



Oxford Cambridge and RSA

**Unit Title:**

OCR unit number:

Sector unit number:

Level:

Credit value:

Guided learning hours:

Unit accreditation number:

**Help improve own and team practice in schools**

7

TDA 2.6

2

3

15

T/601/7391

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Be able to reflect on own practice	1.1 Take note of children and young people's responses to own practice 1.2 Ask for constructive feedback on own practice from colleagues 1.3 Take note of responses to own practice from <b>others</b> 1.4 Evaluate all aspects of own practice	Centres must ensure that all assessment criteria are met. <b>Others</b> according to own role eg: <ul style="list-style-type: none"><li>• parents, carers and guardians</li><li>• other adults in the school</li><li>• professionals external to the school</li></ul>
2. Be able to improve own practice	2.1 Identify possible <b>development opportunities</b> relevant to improving own practice 2.2 Describe the importance of continuing professional	<b>Development opportunities</b> eg: <ul style="list-style-type: none"><li>• training programmes</li><li>• mentor</li><li>• coaching</li></ul>

	<p>development</p> <p>2.3 Work with an appropriate person to:</p> <p>a) identify own strengths, and areas where practice could improve</p> <p>b) plan ways in which practice could improve</p> <p>c) identify goals and targets</p> <p>2.4 Take part in continuing professional development that is relevant to own goals and targets</p> <p>2.5 Review own personal development</p> <p>2.6 Identify new areas of skill and knowledge to achieve new goals and targets</p>	<ul style="list-style-type: none"> <li>• e-learning</li> <li>• open and distance learning</li> </ul>
<p>3. Understand the work of the team</p>	<p>3.1 Describe why team work is important in schools</p> <p>3.2 Describe the purpose and objectives of the team in which they work</p> <p>3.3 Describe own role and responsibilities and those of others in the team</p> <p>3.4 Describe the importance of respecting the skills and expertise of other practitioners</p>	
<p>4. Be able to support the work of the team</p>	<p>4.1 Support the purpose and objectives of the team</p> <p>4.2 Carry out own role and</p>	

	responsibilities within the team	
	4.3 Communicate clearly with team members and others, making sure they have the information they need	
	4.4 Interact with others in a way that supports good team work	
	4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary	
	4.6 Respond to differences of opinion and conflict constructively	
	4.7 Seek advice and support from relevant people when needed	

## Assessment

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This unit needs to be assessed in line with the Training and Development Agency (TDA) 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.

Assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7 must be assessed in the workplace. Simulation may be used for assessment criterion 4.6.

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.

## National Occupational Standards (NOS) mapping/signposting

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Based on SkillsActive playwork unit 12 Help to improve own practice and the work of the playwork team

**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)