

**Unit Title:**

**Communication and professional relationships with children, young people and adults**

OCR Unit No:

1

Sector Unit No:

TDA 3.1

Level:

3

Credit value:

2

Guided learning hours:

10

Unit accreditation number:

F/601/3327

## Unit purpose and aim

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

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1. Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is important in developing positive relationships with children, young people and adults  1.2 Explain the principles of relationship building with children, young people and adults  1.3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate	Centres must ensure that all assessment criteria are met.
2. Understand how to communicate with children, young people and adults	2.1 Explain the skills needed to communicate with children and young people  2.2 Explain how to adapt	<b>Communication differences</b> between individuals which may create barriers to effective communication between them eg:

	<p>communication with children and young people for:</p> <p>a) the age of the child or young person</p> <p>b) the context of the communication</p> <p><b>c) communication differences</b></p> <p>2.3 Explain the main differences between communicating with adults and communicating with children and young people</p> <p>2.4 Explain how to adapt communication to meet different communication needs of adults</p> <p>2.5 Explain how to manage disagreements with children, young people and adults</p>	<ul style="list-style-type: none"> <li>• language</li> <li>• sensory impairment</li> <li>• speech, language or communication impairment</li> <li>• cognitive abilities</li> <li>• emotional state</li> <li>• cultural differences</li> </ul>
<p>3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection</p>	<p>3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information</p> <p>3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this</p> <p>3.3 Justify the kinds of situation when confidentiality protocols must be breached</p>	

## Assessment

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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 3 Certificate in Supporting Teaching and Learning in Schools, the Level 3 Certificate in Cover Supervision of Pupils in Schools or the Level 3 Diploma in Specialist Support of Teaching and Learning 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

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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.

## National Occupational Standards (NOS) mapping/signposting

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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](http://www.ukstandards.co.uk).**

## 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 ‘*Admin Guide: Vocational Qualifications*’ (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .