

Unit 9: Partnership Working in Early Years

Unit reference number: L/506/1239

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit aim

The aim of this unit is to enable learners to understand the importance and value of co-operative and integrated working in early years settings. The unit also looks at the importance of working in partnership with parents and how to do this effectively.

Unit assessment requirements/evidence requirements

AC 1.4 **Colleagues** in early years settings must include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers
- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to work in partnership in early years settings	1.1	Explain the policies, procedures and current guidance of the setting relating to partnership working				
		1.2	Evaluate how integrated working practices deliver better outcomes for children and families				
		1.3	Analyse the responsibilities of early years professionals to work in partnership				
		1.4	Explain the roles and responsibilities of colleagues in early years settings				
		1.5	Explain why partnership working may be difficult in a multidisciplinary team				
		1.6	Analyse the impact of parental rights on partnership work				
		1.7	Analyse the impact of parental views and experiences on partnership work				
2	Be able to work in partnership in early years settings	2.1	Work in partnership with colleagues and other professionals in early years settings				
		2.2	Follow legislation and codes of practice relating to confidentiality when working in partnership				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to work with parents and/or carers in early years settings	3.1	Provide guidance to parents and/or carers to enable them to take an active role in the child's: <ul style="list-style-type: none"> • play • learning • development 			
	3.2	Provide support to parents and/or carers to help them to recognise and value the contributions they make to the child's: <ul style="list-style-type: none"> • health • well-being • learning • development 			
	3.3	Communicate effectively with parents and/or carers to share information about children's needs and development			
	3.4	Review own performance in giving advice to parents and/or carers			
	3.5	Develop an action plan for improvement in giving advice to parents and/or carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)