



Oxford Cambridge and RSA

Unit Title:

**Develop interviewing skills for work with children and young people**

OCR Unit No:

29

Sector Unit No:

CYPOP10

Level:

3

Credit value:

3

Guided learning hours:

21

Unit accreditation number:

L/601/1337

## Unit purpose and aim

This unit aims to provide the knowledge and understanding to enable learners to conduct effective interviews with children and young people in the context of supporting their learning and development.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the process of preparing for and planning the interviews	1.1 Identify why it is important to plan for the interview  1.2 Explain the <b>components of the interview planning process</b>	Centres must ensure that all assessment criteria are met.  <b>Components of the interview planning process may include:</b> <ul style="list-style-type: none"> <li>• defining interview objectives</li> <li>• gathering and assess all relevant information</li> <li>• confirming the interview with the child/young person</li> <li>• preparing the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee</li> </ul>
2 Be able to conduct the interview with individual children or young people	2.1 Use <b>appropriate communication skills</b> to encourage the participation of and engagement with the child or young person	<b>Appropriate communication skills may include:</b> <ul style="list-style-type: none"> <li>• active listening skills</li> <li>• open questioning techniques</li> <li>• use of appropriate body language</li> </ul>

	<p>2.2 Provide any <b>relevant information</b> about the interview to the child or young person</p> <p>2.3 Conduct the interview to achieve the desired outcomes</p> <p>2.4 Record the details of the interview according to confidentiality and information sharing protocols</p>	<ul style="list-style-type: none"> <li>• knowing how to give constructive feedback</li> <li>• empathising with children and young people whilst maintaining professional boundaries</li> <li>• encouraging children and young people to participate and communicate without showing bias or judgement</li> <li>• using an appropriate environment</li> </ul> <p><b>Relevant information may include:</b></p> <ul style="list-style-type: none"> <li>• interview objectives</li> <li>• rights and responsibilities of interviewee</li> <li>• rights and responsibilities of interviewer</li> <li>• potential outcomes and interview follow up procedures</li> </ul>
<p>3 Be able to implement interview follow up procedures</p>	<p>3.1 Identify the <b>interview follow up procedures</b></p> <p>3.2 Implement interview follow up procedures</p>	<p><b>Interview follow up procedures may include:</b></p> <ul style="list-style-type: none"> <li>• recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols</li> <li>• referral details (if appropriate)</li> <li>• action plans and reviews</li> </ul>

## Assessment

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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

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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.

LO2 and 3 must be assessed in a real work environment.

## Details of relationship between the unit and national occupational standards

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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.

There are links with

ENTO R7: Conduct interviews to support the recruitment process

ENTO AG2: Support clients to make use of the advice and guidance service

## Functional skills signposting

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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

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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](http://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.