

Level 2 and 3 Qualifications in Supporting Teaching and Learning in Schools (5329)

Qualification handbook for centres



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|--------------------|---|-----------------------------|
| 1.1 Oct 2011 | Amended learning outcome title 4 and 5 for unit 325 | Units |
| 1.2 Nov 2013 | Unit 337 level corrected to 2 | Units |
| 1.3 July 2014 | Last registration and certification dates extended | Introduction (Page 9) |
| 1.4 September 2015 | Last registration and certification dates extended | Introduction (Page 9) |
| 1.5 October 2017 | Added TQT and GLH details Deleted QCF | Structure Throughout |

| Qualification title | Number | QAN |
|--|---------|------------|
| Level 2 Award in Support Work in Schools | 5329-20 | 501/1128/0 |
| Level 2 Certificate in Supporting Teaching and Learning in Schools | 5329-21 | 501/1136/X |
| Level 2 Certificate in Supporting the Wider Curriculum in Schools | 5329-22 | 501/1129/2 |
| Level 3 Award in Supporting Teaching and Learning in Schools | 5329-30 | 501/1132/2 |
| Level 3 Certificate in Supporting Teaching and Learning in Schools | 5329-31 | 501/1123/1 |
| Level 3 Certificate in Cover Supervision of Pupils in Schools | 5329-32 | 501/1395/1 |
| Level 3 Diploma in Specialist Support for Teaching and Learning in Schools | 5329-33 | 501/1394/X |

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1 Introduction to the qualifications

These qualifications for school support staff have been developed in partnership by the Training and Development Agency for Schools (TDA) and Awarding Organisations. All of the qualifications in this suite have been informed by the **National Occupational Standards (NOS) in Supporting Teaching and Learning in Schools (2007)** which also underpin qualifications accredited to the National Qualifications Framework (NQF), including NVQs in Supporting Teaching and Learning in Schools at levels 2 and 3. These qualifications replace NVQs in Supporting Teaching and Learning in Schools (7329), VRQs in Supporting Teaching and Learning in Schools (7330) and the Support Work in Schools (SWIS) qualifications (7377).

Whilst the Certificates and Diploma have been designed to meet the needs of those already supporting children and young people in schools, the Awards develop knowledge and understanding and so are suitable for those seeking a role in school as well as those already employed. The level 2 award in Support work in schools has been designed to meet the needs of all those working in a school support staff role, including those whose role does not involve directly supporting pupils' learning, such as administrative, catering and site staff. The level 3 award provides underpinning knowledge and understanding suitable for those who work to support children's learning and well-being and is therefore recommended for those who are in, or aspire to, such roles.

Those taking the Awards could be:

- Not yet part of the school workforce but looking for a qualification that will increase their employability
- Newly employed in a school and wanting a qualification as part of early training/induction
- Already working in a school but looking to progress

Because the units in the level 2 and level 3 Awards are mandatory in the Certificates at both levels and in the Diploma at level 3, those wanting to access a pre-employment qualification are able to build on their achievement once in role, without needing to repeat learning.

Those taking the certificates or diploma will need to be working in a role that allows them to demonstrate those learning outcomes relating to practice in their day to day work. Those taking the qualifications could be:

- full or part-time
- permanent or temporary
- employed by the school or local authority
- school-based or peripatetic
- working in a maintained, non-maintained or independent school.

Those working solely in the early years foundation stage, however, are recommended to consider the early years pathway within the **Children and Young People's Diploma** which provides the specialist focus required for the early years workforce.

In recognition that many support staff begin their career in a voluntary or part-time capacity and develop and broaden their role over time, a 'nested' approach to qualification design has been adopted. This allows candidates to begin with a smaller qualification and add the additional units required to achieve larger ones as their role develops, without needing to duplicate learning. Of

course, some candidates may wish to register for one of the larger qualifications immediately, without taking a smaller qualification first.

Many units are shared between the qualifications, both in terms of progression from initial qualifications, such as the Awards, to larger qualifications that confirm full occupational competence, and between the larger qualifications. This allows staff who move from one role to another, for example from a midday assistant to a teaching assistant, only to have to add the additional units needed to gain a recognised qualification for the new role. Similarly, many units in the qualifications are shared with qualifications developed for other parts of the children's workforce, allowing candidates to take credits with them should they move to a new role.

Centres should be prepared to advise candidates on the qualifications to which credit previously achieved may contribute and, where there is demand, be able to offer the necessary units that enable candidates to move between roles at the same level. Where a unit has been previously achieved, whether through a qualification within or outside this suite of qualifications or through a different awarding organisation, full credit transfer must be recognised to avoid duplication.

1.1 The qualifications

Level 2 Award in Support Work in Schools is a knowledge based qualification suitable for all roles in schools, including site staff, administrators etc. as well as those who work directly with children and young people. It seeks to develop the knowledge and understanding that all those working in a school setting will need and covers areas such as safeguarding, communication and understanding the school context. As it is a knowledge based qualification, it can be taken by candidates not yet employed in a school, as well as providing initial training/induction for those new in post. The award covers the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the TDA for local authorities.

Level 2 Certificate in Supporting Teaching and Learning in Schools incorporates the units in the Award and adds competence-based units to reflect the role of those supporting pupils' learning. The certificate covers the skills and knowledge of the level 2 NVQ in Supporting Teaching and Learning in schools which it replaces.

Level 2 Certificate in Supporting the Wider Curriculum in Schools. This qualification has been developed to meet the needs of those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs. It incorporates the units in the level 2 award and shares units with the Certificate in Supporting Teaching and Learning, recognising that many in teaching assistant roles also undertake midday duties. This qualification has fewer credits than the Certificate in Supporting Teaching and Learning (STL) and candidates who later progress to a teaching assistant role will be able to gain the STL certificate through the achievement of credit from specified additional units.

Level 3 Award in Supporting Teaching and Learning in Schools. This is a knowledge based qualification that will provide candidates with a secure understanding from which to progress to a level 3 role. It is suitable for candidates not yet in a school role but who have the capability to achieve at level 3; candidates in a level 2 role wishing to demonstrate that they are ready for progression to level 3, and as initial training for those newly in post at this level. This is a qualification intended to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

Level 3 Certificate in Supporting Teaching and Learning in Schools. This qualification incorporates the units in the Level 3 Award. Additional units cover the generic knowledge and skills required to work in a teaching assistant or similar role at level 3. It is broadly equivalent to the mandatory units of the Level 3 NVQ in Supporting Teaching and Learning in Schools (7329).

Level 3 Certificate in Cover Supervision incorporates the units of the level 3 Award. While this qualification includes some units that are also in the Level 3 Certificate in Supporting Teaching and Learning in Schools, it omits those that are about actively advancing pupils' learning, and includes a unit on providing cover. This reflects the differences between the cover supervisor and teaching assistant roles. Candidates moving from one role to the other will be able to demonstrate competence in the new role by achieving credit from specified additional units.

Level 3 Diploma in Specialist Support for Teaching and Learning. This qualification incorporates the units from the Level 3 Certificate in Supporting Teaching and Learning in schools and requires candidates to supplement these with credits achieved from a range of specialist units. This qualification is broadly equivalent to the Level 3 NVQ in Supporting Teaching and Learning in Schools (7329) which it replaces.

This document contains the information that centres need to offer the following qualifications:

| Qualification title and level | City & Guilds qualification number | Qualification accreditation number | Last registration date | Last certification date |
|--|---|---|---|--------------------------------|
| Level 2 Award in Support Work in Schools | 5329-20 | 501/1128/0 | | |
| Level 2 Certificate in Supporting Teaching and Learning in Schools | 5329-21 | 501/1136/X | Please see Walled Garden for registration and certification dates. | |
| Level 2 Certificate in Supporting the Wider Curriculum in Schools | 5329-22 | 501/1129/2 | | |
| Level 3 Award in Supporting Teaching and Learning in Schools | 5329-30 | 501/1132/2 | | |
| Level 3 Certificate in Supporting Teaching and Learning in Schools | 5329-31 | 501/1123/1 | | |
| Level 3 Certificate in Cover Supervision of Pupils in Schools | 5329-32 | 501/1395/1 | | |
| Level 3 Diploma in Specialist Support for Teaching and Learning in Schools | 5329-33 | 501/1394/X | | |

1.2 The units

The units developed by the TDA and its partner awarding organisations relate either to a candidate's knowledge and understanding or to their skills in the workplace. Those units relating to a candidate's practice may also include assessment criteria relating to the knowledge and understanding necessary to underpin competent performance in that area.

The assessment requirements for each unit identify which criteria must be assessed in the workplace. Note that units developed by others and included in the qualifications may identify whole learning outcomes that must be assessed in the workplace.

