

Unit Title: **CYP 3.6 Working together for the benefit of children and young people**

Level: 3

Credit value: 2

Guided learning hours: 15

Unit accreditation number: K/601/1698

Unit purpose and aim

This unit aims to enable learners to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand integrated and multi agency working	1.1 Explain the importance of multi agency working and integrated working 1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people 1.3 Describe the functions of external agencies with whom your work setting or service interacts 1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome 1.5 Explain how and why referrals are made between agencies 1.6 Explain the assessment frameworks that are used in own UK Home Nation	

<p>2 Be able to communicate with others for professional purposes</p>	<p>2.1 Select appropriate communication methods for different circumstances</p> <p>2.2 Demonstrate use of appropriate communication methods selected for different circumstances</p> <p>2.3 Prepare reports that are accurate, legible, concise and meet legal requirements</p>	<p>Appropriate communication may include:</p> <ul style="list-style-type: none"> • use of electronic communication aids • use of pictorial and design communication aids such as Makaton • use of an interpreter when appropriate including Sign Language interpreters • effective use of the telephone • preparing and delivering presentations • written communication e.g. notes of meetings, personal records, presentations, letters, formal reports, e mail <p>Prepare Reports</p> <p>In some settings where this is not a practitioner's lead responsibility (e.g. a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, and concise and meet legal requirements.</p>
<p>3 Be able to support organisational processes and procedures for recording, storing and sharing information</p>	<p>3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information</p> <p>3.2. Demonstrate how to maintain secure recording and storage systems for information:</p> <ul style="list-style-type: none"> • paper based • electronic 	
	<p>3.3. Analyse the potential tension between maintaining confidentiality with the need to disclose information</p> <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed 	

Assessment

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

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.

Details of relationship between the unit and national occupational standards

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.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

Additional information

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.

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.