



Oxford Cambridge and RSA

Unit Title:	Develop professional relationships with children, young people and adults
OCR Unit No:	7
Sector Unit No:	TDA 3.5
Level:	3
Credit value:	2
Guided learning hours:	10
Unit accreditation number:	H/601/4065

Unit purpose and aim

This unit covers the competence required to develop professional relationships with children, young people and adults.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Be able to develop professional relationships with children and young people	<p>1.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people</p> <p>1.2 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns</p> <p>1.3 Demonstrate how to support children and young people in making choices for themselves</p> <p>1.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole</p>	Centres must ensure that all assessment criteria are met.

<p>2. Be able to communicate with children and young people</p>	<p>2.1 Use different forms of communication to meet the needs of children and young people</p> <p>2.2 Demonstrate how to adapt communication with children and young people for:</p> <p>a) the age and stage of development of the child or young person</p> <p>b) the context of the communication</p> <p>c) communication differences</p> <p>2.3 Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people</p>	<p>Forms of communication eg:</p> <ul style="list-style-type: none"> • spoken language • play • body language • sign language <p>Communication differences between individuals which may create barriers to effective communication between them eg:</p> <ul style="list-style-type: none"> • language • sensory impairment • speech, language or communication impairment • cognitive abilities • emotional state • cultural differences <p>Strategies and techniques to promote understanding and trust in communication, eg:</p> <ul style="list-style-type: none"> • active listening • avoiding assumptions • using questions to clarify and check understanding • summarising and confirming key points
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<p>3. Be able to develop professional relationships with adults</p>	<p>3.1 Demonstrate how to establish rapport and professional relationships with adults</p> <p>3.2 Demonstrate how to adapt communication with adults for:</p> <ul style="list-style-type: none"> a) cultural and social differences b) the context of the communication c) communication differences <p>3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults</p> <p>3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively</p> <p>3.5 Explain when and how to refer other adults to further sources of information, advice or support</p>	
<p>4. Be able to support children and young people in developing relationships</p>	<p>4.1 Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others</p> <p>4.2 Provide an effective role model in own relationships with children, young people and adults</p> <p>4.3 Use appropriate strategies for</p>	

	<p>encouraging and supporting children and young people to understand and respect other people's:</p> <ul style="list-style-type: none"> a) individuality, diversity and differences b) feelings and points of view <p>4.4 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves</p> <p>4.5 Provide encouragement and support for other adults in the setting to have positive relationships with children and young people</p>	
<p>5. Be able to comply with policies and procedures for confidentiality, sharing information and data protection</p>	<p>5.1 Apply the setting's policies and procedures for:</p> <ul style="list-style-type: none"> a) sharing information b) confidentiality c) data protection <p>5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned</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.

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.

All assessment criteria other than 3.5 must be assessed in the workplace.

National Occupational Standards (NOS) mapping/signposting

STL20 Develop and promote positive relationships (CCLD 301)

Introductory training materials:

- Promoting positive behaviour

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 .