1.3 Qualification structure

Level 2 Award in Support Work in Schools

To achieve the Level 2 Award in Support Work in Schools, learners must achieve 9 credits from the mandatory units and a minimum of 3 credits from the optional units available.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|----------------------------------|--------------------------------------|---|---|---------------------|---|
| H/601/3305 | 201 | Child and young person development | Mandatory | 2 | N/A |
| K/601/3323 | 202 | Safeguarding the welfare of children and young people | Mandatory | 3 | N/A |
| F/601/3313 | 203 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| D/601/3321 | 204 | Equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| T/601/3325 | 205 | Schools as organisations | Optional | 3 | N/A |
| A/601/3326 | 302 | Schools as organisations | Optional | 3 | N/A |

Level 2 Certificate in Supporting Teaching and Learning in Schools

To achieve the Level 2 Certificate in Supporting teaching and Learning in Schools, learners must achieve 24 credits from the mandatory units and a minimum of 6 credits from the optional units, 3 to be taken from Optional Group A and 3 to be taken from Optional Group B.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|----------------------------------|--------------------------------------|---|---|---------------------|---|
| H/601/3305 | 201 | Child and young person development | Mandatory | 2 | N/A |
| K/601/3323 | 202 | Safeguarding the welfare of children and young people | Mandatory | 3 | N/A |
| F/601/3313 | 203 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| D/601/3321 | 204 | Equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| T/601/7391 | 206 | Help improve own and team practice in schools | Mandatory | 3 | N/A |

| | | | | | |
|------------|-----|---|------------------|---|-----|
| D/601/7403 | 207 | Maintain and support relationships with children and young people | Mandatory | 3 | N/A |
| T/601/7410 | 208 | Support children and young people's health and safety | Mandatory | 3 | N/A |
| T/601/7407 | 209 | Support children and young people's positive behaviour | Mandatory | 2 | N/A |
| A/601/7411 | 210 | Support learning activities | Mandatory | 4 | N/A |
| T/601/3325 | 205 | Schools as organisations | Optional Group A | 3 | N/A |
| A/601/3326 | 302 | Schools as organisations | Optional Group A | 3 | N/A |
| L/601/7414 | 211 | Contribute to supporting bilingual learners | Optional Group B | 2 | N/A |
| Y/601/7416 | 309 | Invigilate tests and examinations | Optional Group B | 3 | N/A |
| D/601/7417 | 212 | Prepare and maintain learning environments | Optional Group B | 3 | N/A |
| K/601/6500 | 213 | Provide displays in schools | Optional Group B | 3 | N/A |
| A/601/4072 | 307 | Support assessment for learning | Optional Group B | 4 | N/A |
| A/601/6517 | 214 | Support children and young people at meal or snack times | Optional Group B | 3 | N/A |
| D/601/6526 | 215 | Support children and young people with disabilities and special educational needs | Optional Group B | 4 | N/A |
| T/601/6564 | 216 | Support children and young people's play and leisure | Optional Group B | 3 | N/A |
| Y/601/6573 | 217 | Support children and young people's travel outside of the setting | Optional Group B | 3 | N/A |
| M/601/6577 | 218 | Support extra-curricular activities | Optional Group B | 3 | N/A |
| A/601/6579 | 219 | Support the use of information and communication technology for teaching and learning | Optional Group B | 2 | N/A |

| | | | | | |
|------------|-----|---|------------------|---|-----|
| J/601/8027 | 221 | Move and position individuals in accordance with their plan of care | Optional Group B | 4 | N/A |
| D/601/9023 | 222 | Provide support for therapy sessions | Optional Group B | 2 | N/A |

Credits from equivalent units

| TDA Unit (within this qualification) | TDA Unit WBA Reference | Equivalent Unit (from elsewhere) | Equivalent Unit WBA Reference |
|---|------------------------|--|-------------------------------|
| Help improve own and team practice in schools | T/601/7391 | Help to Improve Own Practice and the Work of the Playwork Team | H/600/9528 |
| Maintain and support relationships with children and young people | D/601/7403 | Support Relationships in the Play Environment | T/600/9520 |
| Support children and young people's travel outside of the setting | Y/601/6573 | Support the Travel of Children and Young People Outside the Play Environment | M/600/9547 |

Exemptions

| Exempted Unit | Exempted Unit WBA Reference | Exemption | Exemption WBA Reference |
|-----------------------------------|-----------------------------|-----------------------------------|-------------------------|
| Invigilate tests and examinations | Y/601/7416 | Invigilate tests and examinations | A/104/0197 |

Level 2 Certificate in Supporting the Wider Curriculum in Schools

To achieve the Level 2 Certificate in Supporting the Wider Curriculum in Schools, learners must achieve 14 credits from the mandatory units and a minimum of 6 credits from the optional units, 3 to be taken from Optional Group A and 3 to be taken from Optional Group B.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/optional for full qualification | Credit value | Excluded combination of units (if any) |
|---------------------------|---------------------------|---|---|--------------|--|
| H/601/3305 | 201 | Child and young person development | Mandatory | 2 | N/A |
| K/601/3323 | 202 | Safeguarding the welfare of children and young people | Mandatory | 3 | N/A |
| F/601/3313 | 203 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |

| | | | | | |
|------------|----------|--|------------------|---|-----|
| D/601/3321 | 204 | Equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| T/601/7410 | 208 | Support children and young people's health and safety | Mandatory | 3 | N/A |
| T/601/7407 | 209 | Support children and young people's positive behaviour | Mandatory | 2 | N/A |
| T/601/3325 | 205 | Schools as organisations | Optional Group A | 3 | N/A |
| A/601/3326 | 302 | Schools as organisations | Optional Group A | 3 | N/A |
| D/601/7403 | 207 | Maintain and support relationships with children and young people | Optional Group B | 3 | N/A |
| A/601/6517 | Unit 214 | Support children and young people at meal or snack times | Optional Group B | 3 | N/A |
| T/601/6564 | Unit 216 | Support children and young people's play and leisure | Optional Group B | 3 | N/A |
| Y/601/6573 | Unit 217 | Support children and young people's travel outside of the setting | Optional Group B | 3 | N/A |
| M/601/6577 | Unit 218 | Support extra-curricular activities | Optional Group B | 3 | N/A |

Credits from equivalent units

| TDA Unit (within this qualification) | TDA Unit WBA Reference | Equivalent Unit (from elsewhere) | Equivalent Unit WBA Reference |
|---|------------------------|--|-------------------------------|
| Maintain and support relationships with children and young people | D/601/7403 | Support Relationships in the Play Environment | T/600/9520 |
| Support children and young people's travel outside of the setting | Y/601/6573 | Support the Travel of Children and Young People Outside the Play Environment | M/600/9547 |

Level 3 Award in Supporting Teaching and Learning in Schools

To achieve the Level 3 Award in Supporting Teaching and Learning in Schools, learners must achieve 12 credits in total from the following units.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|----------------------------------|--------------------------------------|---|---|---------------------|---|
| F/601/3327 | 301 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| A/601/3326 | 302 | Schools as organisations | Mandatory | 3 | N/A |
| L/601/1693 | 331 | Understand child and young person development | Mandatory | 4 | N/A |
| Y/601/1695 | 333 | Understand how to safeguard the well being of children and young people | Mandatory | 3 | N/A |

Level 3 Certificate in Supporting Teaching and Learning in Schools

To achieve the Level 3 Certificate in Supporting Teaching and Learning in Schools, learners must achieve 32 credits in total from the following units.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|----------------------------------|--------------------------------------|---|---|---------------------|---|
| F/601/3327 | 301 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| A/601/3326 | 302 | Schools as organisations | Mandatory | 3 | N/A |
| F/601/4073 | 303 | Support learning activities | Mandatory | 4 | N/A |
| A/601/4069 | 304 | Promote children and young people's positive behaviour | Mandatory | 3 | N/A |
| H/601/4065 | 305 | Develop professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| M/601/4070 | 306 | Promote equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| A/601/4072 | 307 | Support assessment for learning | Mandatory | 4 | N/A |
| A/601/1429 | 332 | Engage in personal development in health, social care or children's and young people's settings | Mandatory | 3 | N/A |

| | | | | | |
|------------|-----|---|-----------|---|-----|
| D/601/1696 | 334 | Support children and young people's health and safety | Mandatory | 2 | N/A |
| L/601/1693 | 331 | Understand child and young person development | Mandatory | 4 | N/A |
| Y/601/1695 | 333 | Understand how to safeguard the well being of children and young people | Mandatory | 3 | N/A |

Level 3 Certificate in Cover Supervision of Pupils in Schools

To achieve the Level 3 Certificate in Cover Supervision of Pupils in Schools, learners must achieve 30 credits in total from the following units.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|---------------------------|---------------------------|---|--|--------------|--|
| F/601/3327 | 301 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| A/601/3326 | 302 | Schools as organisations | Mandatory | 3 | N/A |
| A/601/4069 | 304 | Promote children and young people's positive behaviour | Mandatory | 3 | N/A |
| H/601/4065 | 305 | Develop professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| M/601/4070 | 306 | Promote equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| T/601/4071 | 308 | Supervise whole class learning activities | Mandatory | 3 | N/A |
| A/601/1429 | 332 | Engage in personal development in health, social care or children's and young people's settings | Mandatory | 3 | N/A |
| D/601/1696 | 334 | Support children and young people's health and safety | Mandatory | 2 | N/A |
| A/501/5163 | 335 | Team working | Mandatory | 3 | N/A |
| L/601/1693 | 331 | Understand child and young person development | Mandatory | 4 | N/A |

| | | | | | |
|------------|-----|---|-----------|---|-----|
| Y/601/1695 | 333 | Understand how to safeguard the well being of children and young people | Mandatory | 3 | N/A |
|------------|-----|---|-----------|---|-----|

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

To achieve the Level 3 Diploma in specialist Support for Teaching and Learning in Schools, learners must achieve 32 credits in total from the Mandatory units and 12 credits from the Optional units. 40 credits achieved must be at Level 3 or above.

