>3.3 Explain the importance of encouraging carers to support children and young people's creative activities</p>
4	<p>Be able to participate in creative, day to day activities with children and young people</p>	<p>4.1 Explain the importance of spending creative time with children and young people and the benefits that can result</p> <p>4.2 Demonstrate how to spend time with children and young people in creative activity</p>

	4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life	
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## 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.

## 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:

- HSC: 38

## 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.