



Oxford Cambridge and RSA

Unit Title:

Communication and professional relationships with children, young people and adults

OCR Unit No:

3

Sector Unit No:

TDA2.3

Level:

2

Credit value:

2

Guided learning hours:

15

Unit accreditation number:

F/601/3313

Unit purpose and aim

This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Know how to interact with and respond to children and young people	<p>1.1 Describe how to establish respectful, professional relationships with children and young people</p> <p>1.2 Describe with examples how to behave appropriately for a child or young person's stage of development</p> <p>1.3 Describe how to deal with disagreements between children and young people</p> <p>1.4 Describe how own behaviour could:</p> <p>a) promote effective interactions with children and young people</p>	Centres must ensure that all assessment criteria are met.

	b) impact negatively on interactions with children and young people	
2. Know how to interact with and respond to adults	<p>2.1 Describe how to establish respectful, professional relationships with adults</p> <p>2.2 Describe the importance of adult relationships as role models for children and young people</p>	
3. Know how to communicate with children, young people and adults	<p>3.1 Describe how communication with children and young people differs across different age ranges and stages of development</p> <p>3.2 Describe the main differences between communicating with adults and communicating with children and young people</p> <p>3.3 Identify examples of communication difficulties that may exist</p> <p>3.4 Describe how to adapt communication to meet different communication needs</p> <p>3.5 Describe how to deal with disagreements between:</p> <p>a) the practitioner and children and young people</p> <p>b) the practitioner and other adults</p>	<p>Communication includes:</p> <ul style="list-style-type: none"> • verbal • non-verbal • informal • formal
4. Know about current legislation, policies and procedures for	4.1 Identify relevant legal requirements and procedures covering	

<p>confidentiality and sharing information, including data protection</p>	<p>confidentiality, data protection and the disclosure of information</p> <p>4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this</p> <p>4.3 Identify the kinds of situations when confidentiality protocols must be breached</p>	
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Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Certificate in Supporting the Wider Curriculum in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

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

STL4 Contribute to positive relationships (CCLD 201)

SWiS 2.2 Explore school values, policies, roles and responsibilities

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.