There are also required and barred combinations – these follow the full list of units:

All Units in the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units (if any) |
|---------------------------|---------------------------|---|--|--------------|--|
| F/601/3327 | 301 | Communication and professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| A/601/3326 | 302 | Schools as organisations | Mandatory | 3 | N/A |
| F/601/4073 | 303 | Support learning activities | Mandatory | 4 | N/A |
| A/601/4069 | 304 | Promote children and young people's positive behaviour | Mandatory | 3 | N/A |
| H/601/4065 | 305 | Develop professional relationships with children, young people and adults | Mandatory | 2 | N/A |
| M/601/4070 | 306 | Promote equality, diversity and inclusion in work with children and young people | Mandatory | 2 | N/A |
| A/601/4072 | 307 | Support assessment for learning | Mandatory | 4 | N/A |
| A/601/1429 | 332 | Engage in personal development in health, social care or children's and young people's settings | Mandatory | 3 | N/A |
| D/601/1696 | 334 | Support children and young people's health and safety | Mandatory | 2 | N/A |
| L/601/1693 | 331 | Understand child and young person development | Mandatory | 4 | N/A |

| | | | | | |
|------------|-----|---|--|---|-----|
| Y/601/1695 | 333 | Understand how to safeguard the wellbeing of children and young people | Mandatory | 3 | N/A |
| D/601/7711 | 310 | Plan and deliver learning activities under the direction of a teacher | Optional Group A – Supporting Learning | 4 | N/A |
| M/601/7714 | 311 | Support literacy development | Optional Group A – Supporting Learning | 3 | N/A |
| A/601/7716 | 312 | Support numeracy development | Optional Group A – Supporting Learning | 3 | N/A |
| J/601/7718 | 313 | Support teaching and learning in a curriculum area | Optional Group A – Supporting Learning | 3 | N/A |
| F/601/7720 | 314 | Support delivery of the 14–19 curriculum | Optional Group A – Supporting Learning | 3 | N/A |
| L/601/7722 | 315 | Provide literacy and numeracy support | Optional Group A – Supporting Learning | 3 | N/A |
| R/601/7723 | 316 | Support gifted and talented learners | Optional Group A – Supporting Learning | 4 | N/A |
| T/600/9789 | 336 | Support children’s speech, language and communication | Optional Group A – Supporting Learning | 4 | N/A |
| Y/601/7724 | 317 | Support bilingual learners | Mandatory Group B – English as an additional language | 4 | N/A |
| D/601/7725 | 318 | Provide bilingual support for teaching and learning | Optional Group B – English as an additional language | 6 | N/A |
| H/601/7726 | 319 | Support disabled children and young people and those with special educational needs | Mandatory Group C – Special educational needs | 5 | N/A |

| | | | | | |
|------------|-----|--|--|---|-----|
| Y/601/7707 | 320 | Support children and young people with behaviour, emotional and social development needs | Optional Group C – Special educational needs | 4 | N/A |
| M/601/8121 | 321 | Support learners with cognition and learning needs | Optional Group C – Special educational needs | 4 | N/A |
| K/601/8134 | 322 | Support learners with communication and interaction needs | Optional Group C – Special educational needs | 4 | N/A |
| M/601/8135 | 323 | Support learners with sensory and/or physical needs | Optional Group C – Special educational needs | 4 | N/A |
| F/601/8060 | 337 | Support individuals to meet personal care needs | Optional Group C – Special educational needs | 2 | N/A |
| D/601/8325 | 324 | Support children and young people during transitions in their lives | Optional Group D – Providing pastoral support | 4 | N/A |
| L/601/1337 | 340 | Develop interviewing skills for work with children and young people | Optional Group D – Providing pastoral support | 3 | N/A |
| T/601/1381 | 342 | Facilitate the learning and development of children and young people through mentoring | Optional Group D – Providing pastoral support | 4 | N/A |
| M/601/1377 | 341 | Improving the attendance of children and young people in statutory education | Optional Group D – Providing pastoral support | 5 | N/A |
| F/600/9780 | 343 | Promote the well being and resilience of children and young people | Optional Group D – Providing pastoral support | 4 | N/A |
| A/601/1334 | 339 | Provide information and advice to young people | Optional Group D – Providing pastoral support | 3 | N/A |
| D/600/9785 | 344 | Support children and young people to achieve their education potential | Optional Group D – Providing pastoral support | 4 | N/A |

| | | | | | |
|------------|-----|---|--|---|-----|
| M/600/9788 | 345 | Support children and young people to make positive changes in their lives | Optional Group D – Providing pastoral support | 4 | N/A |
| F/502/5242 | 347 | Support young people in relation to sexual health and risk of pregnancy | Optional Group D – Providing pastoral support | 2 | N/A |
| M/601/1329 | 338 | Support young people to develop, implement and review a plan of action | Optional Group D – Providing pastoral support | 3 | N/A |
| R/502/5231 | 346 | Support young people who are socially excluded or excluded from school | Optional Group D – Providing pastoral support | 2 | N/A |
| A/601/9420 | 220 | Assist in the administration of medication | Optional Group E – Supporting the wider work of the school | 4 | N/A |
| Y/601/7416 | 309 | Invigilate tests and examinations | Optional Group E – Supporting the wider work of the school | 3 | N/A |
| A/601/8333 | 325 | Lead an extra-curricular activity | Optional Group E – Supporting the wider work of the school | 3 | N/A |
| Y/601/8338 | 326 | Maintain learner records | Optional Group E – Supporting the wider work of the school | 3 | N/A |
| D/601/8342 | 327 | Monitor and maintain curriculum resources | Optional Group E – Supporting the wider work of the school | 3 | N/A |
| H/601/8357 | 328 | Organise travel for children and young people | Optional Group E – Supporting the wider work of the school | 2 | N/A |
| H/601/8360 | 329 | Supervise children and young people on journeys, visits and activities outside of the setting | Optional Group E – Supporting the wider work of the school | 3 | N/A |

| | | | | |
|------------|-----|--|---|---|
| A/602/1846 | 348 | Work in partnership with parents to engage them with their children's learning and development in school | Optional Group E – Supporting the wider work of the school | 6 |
| R/601/8368 | 330 | Work with other practitioners to support children and young people | Optional Group F – Working with colleagues | 3 |
| Y/600/9669 | 351 | Plan, allocate and monitor work of a team | Optional Group F – Working with colleagues | 5 |
| T/600/9601 | 350 | Provide leadership and direction for own area of responsibility | Optional Group F – Working with colleagues | 5 |
| M/600/9600 | 349 | Set objectives and provide support for team members | Optional Group F – Working with colleagues | 5 |
| M/600/9676 | 352 | Support learning and development within own area of responsibility | Optional Group F – Working with colleagues | 5 |
| A/501/5163 | 335 | Team working | Optional Group F – Working with colleagues | 3 |

Required combinations from optional units

| | Unit | Unit accreditation number | | Unit | Unit accreditation number |
|---------------------|--|---------------------------|-----------------------|---|---------------------------|
| Those taking | Provide bilingual support for teaching and learning | D/601/7725 | Must also take | Support bilingual learners | Y/601/7724 |
| Those taking | Support children and young people with behaviour, emotional and social development needs | Y/601/7707 | Must also take | Support disabled children and young people and those with special educational needs | H/601/7726 |
| Those taking | Support learners with cognition and learning needs | M/601/8121 | Must also take | Support disabled children and young people and those with special educational needs | H/601/7726 |

| | | | | | |
|---------------------|---|------------|-----------------------|---|------------|
| Those taking | Support learners with communication and interaction needs | K/601/8134 | Must also take | Support disabled children and young people and those with special educational needs | H/601/7726 |
| Those taking | Support learners with sensory and/or physical needs | M/601/8135 | Must also take | Support disabled children and young people and those with special educational needs | H/601/7726 |
| Those taking | Support individuals to meet personal care needs | F/601/8060 | Must also take | Support disabled children and young people and those with special educational needs | H/601/7726 |

Barred Combinations from optional units

| Unit | Unit accreditation number | | Unit | Unit accreditation number |
|---|---------------------------|---|---|---------------------------|
| Provide leadership and direction for own area of responsibility | T/600/9601 | May not be taken in combination with | Set objectives and provide support for team members | Y/601/7724 |

Exemptions

| Exempted Unit | Exempted Unit WBA Reference | Exemption | Exemption WBA Reference |
|-----------------------------------|-----------------------------|-----------------------------------|-------------------------|
| Invigilate tests and examinations | Y/601/7416 | Invigilate tests and examinations | A/104/0197 |

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
|---|-----|-----|
| Level 3 Certificate in Cover Supervision of Pupils in Schools | 185 | 300 |

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications. It also states the resources Centres will need in place to offer the qualifications, including qualification-specific requirements for Centre staff.

2.1 Centres not yet approved by City & Guilds

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as Centres.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- suitable candidate support
- effective assessment and quality assurance procedures
- reliable recording systems

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP).

In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. To do this, please contact your regional office.

Information about the procedures for applying for centre and qualification approval can be found on our website and is given in **Providing City & Guilds qualifications - a guide to centre and qualification approval**, downloadable from the City & Guilds website (www.cityandguilds.com).

2.2 Existing City & Guilds centres approved to offer the 7329 qualifications

In line with City & Guilds policy, there will be automatic approval for all existing 7329 centres to deliver the 5329 qualifications. No further action is required to gain qualification approval. Those centres only offering 7330 Levels 2 and 3 will be approved to offer the Levels 2 and 3 Award qualifications as both previous and current qualifications are knowledge-based. Any centre only offering Level 2 qualifications will be approved only for the Level 2 qualifications in this suite.

Centres will find that their current approval status for the 7329 qualifications will automatically be applied to their 5329 approval. However, in accordance with City & Guilds policy for new qualifications, external verification activity will be required before centres can claim results for the 5329 qualifications.

Centres should note that the new qualifications have a more specific requirement than their NVQ predecessors for candidates to evidence knowledge and this may require adaptations to previous practice. As with all City & Guilds qualifications, the status thereafter will be determined by the results of external quality assurance.

2.3 Quality Assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance (IQA) while City & Guilds is responsible for external quality assurance (EQA).

