

Unit Title: Manage an inter-professional team in a health and social care or children and young people's setting

Sector unit number: 041

Level: 6

Credit value: 7

Guided learning hours: 48

Unit Reference Number: L/602/2743

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage inter-professional team in health and social care or children and young people's settings.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the principles of inter-professional working within health and social care or children and young people's settings</p>	<p>The Learner can:</p> <p>1.1 Analyse how inter-professional working promotes positive outcomes for individuals</p> <p>1.2 Analyse the complexities of working in inter-professional teams</p> <p>1.3 Explain how inter-professional teamwork is influenced by:</p> <ul style="list-style-type: none"> • legislative frameworks, • regulation • government initiatives • professional codes of practice or professional standards • service objectives 	<p>An individual is someone accessing care or support</p>
<p>2 Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting</p>	<p>2.1 Work with others to identify how team objectives contribute to service objectives</p> <p>2.2 Establish plans to meet service objectives</p> <p>2.3 Allocate roles and responsibilities to meet service objectives</p>	

Learning Outcomes	Assessment Criteria	Exemplification
<p>3 Be able to promote inter-professional team working in health and social care or children and young people's settings</p>	<p>3.1 Establish governance arrangements within inter-professional working arrangements to include;</p> <ul style="list-style-type: none"> • Accountability • Lines of communication • Professional supervision • Continuing professional development <p>3.2 Establish protocols within inter-professional working arrangements to include;</p> <ul style="list-style-type: none"> • Confidentiality and information sharing • Record keeping • Resources • Concerns and complaints <p>3.3 Identify supports available to enhance inter-professional working</p> <p>3.4 Support others to understand distinctive roles within the team</p> <p>3.5 Facilitate communication within the inter-professional team</p> <p>3.6 Work with the team to resolve dilemmas that may arise</p>	<p>Inter-professional: where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions</p> <p>Supports may include training, team building, team meetings, professional supervisions, case discussions, dissemination of best practice.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • individuals • team members • external professionals • carers <p>Dilemmas: Issues where there is a divided opinion or ethical concerns about a course of action</p>
<p>4 Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting</p>	<p>4.1 Ensure that plans for individuals are based on a formal assessment</p> <p>4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans</p> <p>4.3 Agree roles and responsibilities of all those involved in implementing plans</p> <p>4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved</p> <p>4.5 Develop processes for the review of individuals' plans</p>	

Learning Outcomes	Assessment Criteria	Exemplification
5 Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives 5.2 Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement 5.3 Work with others to develop an action plan to improve inter-professional team work	

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.

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.