



Oxford Cambridge and RSA

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| Unit Title: | Work with other practitioners to support children and young people |
| OCR unit number: | 47 |
| Sector Unit number: | TDA 3.30 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 15 |
| Unit accreditation number: | R/601/8368 |

Unit purpose and aim

This unit provides the knowledge, understanding and skills to work with other practitioners to support children and young people. It covers integrated and multi-agency working and requires demonstration of competence in maintaining working relationships and working in partnership with other practitioners.

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Exemplification |
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| 1 Understand multi-agency and integrated working | 1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people 1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting 1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice | Centres must ensure that all assessment criteria are met. |

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| | <p>1.4 Explain own role in different group situations including multi-agency and integrated working</p> <p>1.5 Explain the importance of respecting: a) the contribution of other professionals to supporting children and young people b) own and others' professional boundaries c) the skills and expertise of other professionals</p> <p>1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals</p> | |
| <p>2 Be able to maintain working relationships with other practitioners</p> | <p>2.1 Provide information to assist other practitioners in their role in accordance with the policies and procedures of the setting</p> <p>2.2 Share information which is complete, accurate and within the boundaries of own role and responsibilities</p> <p>2.3 Explain when and why another practitioner should be referred to other sources of information, advice or support within the setting</p> <p>2.4 Interact with other practitioners in a manner likely to promote trust</p> | <p>Practitioners: colleagues within the setting or contacts from external organisations whose work impacts on your role.</p> |

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| | <p>and confidence in the relationship</p> <p>2.5 Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise</p> <p>2.6 Provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles</p> | |
| <p>3 Be able to work in partnership with other practitioners</p> | <p>3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate</p> <p>3.2 Clearly explain to other practitioners any factors limiting your ability to cooperate</p> <p>3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions</p> <p>3.4 Carry out agreed commitments to undertake work in partnership with other practitioners</p> <p>3.5 Seek and make use of opportunities to draw</p> | |

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| | upon the skills and knowledge of other practitioners in support of own role | |
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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 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.5 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

STL62 Develop and maintain working relationships with other practitioners

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 | | | | | |
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| 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.