For these qualifications, centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. Centres with experience of offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance (IQA) system for these qualifications. This IQA system needs to contain:

- Sample planning based on the principles of 'CAMERA'; ie plans must include sampling of the range of:
 - **C**andidates
 - **A**ssessors
 - **M**ethods of assessment
 - **E**vidence or **E**lements
 - **R**ecords
 - **A**ssessment sites
- Effective communication
- Interim sampling
- Summative sampling
- Monitoring of assessor practice (including observation)
- Standardisation activities
- Sound administration
- Records of the above

Whoever is responsible for internal quality assurance in a centre will need to ensure that all factors related to quality assurance are covered in the centre. These include ensuring that:

- quality assurance systems are 'fit for purpose' and do actually monitor the quality of the learner journey
- quality assurance sampling is planned for and carried out throughout the learner journey and not just at the end of assessment
- learning and training that is delivered models 'best practice' and meets all requirements – and that this is monitored
- assessment practice in the centre is in line with the current NOS for assessment
- assessors are regularly observed carrying out assessment processes
- assessors are supported, get feedback on their practice and take part in standardisation activities
- record keeping is maintained as required
- all members of the team maintain their CPD year on year
- communication with City & Guilds is effective

Further details and guidance on the internal and external quality assurance requirements and procedures, are provided in Providing City & Guilds Qualifications.

A comprehensive approach to quality and quality assurance

It is in everyone's interest for the delivery of training, assessment and quality assurance of qualifications in the UK to be of the highest quality.

Quality is the 'degree of excellence of something'

Quality assurance is 'a system of maintaining and improving standards'

High quality learning, assessment and quality assurance are required to get the most out of all qualifications. There are tangible benefits for all from this approach:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes
- regulatory requirements are met
- support for other planning and monitoring processes such as self-assessment

Quality and quality assurance should be included from the planning stage of programmes of learning– they have to be integral to the programmes themselves. A useful way of looking at this is:

'Quality and quality assurance must be built into centre's delivery from the start. It is much more difficult to audit poor quality out than build good quality in.'

This needs to be firmly in mind when planning the delivery of these qualifications. Quality and quality assurance measures need to be built into all processes in the learner journey; these include the:

- recruitment process
- induction process
- initial assessment
- learning plans
- teaching
- facilitating learning
- reviews of progress
- assessment processes
- achievement
- progression planning

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds. This includes:
approval of centres
monitoring of learning delivery
monitoring of assessment practice
monitoring of internal quality assurance practices

External quality assurance is carried out to ensure that qualification delivery, and internal quality assurance are of a high standard and assessment practice is valid and reliable. External QA also aims to support the development and improvement of learning delivery, and assessment and internal quality assurance practice in centres.

Further details of external quality assurance can be found in Providing City & Guilds Qualifications

2.4 Resource requirements

Human resources

City & Guilds expects these qualifications to be delivered by highly skilled practitioners of learning delivery, assessment and quality assurance. There are also requirements for occupational knowledge/competence, defined by the TDA.

Practitioners involved in the delivery of these qualifications should be able to fulfil all of the following functions to ensure a quality learning experience for the learner:

- identify training and development needs of the learner
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner progress and achievements
- assess learner performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process

Therefore, it is required that practitioners are:

- skilled, knowledgeable and experienced in learning delivery, assessment and quality assurance
- able to demonstrate good practice in accordance with the Learning and Development NOS (2009) which relate to assessment and quality assurance
- show current evidence of continuing professional development and practice in assessment and quality assurance

City & Guilds expects that practitioners will hold or be working towards a relevant assessor and/or quality assurance qualification (or recognised equivalent) **appropriate to role and the qualifications being delivered**; for example **for assessors**:

- Level 3 Award in Assessing Vocationally Related Achievement, or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess candidate performance using a range of methods, or
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

and for Internal Quality Assurers/Verifiers

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct internal quality assurance of the assessment process, or
- D34 Internally verify the assessment process
- and/or have up-to-date working knowledge and experience of best practice in assessment/quality assurance.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Centres must determine which assessment/quality assurance qualifications are appropriate for their staff for each qualification delivered. More information can be found in the Qualification Handbook and website for the Training, Assessment and Quality Assurance qualifications (www.cityandguilds.com/taqa). These qualifications are replacing the Assessor and Verifier (A&V) units. The publication **Providing City & Guilds Qualifications** also provides guidance.

2.5 Occupational knowledge and competence

Assessors

Assessment against the criteria in the qualifications is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. The occupational expertise requirements of those who will perform assessment and roles as set out in the Assessment Principles are designed to provide confidence that the judgements made will be professionally justified. It is important, therefore, that centres understand and comply with these requirements.

Assessors should only assess in their acknowledged area of technical or occupational competence, drawing on expert witness testimony where necessary.

The Assessment principles require that assessors for units that include workplace assessment must be capable of carrying out the full requirements of the units they are assessing. This means that they will themselves have carried out the work tasks that are the subject of assessment or managed others in that role. In addition to occupational expertise, assessors will need to have expertise in making assessments of competence using a range of assessment techniques, including observation.

Those who assess units, or criteria within units, that relate to knowledge and understanding must themselves have knowledge relevant to the units that they are assessing. Those who are occupationally competent will also be occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Many teachers have expertise in observing and assessing the performance of others against professional standards in a regulated and highly scrutinised environment; they could be doing so in the context of statutory performance management, as an induction tutor for Newly Qualified Teachers, or as a mentor for trainee teachers. Their judgements will have an impact on the career, pay and progression of others so must be demonstrably fair and rigorous. City & Guilds takes the view that, suitably supported, teachers may assess the qualifications in this suite if they can evidence the necessary expertise in making assessment decisions.

Centres must ensure that all their assessors continue to maintain the currency of their occupational competency and/or knowledge through continuing learning and professional development.

Internal Quality Assurers/Verifiers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as defined previously in this section.

Centres must ensure that all their Internal Quality Assurers/Verifiers continue to maintain the currency of their occupational competency and/or knowledge through continuing learning and professional development.

Expert witnesses

The breadth and range of activities covered by the qualifications in this suite mean that the assessor may find it useful to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors, and for confidential or sensitive activities that are not appropriate for assessor observation.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools can support the assessment process by encouraging and supporting members

of staff to act as expert witnesses. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with other corroborating evidence.

An expert witness must:

- have a working knowledge of the area of the National Occupational Standards and the units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff.

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of units. However there are some units where expert witnesses may play an important role in filling any gaps in the occupational expertise of assessors, as shown in the table below.

| Unit | Potential expert witnesses |
|---|---|
| Support children and young people's health and safety | health and safety officer child protection officer school nurse |
| Support the use of information and communication technology for teaching and learning | Information and communications (ICT) teacher or coordinator ICT technician |
| Contribute to supporting bilingual learners | English as an additional language (EAL) specialist teacher EAL specialist teaching assistant (TA) experienced bilingual support assistant |
| Support children and young people with disabilities and special educational needs | special educational needs coordinator (SENco) |
| Move and position individuals | school nurse physiotherapist |
| Provide support for therapy sessions | Therapist, as relevant to the context of support provided eg. speech and language, physiotherapist, occupational therapist |
| Support children and young people's play and leisure | playworker |
| Invigilate tests and examinations | examinations officer senior/lead invigilator |
| Help improve own and team practice in schools | candidates' line manager or mentor school continuing professional development coordinator |
| Support teaching and learning in a curriculum area | subject or curriculum area specialist |
| Support bilingual learners | EAL specialist teacher EAL specialist TA experienced bilingual support assistant |
| Provide bilingual support for teaching and learning | EAL specialist teacher EAL specialist TA experienced bilingual support assistant |
| Support children and young people with behaviour, emotional and social | behaviour specialist |

| | |
|---|---|
| development needs | children's social worker |
| Support disabled children and young people and those with special educational needs | SENCo |
| Support learners with sensory and/or physical needs | SENCo speech and language therapist specialist teacher of children and young people with sensory impairment |
| Support learners with cognition and learning needs | SENCo Educational psychologist |
| Support learners with communication and interaction needs | SENCo specialist teacher of children and young people with sensory impairment |
| Assist in the administration of medicine | school nurse GP practice nurse health visitor |
| Support individuals to meet personal care needs | school nurse health visitor healthcare assistant |
| Enable young people to be active citizens | youth worker |
| Support young people in tackling problems and taking action | youth worker |
| Provide information and advice to young people | youth worker learning mentor |
| Facilitate the learning and development of children and young people through mentoring | learning mentor |
| Support young people in relation to sexual health and risk of pregnancy | School nurse Health visitor |
| Improving the attendance of children and young people in statutory education | education welfare mentor officer senior staff with responsibility for attendance |
| Support young people who are socially excluded or excluded from school | education welfare officer home-school liaison officer parent support adviser |
| Lead an extra-curricular activity | specialist teacher/coach in the relevant area eg. football coach, music teacher, drama teacher |
| Work with parent's to engage them in their child's learning | Parent support advisor |
| Monitor and maintain curriculum resources | school bursar/business manager |
| Supervise whole class learning activities | senior management team member with responsibility for cover |
| Supervise children and young people on journeys, visits and activities outside of the setting | educational visits coordinator |
| Organise travel for children and young people | educational visits coordinator |
| Provide leadership and direction for own area of responsibility | school leaders |

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.6 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for these qualifications. However, centres will need to satisfy themselves that candidates will be able to demonstrate the skills-based learning outcomes in the Certificates and Diploma through their current role before registering them for a qualification. Although candidates may be working in an employed or voluntary capacity when taking these qualifications, it is unlikely that volunteers would have the breadth and level of responsibilities needed to complete the level 3 Certificates or Diploma.

