



Oxford Cambridge and RSA

Unit Title:

Promote the well being and resilience of children and young people

OCR Unit No:

32

Sector Unit No:

SCMP 2

Level:

3

Credit value:

4

Guided learning hours:

30

Unit accreditation number:

F/600/9780

Unit purpose and aim

This unit aims to provide the basis of knowledge, understanding and skills to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Exemplification |
|--|---|--|
| 1 Understand the importance of promoting positive well being and resilience of children and young people | 1.1 Explain the factors that influence the well being of children and young people 1.2 Explain the importance of resilience for children and young people 1.3 Analyse effective ways of promoting well being and resilience in the work setting 1.4 Describe ways of working with carers to | Centres must ensure that all assessment criteria are met. Factors that influence well being may include: <ul style="list-style-type: none"> • attachment • relationships • emotional security • health • self esteem • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes |

| | | |
|---|---|---|
| | <p>promote well being and resilience in children and young people</p> | |
| <p>2 Understand how to support the development of children and young people's social and emotional identity and self esteem in line with their age and level of understanding</p> | <p>2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people</p> <p>2.2 Explain how to support children and young people to identify with their own self image and identity</p> <p>2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements</p> <p>2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives</p> <p>2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people</p> | <p>Encouraging children and young people may include:</p> <ul style="list-style-type: none"> • providing positive role models • developing cultural/ethnic networks • undertaking life story work |
| <p>3 Be able to provide children and young people with a positive outlook on their lives</p> | <p>3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable</p> <p>3.2 Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives</p> | |

| | | |
|--|---|---|
| | <p>3.3 Support and encourage children and young people to respond positively to challenges and disappointments</p> <p>3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes</p> <p>3.5 Support children and young people to reflect on the impact of their own actions and behaviour</p> | |
| <p>4 Be able to respond to the health needs of children and young adults</p> | <p>4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding</p> <p>4.2 Encourage children and young people to make positive choices about all of their health needs</p> <p>4.3 Assess any risks or concerns to the health and well being of children and young people and take appropriate action</p> <p>4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being</p> <p>4.5 Record concerns about</p> | <p>Health needs may include:</p> <ul style="list-style-type: none"> • physical • mental • sexual <p>Concerns may include:</p> <ul style="list-style-type: none"> • illness • injury • use of illegal substances • emotional distress • poor lifestyle choices • bullying (either as victim or perpetrator) • exploitative behaviour (either as victim or perpetrator) • harm or abuse • changes in behaviour <p>Relevant people may include:</p> <ul style="list-style-type: none"> • carers • social worker • lead professional • residential workers |

| | | |
|--|--|--|
| | a child or young person's health or well being following recognised procedures | |
|--|--|--|

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 3 and 4 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:

- HSC NOS Units 34 and 313
- CCLD NOS Units 307 and 308

Professional Practice in residential child care, standards: 1.5, 2.2, 2.3 and 4.3
 Training Support and Development Standards for Foster Care: 3.3 and 5.2

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.