

Unit Title:	Support children and young people's play and leisure
OCR unit number:	19
Sector unit number:	TDA 2.16
Level:	2
Credit value:	3
Guided learning hours:	16
Unit accreditation number:	T/601/6564

Unit purpose and aim

This unit provides the knowledge, understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people 1.2 Describe how play and leisure contribute to children and young people's development 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen, self-directed play and leisure	Centres must ensure that all assessment criteria are met.
2. Be able to support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play	

	<p>and leisure activities</p> <p>2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities</p> <p>2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities</p> <p>2.4 Supervise children and young people's play and leisure ensuring their safety</p> <p>2.5 Interact with children and young people in a way that demonstrates:</p> <ul style="list-style-type: none"> a) interest in what they they say, experience and feel b) respect for their privacy and freedom to make choices for themselves c) encouragement and praise for play and leisure activities 	
<p>3. Be able to support children and young people in balancing risk and challenge</p>	<p>3.1 Outline the value of risk and challenge in children and young people's play and leisure</p> <p>3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure</p>	

	<p>3.3 Describe why it is important for children and young people to manage risk and challenge for themselves</p> <p>3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves</p>	
4. Be able to reflect on and improve own practice	<p>4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure</p> <p>4.2 Identify own strengths and areas where practice could improve</p> <p>4.3 Describe how own practice has been improved following reflection</p>	

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) 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.

Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.

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.

National Occupational Standards (NOS) mapping/signposting

None specified.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

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 '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.