It is important too that centres satisfy themselves that candidates have the required language and literacy skills to be able to achieve the qualification they have chosen and that those registering for the certificates in supporting teaching and learning or the Level 3 diploma have sufficient numeracy skills themselves to be able to support pupils' learning in this regard. It will be important, therefore, that centres have in place processes for assessing basic skills levels in candidates, and for supporting candidates to improve these skills where necessary.

2.7 Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a programme.

Centres may design programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

There is no expectation, either from City & Guilds or TDA that these qualifications should be delivered formally, for example in a classroom. However, centres must ensure that they cover the knowledge requirements of the qualifications, which are either explicit in knowledge criteria or implicit in the competence criteria.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

Quality requirements are not set centrally by Ofqual, but are 'devolved' to Awarding Organisations, to allow flexibility of approach.

It is recommended that the delivery and assessment of these qualifications should be approached holistically whenever possible. For example, if a learner is undertaking the Level 2 Award in Support Work in Schools and is not actively practising as a learning support staff member, this knowledge unit will be delivered and assessed on its own. However, if the learner is undertaking the Level 2 Certificate in Supporting teaching and Learning in Schools, there are opportunities to acquire the knowledge through practice i.e. experientially.

In most centres learning will be delivered through a combination of:

- applied practice
- coaching
- experience
- training
- support and advice.

The provision of learning opportunities remains the responsibility of the centre (not the learner). Centres must ensure they have the right staff teams to deliver learning by the methods they decide, to meet learner's needs. Formative assessment of each learner's progress will monitor their development and indicate when summative assessment is appropriate.

4 Assessment

4.1 Summary of assessment methods

For units where competence is being assessed, methods will include:

- observation of performance in the work environment by an assessor or witness (including expert witness)
- examining products of the learner's own work
- questioning the learner
- discussions with the learner
- use of others (witness testimony)
- looking at learner statements
- recognition of prior learning

For units where knowledge only is being assessed, methods will include:

- oral and written questions
- assignments
- projects
- case studies
- recognition of prior learning

City & Guilds has provided **Suggested unit assignments** for each of the units that assess knowledge only. These are designed to allow candidates to meet the assessment criteria of the units. It is the choice of centres whether to use all, some or none of these assignments. Centres must always ensure that candidates are working towards unit assessment criteria whether using the assignments provided or devising their own.

For units where knowledge and competence are being assessed, methods may include all or any of those stated, depending on whether a particular outcome or assessment criterion was knowledge or competence based.

Initial assessment

Initial assessment provides the evidence to determine the starting point of learning and assessment.

Steps in carrying out an initial assessment include:

- Checking that the candidate has the language, literacy and numeracy skills necessary to achieve the qualification that they are registering for, offering support where needed.
- Ensuring that, where a candidate is registering for a qualification that includes assessment in the workplace, they will have opportunities to demonstrate those criteria in their day-to-day work.
- Identifying opportunities for quick wins to motivate candidates and those who support them within the school. Consider opportunities for:
 - transferring credit from units that also appear in the rules of combination of other qualifications
 - recognising the equivalency of any units already achieved
 - using the RPL process to claim credit for what the candidate already knows and can do for immediate assessment.

- identifying what candidates need to learn.

A range of information can be used to inform the initial assessment including:

- candidate's self-assessment
- headteacher/line manager appraisal
- previous qualifications and achievements
- prior learning and experience
- learning style preferences
- job role and career aspirations
- potential, aptitude and commitment, and
- personal circumstances.

Learning plans

Each candidate should have clearly identified learning objectives and an individual learning plan which sets out the Learning Outcomes of the chosen qualification and how these will be achieved. The learning objectives and learning plan should be discussed and agreed with the headteacher/line manager and candidate to ensure they are meeting their needs.

Learning plans should:

- be based on the results of the initial assessment
- be developed in partnership with the candidate and the school
- specify clearly how, where and when learning will take place, taking account of the candidate's needs and circumstances
- identify activities that allow the candidate to learn what they need, recognising that courses are not the only option; on-the-job development is often more meaningful and relevant as well as more focused and time-efficient
- identify if, and for what, the candidate needs to do different work or work in a different way in order to develop competence and generate evidence – negotiate with the headteacher/line manager/mentor for this to happen
- be flexible – explore and agree ways of learning that are relevant, available and make best use of resources within and close to the school, and
- identify any potential or actual barriers to progress – use the headteacher/line manager, or mentor if available, to address these; keep them informed throughout the programme in case new barriers to learning are identified.

Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out. Assessors should have a thorough knowledge of the qualification and its assessment requirements and be able to give candidates a clear understanding of what they are being assessed on, what methods will be used and what evidence they need to produce.

Where the qualification includes workplace assessment, assessors should:

- get to know the candidate and their school
- find out when the candidate is available for assessment, eg. what hours/days they work
- take account of the candidate's job role and circumstances, eg. what teachers, classes, groups or individual pupils they work with, their timetable, their out-of-school commitments
- identify opportunities for demonstrating competence, eg. contributing to planning learning for pupils may not be the same for each teacher with whom they work
- make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process), and

- ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these.

Making assessments

All assessments must be conducted in accordance with the Assessment Principles developed and agreed by the TDA and the awarding organisations offering these qualifications. Assessments must also be in line with any additional requirements specified in the unit template, including any requirements for assessment in the workplace. Centres are also advised to check for any assessment requirements for units originally developed for qualifications outside this suite, although the TDA's Assessment Principles are aligned with those of Skills for Care and Development to help centres develop a unified approach to assessment.

Assessment of knowledge and understanding

The units that contribute to the L2 Award in Support work in schools and the L3 Award in Supporting teaching and learning in schools assess knowledge and understanding only, and there are no requirements for any criteria to be assessed in the workplace. The awarding organisation will develop instruments of assessment that ensure each criterion is properly evidenced. A range of assessment methods may be available to centres and, where this is the case, care should be taken to select the method most appropriate to the learner's circumstances. For example, a learner taking the units that contribute to the award may be doing so as part of a larger qualification (certificate or diploma) that includes units that attest to skills in the workplace. Some knowledge-based units have skills-based counterparts; for example, the level 2 unit Communication and professional relationships with children, young people and adults contains the underpinning knowledge and understanding for the unit Maintain and support relationships with children and young people. Where this is the case, to minimise the burden of assessment, the assessor may look for opportunities to elicit evidence for the achievement of knowledge-based criteria in related competency units through evidence such as reflective logs, professional discussion etc. Where a learner taking one of the awards is not yet working in a school, other methods of assessment may be more appropriate.

Assessment in the workplace

Units developed by the TDA and partner Awarding Organisations specify individual assessment criteria which must be assessed in the workplace. Units developed by others may include this requirement at the level of learning outcomes or even at whole unit level.

Where assessment in the workplace is specified, the majority of assessments should be via observation in the workplace, together with examination of work products, questioning, professional discussions and witness testimonies from relevant people. Candidates must provide evidence that shows competence over time and, where specified in the assessment criteria or unit requirements, in a range of circumstances. Additional sources of evidence, if required, might include reflective accounts, written assignments and case studies. These sources can provide the evidence for criteria relating to knowledge and understanding as well as supporting evidence gathered via observation for skills-based criteria.

Taking a holistic approach to assessment will avoid unnecessary duplication of evidence and:

- pay dividends in the efficiency and effectiveness of the assessment process as well as making more sense to the candidate
- allow for evidence for a number of learning outcomes to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment, and
- avoid the inefficient use of assessment opportunities and over assessment associated with planning for assessment on an outcome-by-outcome or unit-by-unit basis.

For example, assessing the level 2 unit Support Learning Activities should give rise to numerous opportunities for finding evidence for other units such as Support Children and Young People's Positive behaviour or Communication and Professional Relationships with Children, Young People and Adults.

The use of simulation

Simulation should only be used for aspects where naturally occurring evidence is difficult to gather eg child protection and health and safety. The assessment requirements will specify which criteria may be evidenced through simulation. Simulations must comply with the following requirements for realistic working environments:

- the contingency to which the candidate is required to respond must be realistic and reasonable in terms of its scale and the speed of response required
- the candidate must be able to demonstrate the actions s/he would take, using equipment and materials commonly found within the school in which they are working
- information available to the candidate on the nature of the contingency and the response expected must be consistent with the policies and practices of the school in which they are working

Tracking progress

Regular reviews with candidates, involving the head teacher/line manager for qualifications assessed in the workplace, should be carried out to measure progress towards achievement of the qualification and maintain progress. Feedback from the mentoring process may also contribute to the review process but only where confidentiality allows.

Reviews should take account of:

- actions agreed at the last review meeting
- progress made in relation to the agreed learning plan
- assessments undertaken
- any problems or obstacles encountered and how these will be addressed
- any changes in candidate or school circumstances eg. changed work role
- future learning needs and how they will be addressed, and
- any implications for the assessment plan and revising this as appropriate.

Progress reviews should also be used to check that the candidate and the headteacher/line manager:

- understand and are comfortable with the assessment process
- know what progress the candidate has made towards achievement of the qualification
- are aware of the option of certification for individual units, and
- understand the appeals process.

4.2 Storage of evidence and 'portfolios'

Evidence of learning and evidence of competence

'Portfolios' come in many forms – some are electronic, some paper based, others a combination of both. It is important to remember that the 'Portfolio of evidence' should be precisely that and contain **only** the records of assessment and evidence that confirm achievement. It should **not** contain training materials, assignments for developing the learner and other information and guidance that formed part of the 'learner journey'.

However, many learners want to maintain a personal record of their learning. They can maintain a 'learning file' containing all the information and materials that chart their development. This learning file will not, however, form part of the assessment or quality assurance processes, but the learner would have a valuable personal record of their journey and progress.

