![OCR logo](Oxford Cambridge and RSA)

Unit Title:	**Maintain and support relationships with children and young people**
OCR unit number:	8
Sector unit number:	TDA 2.7
Level:	2
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	D/601/7403

Unit purpose and aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Be able to communicate with children and young people	1.1 **Communicate** with children and young people in a way that is appropriate to the individual, using both conventional language and body language 1.2 Actively listen to children and young people and value what they say, experience and feel 1.3 Check that children and young people understand what is communicated	Centres must ensure that all assessment criteria are met. **Communicate**: • verbally • non-verbally • informally • formally
2. Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with	

	children and young people	
	2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole	
	2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns	
	2.4 Provide children and young people with reasons for actions when appropriate	
	2.5 Encourage children and young people to make choices for themselves	
3. Be able to support relationships between children and young people and others in the setting	3.1 Support children and young people to communicate effectively with others	
	3.2 Encourage children and young people to understand other people's individuality, diversity and differences	
	3.3 Help children and young people to understand and respect other people's feelings and points of view	
	3.4 Support children and young people to develop group agreements about the way they interact with others	
	3.5 Demonstrate ways of encouraging and supporting children and young people to deal	

	with conflict for themselves	

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.

National Occupational Standards (NOS) mapping/signposting

Based on SkillsActive playwork unit 9 Support relationships in the play environment

STL4 Contribute to positive relationships (CCLD 201)

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 .