More about 'Portfolios of evidence'

Ofqual has long maintained that evidence '*where it is in paper or material form, can be left in its natural location*' for example the classroom, office or building site. This is a sensible approach as

much 'product' evidence cannot, for a variety of reasons, go into a 'portfolio' (eg a classroom display, a brick wall which has been built, sensitive records from a care home etc.) In the same way, it is not necessary to print off and present paper copies of policies and procedures if those can be left in their usual location and checked by assessors and Internal Quality Assurers/Verifiers 'in situ'.

However, if this approach is adopted, the assessment record must state:

- who and what was assessed by whom
- the date, and location of assessment
- the assessment methods used
- the assessment decision
- the Units, Learning Outcomes and Assessment Criteria achieved
- the location of the supporting evidence

One portfolio may actually comprise evidence in a number of locations, linked by the audit trail provided through the assessment and quality assurance records.

There are however practical implications to consider:

- If evidence is left in its usual location then the internal and external quality assurers will both have to sample it in its usual location. This will require quality assurance staff to plan for and carry out visits to other premises as part of their sampling
- The quality assurance audit trail still has to be clear, trackable through the evidence and the planned sampling must be carried out as required by the qualification
- it is crucial that the evidence is kept safely in its usual location and is readily available for sampling when the visit takes place. It is the responsibility of the centre to organise this. It is not the responsibility of the External Quality Assurer/Verifier to locate evidence.

5 Units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

| City & Guilds unit number | Title | Unit number | Credits |
|---------------------------|---|-------------|---------|
| 201 | Child and young person development | H/601/3305 | 2 |
| 202 | Safeguarding the welfare of children and young people | K/601/3323 | 3 |
| 203 | Communication and professional relationships with children, young people and adults | F/601/3313 | 2 |
| 204 | Equality, diversity and inclusion in work with children and young people | D/601/3321 | 2 |
| 205 | Schools as organisations | T/601/3325 | 3 |
| 206 | Help improve own and team practice in schools | T/601/7391 | 3 |
| 207 | Maintain and support relationships with children and young people | D/601/7403 | 3 |
| 208 | Support children and young people's health and safety | T/601/7410 | 3 |
| 209 | Support children and young people's positive behaviour | T/601/7407 | 2 |
| 210 | Support learning activities | A/601/7411 | 4 |
| 211 | Contribute to supporting bilingual learners | L/601/7414 | 2 |
| 212 | Prepare and maintain learning environments | D/601/7417 | 3 |
| 213 | Provide displays in schools | K/601/6500 | 3 |
| 214 | Support children and young people at meal or snack times | A/601/6517 | 3 |

| | | | |
|-----|---|------------|---|
| 215 | Support children and young people with disabilities and special educational needs | D/601/6526 | 4 |
| 216 | Support children and young people's play and leisure | T/601/6564 | 3 |
| 217 | Support children and young people's travel outside of the setting | Y/601/6573 | 3 |
| 218 | Support extra-curricular activities | M/601/6577 | 3 |
| 219 | Support the use of information and communication technology for teaching and learning | A/601/6579 | 2 |
| 220 | Assist in the administration of medication | A/601/9420 | 4 |
| 221 | Move and position individuals in accordance with their plan of care | J/601/8027 | 4 |
| 222 | Provide support for therapy sessions | D/601/9023 | 2 |
| 301 | Communication and professional relationships with children, young people and adults | F/601/3327 | 2 |
| 302 | Schools as organisations | A/601/3326 | 3 |
| 303 | Support learning activities | F/601/4073 | 4 |
| 304 | Promote children and young people's positive behaviour | A/601/4069 | 3 |
| 305 | Develop professional relationships with children, young people and adults | H/601/4065 | 2 |
| 306 | Promote equality, diversity and inclusion in work with children and young people | M/601/4070 | 2 |
| 307 | Support assessment for learning | A/601/4072 | 4 |
| 308 | Supervise whole class learning activities | T/601/4071 | 3 |
| 309 | Invigilate tests and examinations | Y/601/7416 | 3 |
| 310 | Plan and deliver learning activities under the direction of a teacher | D/601/7711 | 4 |
| 311 | Support literacy development | M/601/7714 | 3 |
| 312 | Support numeracy development | A/601/7716 | 3 |
| 313 | Support teaching and learning in a curriculum area | J/601/7718 | 3 |
| 314 | Support delivery of the 14–19 curriculum | F/601/7720 | 3 |
| 315 | Provide literacy and numeracy support | L/601/7722 | 3 |
| 316 | Support gifted and talented learners | R/601/7723 | 4 |
| 317 | Support bilingual learners | Y/601/7724 | 4 |
| 318 | Provide bilingual support for teaching and learning | D/601/7725 | 6 |
| 319 | Support disabled children and young people and those with special educational needs | H/601/7726 | 5 |

| | | | |
|-----|---|------------|---|
| 320 | Support children and young people with behaviour, emotional and social dev. needs | Y/601/7707 | 4 |
| 321 | Support learners with cognition and learning needs | M/601/8121 | 4 |
| 322 | Support learners with communication and interaction needs | K/601/8134 | 4 |
| 323 | Support learners with sensory and/or physical needs | M/601/8135 | 4 |
| 324 | Support children and young people during transitions in their lives | D/601/8325 | 4 |
| 325 | Lead an extra-curricular activity | A/601/8333 | 3 |
| 326 | Maintain learner records | Y/601/8338 | 3 |
| 327 | Monitor and maintain curriculum resources | D/601/8342 | 3 |
| 328 | Organise travel for children and young people | H/601/8342 | 2 |
| 329 | Supervise children and young people on journeys, visits and activities outside of the setting | H/601/8360 | 3 |
| 330 | Work with other practitioners to support children and young people | R/601/8368 | 3 |
| 331 | Understand child and young person development | L/601/1693 | 4 |
| 332 | Engage in personal dev. in health, social care or children's and young people's settings | A/601/1429 | 3 |
| 333 | Understand how to safeguard the well being of children and young people | Y/601/1695 | 3 |
| 334 | Support children and young people's health and safety | D/601/1696 | 2 |
| 335 | Team working | A/501/5163 | 3 |
| 336 | Support children's speech, language and communication | T/600/9789 | 4 |
| 337 | Support individuals to meet personal care needs | F/601/8060 | 2 |
| 338 | Support young people to develop, implement and review a plan of action | M/601/1329 | 3 |
| 339 | Provide information and advice to young people | A/601/1334 | 3 |
| 340 | Develop interviewing skills for work with children and young people | L/601/1337 | 3 |
| 341 | Improving the attendance of children and young people in statutory education | M/601/1377 | 5 |
| 342 | Facilitate the learning and development of children and young people through mentoring | T/601/1381 | 4 |
| 343 | Promote the well being and resilience of children and young people | F/600/9780 | 4 |
| 344 | Support children and young people to achieve their education potential | D/600/9785 | 4 |

| | | | |
|-----|---|------------|---|
| 345 | Support children and young people to make positive changes in their lives | M/600/9788 | 4 |
| 346 | Support young people who are socially excluded or excluded from school | R/502/5231 | 2 |
| 347 | Support young people in relation to sexual health and risk of pregnancy | F/502/5242 | 2 |
| 348 | Work in partnership with parents to engage them with their children's learning and dev. in school | A/602/1846 | 6 |
| 349 | Set objectives and provide support for team members | M/600/9600 | 5 |
| 350 | Provide leadership and direction for own area of responsibility | T/600/9601 | 5 |
| 351 | Plan, allocate and monitor work of a team | Y/600/9669 | 5 |
| 352 | Support learning and development within own area of responsibility | M/600/9676 | 5 |

Level: 2
Credit value: 2
UAN: H/601/3305

Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the main stages of child and young person development
2. Understand the kinds of influences that affect children and young people's development
3. Understand the potential effects of transitions on children and young people's development

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL2 Support children's development (CCLD 203)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

Role and context

Understanding how children learn

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 201 Child and young person development

Assessment Criteria

Outcome 1 Know the main stages of child and young person development

The learner can:

- 1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:
 - a) physical development
 - b) communication and intellectual development
 - c) social, emotional and behavioural development
- 1.2 Describe with examples how different aspects of development can affect one another

Outcome 2 Understand the kinds of influences that affect children and young people's development

The learner can:

- 2.1 Describe with examples the kinds of influences that affect children and young people's development including:
 - a) background
 - b) health
 - c) environment
- 2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

Outcome 3 Understand the potential effects of transitions on children and young people's development

The learner can:

- 3.1 Identify the **transitions** experienced by most children and young people
- 3.2 Identify transitions that only some children and young people may experience eg bereavement
- 3.3 Describe with examples how transitions may affect children and young people's behaviour and development

Unit 201 Child and young person development

Notes for guidance

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

Suggested unit assignment

Show the patterns of development across the age range 0-19 years. Indicate how different aspects of development can impact on each other. You may like to use a table or chart.

Show how a range of influences might affect progress of development eg cultural, family, health, environment. You may like to use a spider or similar diagram.

Describe how expected and unexpected transitions may affect children and young people's development and explain the difficulties that might occur. Give examples of such transitions.

Unit 202

Safeguarding the welfare of children and young people

Level: 2
Credit value: 3
UAN: K/601/3323

Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Know what to do when children or young people are ill or injured, including emergency procedures
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL3 Help to keep children safe (CCLD202)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

Role and context

ICT

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 202 Safeguarding the welfare of children and young people

Assessment Criteria

Outcome 1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

The learner can:

- 1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
- 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people

Outcome 2 Know what to do when children or young people are ill or injured, including emergency procedures

The learner can:

- 2.1 Identify the signs and symptoms of common childhood illnesses
- 2.2 Describe the actions to take when children or young people are ill or injured
- 2.3 Identify circumstances when children and young people might require urgent medical attention
- 2.4 Describe the actions to take in response to emergency situations including:
 - a) fires
 - b) security incidents
 - c) missing children or young people

Outcome 3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

The learner can:

- 3.1 Identify the characteristics of different types of child abuse
- 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- 3.3 Describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying
- 3.4 Describe the actions to take in response to **concerns that a colleague** may be:
 - a) failing to comply with safeguarding procedures
 - b) harming, abusing or bullying a child or young person
- 3.5 Describe the principles and boundaries of confidentiality and when to share information

Unit 202 Safeguarding the welfare of children and young people

Notes for guidance

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection

Suggested assignment

Collate information on the legislation and guidelines which help to safeguard children. Include the roles of the different agencies: government; local; independent; and voluntary.

Describe laws, guidelines and agencies relevant to learning support staff. You may like to use a table.

Using a plan of a school, indicate the security, fire prevention, emergency points and medical room.

Produce a leaflet for a new member of the learning support staff to identify procedures for dealing with illnesses, injuries and emergencies, based upon relevant school policies. Include how they could help to safeguard pupils from abuse.

Unit 203

Communication and professional relationships with children, young people and adults

Level: 2
Credit value: 2
UAN: F/601/3313

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to interact with and respond to children and young people
2. Know how to interact with and respond to adults
3. Know how to communicate with children, young people and adults
4. Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL4 Contribute to positive relationships (CCLD 201)

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 203 Communication and professional relationships with children, young people and adults

Assessment Criteria

Outcome 1 Know how to interact with and respond to children and young people

The learner can:

- 1.1 Describe how to establish respectful, professional relationships with children and young people
- 1.2 Describe with examples how to behave appropriately for a child or young person's stage of development
- 1.3 Describe how to deal with disagreements between children and young people
- 1.4 Describe how own behaviour could:
 - a) promote effective interactions with children and young people
 - b) impact negatively on interactions with children and young people

Outcome 2 Know how to interact with and respond to adults

The learner can:

- 2.1 Describe how to establish respectful, professional relationships with adults
- 2.2 Describe the importance of adult relationships as role models for children and young people

Outcome 3 Know how to communicate with children, young people and adults

The learner can:

- 3.1 Describe how **communication** with children and young people differs across different age ranges and stages of development
- 3.2 Describe the main differences between communicating with adults and communicating with children and young people
- 3.3 Identify examples of **communication** difficulties that may exist
- 3.4 Describe how to adapt **communication** to meet different **communication** needs
- 3.5 Describe how to deal with disagreements between
 - a) the practitioner and children and young people
 - b) the practitioner and other adults

Outcome 4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

The learner can:

- 4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information
- 4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
- 4.3 Identify the kinds of situations when confidentiality protocols must be breached

Unit 203 Communication and professional relationships with children, young people and adults

Notes for guidance

Communication includes:

- verbal
- non-verbal
- informal
- formal

Suggested unit assignment

Describe the key features of effective communication with children and young people, and adults. Provide examples of how you might engage in appropriate and professional relationships both with adults and children and young people across the 0 - 19 age range. Describe the differences in communicating with adults, and children and young people of different ages and stages of development.

Give examples of communication difficulties that may exist and describe how you would adapt your communication to overcome them or to meet different communication needs.

Research school, local and national legal requirements and procedures regarding confidentiality, disclosures and data protection. Briefly describe how these would affect your role in a school.

Review different methods of communication used in school. Design and make a resource to aid any one method.

Unit 204

Equality, diversity and inclusion in work with children and young people

Level: 2
Credit value: 2
UAN: D/601/3321

Unit aim

This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting equality and diversity in work with children and young people
2. Understand the impact of prejudice and discrimination on children and young people
3. Understand inclusion and inclusive practices in work with children and young people

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL1 Provide support for learning activities

STL11 Contribute to supporting bilingual/multilingual pupils

STL12 Support a child with disabilities or special educational needs (CCLD 209)

Introductory training materials:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 204 Equality, diversity and inclusion in work with children and young people

Assessment Criteria

Outcome 1 Understand the importance of promoting equality and diversity in work with children and young people

The learner can:

- 1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
- 1.2 Describe the importance of supporting the rights of all children and young people to **participation** and **equality of access**
- 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people

Outcome 2 Understand the impact of prejudice and discrimination on children and young people

The learner can:

- 2.1 Describe ways in which children and young people can experience prejudice and discrimination
- 2.2 Describe the impact of prejudice and discrimination on children and young people
- 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people
- 2.4 Describe the importance of promoting **anti-discriminatory practice** in work with children and young people
- 2.5 Describe how to challenge discrimination

Outcome 3 Understand inclusion and inclusive practices in work with children and young people

The learner can:

- 3.1 Describe what is meant by **inclusion** and inclusive practices
- 3.2 Describe features of an inclusive setting for children and young people
- 3.3 Describe how inclusion works in own sector of the children's workforce

Unit 204 Equality, diversity and inclusion in work with children and young people

Notes for guidance

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Suggested unit assignment

Find out about the laws and codes of practice that relate to equality, diversity and inclusion in schools and list these. Describe why these principles are important when supporting all children and young people. You may wish to present your information as notes, bullet points or Powerpoint slides.

Write notes about three imaginary children to outline how prejudice and discrimination might affect them and how you might deal with this.

Find out what inclusion means and write notes about approaches to inclusion in supporting learning.

Level: 2
Credit value: 3
UAN: T/601/3325

Unit aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know the different types of schools in the education sector
2. Know how schools are organised in terms of roles and responsibilities
3. Understand how schools uphold their aims and values
4. Know about the laws and codes of practice that affect work in schools
5. Know about the range and purpose of school policies and procedures
6. Know about the wider context in which schools operate

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

Role and context

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 205 Schools as organisations

Assessment Criteria

Outcome 1 Know the different types of schools in the education sector

The learner can:

- 1.1 Identify the main types of state and independent schools
- 1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance

Outcome 2 Know how schools are organised in terms of roles and responsibilities

The learner can:

- 2.1 Describe roles and responsibilities of:
 - a) school governors
 - b) senior management team
 - c) other statutory roles eg SENCO
 - d) teachers
 - e) support staff
- 2.2 Describe the roles of external professionals who may work with a school eg educational psychologist

Outcome 3 Understand how schools uphold their aims and values

The learner can:

- 3.1 Define the meaning of:
 - a) aims
 - b) values
- 3.2 Describe with examples how schools may demonstrate and uphold their aims
- 3.3 Describe with examples how schools may demonstrate and uphold their values

Outcome 4 Know about the laws and codes of practice that affect work in schools

The learner can:

- 4.1 Identify the laws and codes of practice affecting work in schools
- 4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement

Outcome 5 Know about the range and purpose of school policies and procedures

The learner can:

- 5.1 Describe why schools have policies and procedures
- 5.2 Identify the policies and procedures schools may have relating to:
 - a) staff
 - b) pupil welfare
 - c) teaching and learning

Outcome 6 Know about the wider context in which schools operate

The learner can:

- 6.1 Identify the roles and responsibilities of national and local government for education policy and practice
- 6.2 Describe the role of schools in national policies relating to children, young people and families
- 6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Unit 205 Schools as organisations

Notes for guidance

Suggested unit assignment

Research, using schools prospectuses and/or the internet, the main types of school, for example state; independent; primary; secondary, in your home country. Include the stages of education covered. Describe how they differ from each other in how they are governed.

Describe the following in relation to the different types of school you have researched:

- aims and values
- range of policies and procedures
- management structures
- staff roles and responsibilities
- parental role
- school governors.

Describe the roles of other organisations working with young people and how these organisations might impact on schools. You may like to use a diagram.

Unit 206

Help improve own and team practice in schools

Level: 2
Credit value: 3
UAN: T/601/7391

Unit aim

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Reflect on own practice
2. Improve own practice
3. Understand the work of the team
4. Support the work of the team

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

STL5 Provide effective support for your colleagues

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 206 Help improve own and team practice in schools

Assessment Criteria

Outcome 1 Reflect on own practice

The learner can:

- 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 **others**
- 1.4 Evaluate all aspects of own practice

Outcome 2 Improve own practice

The learner can:

- 2.1 Identify possible **development opportunities** relevant to improving own practice
- 2.2 Describe the importance of continuing professional development
- 2.3 Work with an appropriate person to:
 - a) identify own strengths, and areas where practice could improve
 - b) plan ways in which practice could improve
 - c) identify goals and targets
- 2.4 Take part in continuing professional development that is relevant to own goals and targets
- 2.5 Review own personal development
- 2.6 Identify new areas of skill and knowledge to achieve new goals and targets

Outcome 3 Understand the work of the team

The learner can:

- 3.1 Describe why team work is important in schools
- 3.2 Describe the purpose and objectives of the team in which they work
- 3.3 Describe own role and responsibilities and those of others in the team
- 3.4 Describe the importance of respecting the skills and expertise of other practitioners

Outcome 4 Support the work of the team

The learner can:

- 4.1 Support the purpose and objectives of the team
- 4.2 Carry out own role and 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

Unit 206

Help improve own and team practice in schools

Notes for guidance

Others: according to own role eg:

- parents, carers and guardians
- other adults in the school
- professionals external to the school

Development opportunities eg:

- training programmes
- mentor
- coaching
- e-learning
- open and distance learning

Unit 207

Maintain and support relationships with children and young people

Level: 2
Credit value: 3
UAN: D/601/7403

Unit aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Communicate with children and young people
2. Develop and maintain relationships with children and young people
3. Support relationships between children and young people and others in the setting

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Based on SkillsActive playwork unit 9 Support relationships in the play environment

STL4 Contribute to positive relationships (CCLD 201)

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 207

Maintain and support relationships with children and young people

Assessment Criteria

Outcome 1 Communicate with children and young people

The learner can:

- 1.1 **Communicate** with children and young people in a way that is appropriate to the individual, using both conventional language and body language
- 1.2 Actively listen to children and young people and value what they say, experience and feel
- 1.3 Check that children and young people understand what is communicated

Outcome 2 Develop and maintain relationships with children and young people

The learner can:

- 2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
- 2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole
- 2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
- 2.4 Provide children and young people with reasons for actions when appropriate
- 2.5 Encourage children and young people to make choices for themselves

Outcome 3 Support relationships between children and young people and others in the setting

The learner can:

- 3.1 Support children and young people to communicate effectively with others
- 3.2 Encourage children and young people to understand other people's individuality, diversity and differences
- 3.3 Help children and young people to understand and respect other people's feelings and points of view
- 3.4 Support children and young people to develop group agreements about the way they interact with others
- 3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

Unit 207 Maintain and support relationships with children and young people

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

All of the assessment criteria must be assessed in the workplace.

Communicate:

- verbally
- non-verbally
- informally
- formally

Unit 208

Support children and young people's health and safety

Level: 2
Credit value: 3
UAN: T/601/7410

Unit aim

This unit provides the knowledge, understanding and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the legislative and policy framework for health and safety
2. Recognise and manage risks to children and young people's health, safety and security
3. Support children and young people to assess and manage risk
4. Respond to emergency situations

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD202 (STL3) Help to keep children safe

Supports progression to Children and Young People's Core Unit 3.4 Support children and young people's health and safety (level 3)

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 208 Support children and young people's health and safety

Assessment Criteria

Outcome 1 Know the legislative and policy framework for health and safety

The learner can:

- 1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting
- 1.2 Describe how health and safety is monitored and maintained in the setting
- 1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely
- 1.4 Identify the lines of responsibility and reporting for health and safety in the setting

Outcome 2 Recognise and manage risks to children and young people's health, safety and security

The learner can:

- 2.1 Demonstrate how to identify **potential hazards** to the health, safety and security of children and young people
- 2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people
- 2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security

Outcome 3 Support children and young people to assess and manage risk

The learner can:

- 3.1 Outline the importance of taking a **balanced approach to risk management**
- 3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves

Outcome 4 Respond to emergency situations

The learner can:

- 4.1 Recognise and respond to **emergency situations**
- 4.2 Follow the setting's procedures for dealing with emergency situations
- 4.3 Give reassurance and comfort to those involved in the emergency
- 4.4 Give other people providing assistance clear information about what has happened
- 4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies

Unit 208

Support children and young people's health and safety

Notes for guidance

Potential hazards: to the health, safety and security of children and young people eg:

- physical
- security
- fire
- food safety
- personal safety

Balanced approach to risk management:

- taking into account the child or young person's age, needs and abilities
- avoiding excessive risk taking
- not being excessively risk adverse
- recognising the importance of risk and challenge to children and young people's development

Emergency situations: including:

- accidents
- illness
- fires
- security incidents
- missing children or young people

Level: 2
Credit value: 2
UAN: T/601/7407

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour
2. Support positive behaviour
3. Respond to inappropriate behaviour

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL3 Help to keep children safe (CCLD202)

STL19 Promote positive behaviour

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 209 Support children and young people's positive behaviour

Assessment Criteria

Outcome 1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour

The learner can:

- 1.1 Describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- 1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

Outcome 2 Support positive behaviour

The learner can:

- 2.1 Describe the benefits of encouraging and rewarding positive behaviour
- 2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
- 2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
- 2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

Outcome 3 Respond to inappropriate behaviour

The learner can:

- 3.1 Select and apply agreed strategies for dealing with **inappropriate behaviour**
- 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

Notes for guidance

Policies and procedures: of the setting relevant to promoting positive behaviour eg:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour: is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Unit 210

Support learning activities

Level: 2
Credit value: 4
UAN: A/601/7411

Unit aim

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Support the teacher in planning learning activities
2. Prepare for learning activities
3. Support learning activities
4. Observe and report on learner participation and progress
5. Support the evaluation of learning activities
6. Evaluate own practice in relation to supporting literacy, numeracy and ICT

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL1 Provide support for learning activities

STL6 Support literacy and numeracy development

STL8 Use information and communication technology to support pupils' learning

STL9 Observe and report on pupil performance

Introductory training materials for teaching assistants:

Role and context

Literacy

Mathematics

ICT

Science

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 210 Support learning activities

Assessment Criteria

Outcome 1 Support the teacher in planning learning activities

The learner can:

- 1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities
- 1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided
- 1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning
- 1.4 Identify and obtain the **information required** to support learning activities
- 1.5 Identify and agree with the teacher the opportunities for using **information and communication technology** to support learning

Outcome 2 Prepare for learning activities

The learner can:

- 2.1 Select and prepare the **resources** required for planned learning activities
- 2.2 Adapt resources as directed by the teacher to meet the needs of learners
- 2.3 Ensure the learning environment meets relevant health, safety, security and access requirements

Outcome 3 Support learning activities

The learner can:

- 3.1 Use a range of learning support strategies to meet the needs of learners
- 3.2 Apply skills and techniques to engage and motivate learners
- 3.3 Demonstrate ways of supporting learners to develop:
 - a) literacy skills
 - b) numeracy skills
 - c) ICT skills
- 3.4 Describe the sorts of **problems** that might occur when supporting learning activities and how to deal with these

Outcome 4 Observe and report on learner participation and progress

The learner can:

- 4.1 Apply skills and techniques for monitoring learners' responses to learning activities
- 4.2 Assess how well learners are participating in activities and the progress they are making
- 4.3 Record observations and assessments of learner participation and progress in the required format

Outcome 5 Support the evaluation of learning activities

The learner can:

- 5.1 Describe the importance of evaluating learning activities
- 5.2 Provide constructive feedback on learning activities in discussion with the teacher
- 5.3 Identify any difficulties encountered in supporting the learning activities
- 5.4 Provide the teacher with feedback on learners' participation and progress

Outcome 6 Evaluate own practice in relation to supporting literacy, numeracy and ICT

The learner can:

- 6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice
- 6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT

Unit 210 Support learning activities

Notes for guidance

Information required: to support learning activities includes:

- the learning objectives
- the learning resources required
- own role in supporting the learning activities
- any specific information or instructions relating to the learners and/or activities

Information and communication technology: covers a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available.

Resources: to support learning activities including:

- materials
- equipment (including ICT)
- software
- books and other written materials

Problems: may relate to:

- the learning activities
- the learning resources
- the learning environment
- the learners

Level: 2
Credit value: 2
UAN: L/601/7414

Unit aim

This unit provides the knowledge, understanding and skills to support bilingual learners. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit requires demonstration of competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Interact with bilingual learners
2. Support bilingual learners to develop skills in the target language
3. Support bilingual learners during learning activities

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL11 Contribute to supporting bilingual/multilingual pupils

Introductory training materials for teaching assistants:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 211 Contribute to supporting bilingual learners

Assessment Criteria

Outcome 1 Interact with bilingual learners

The learner can:

- 1.1 Interact with **bilingual learners** in a way that demonstrates:
 - a) respect for their first or home language(s), values, culture and beliefs
 - b) sensitivity to individual needs
- 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the **target language**

Outcome 2 Support bilingual learners to develop skills in the target language

The learner can:

- 2.1 Use knowledge of the needs and interests of individual learners to support development of the target language
- 2.2 Use a range of techniques for supporting learners in developing language skills in the target language
- 2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language

Outcome 3 Support bilingual learners during learning activities

The learner can:

- 3.1 Select learning resources to meet the needs of bilingual learners
- 3.2 Apply skills and techniques for including bilingual learners in learning activities
- 3.3 Use appropriate **techniques to support the learning and language development needs of individual learners**
- 3.4 Provide feedback to the teacher on the learner's participation and progress in relation to:
 - a) the learning activities
 - b) language development

Unit 211 Contribute to supporting bilingual learners

Notes for guidance

Bilingual learners: are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Target language: is the additional or second language needed by bilingual learners to access the curriculum i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language.

Techniques to support the learning and language development needs of individual learners: eg;

- introducing, explaining and illustrating key vocabulary related to subject content
- scaffolding writing tasks, for example modelling writing action (such as correct letter formation), matching, sequencing, providing writing frames and word banks
- scaffolding oracy, for example using frameworks for talking and active listening tasks
- modelling oral and written language to support acquisition
- integrating speaking, listening, reading and writing in the target language, and using one language skill to support and reinforce another
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- using peer support to promote thinking and talking in first languages to support understanding

Level: 2
Credit value: 3
UAN: D/601/7417

Unit aim

This unit aims to demonstrate competence in preparing and maintaining learning environments. This involves setting out learning environments and preparing materials as well as maintaining the learning environment and resources during activities. Health, safety and security are key considerations throughout this unit.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare learning environments
2. Prepare learning materials
3. Monitor and maintain learning environments and resources

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL31 Prepare and maintain the learning environment

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 212 Prepare and maintain learning environments

Assessment Criteria

Outcome 1 Prepare learning environments

The learner can:

- 1.1 Describe the importance of health, safety and security in **learning environments**
- 1.2 Organise learning environments to meet:
 - a) the requirements of the planned learning activities
 - b) the age range of learners involved
 - c) any particular needs of the learners
- 1.3 Identify potential hazards in the learning environment and take action to minimise risks
- 1.4 Check that the necessary **safety equipment** is available and functional
- 1.5 Set out **learning resources** so that learners are able to participate safely and effectively in the planned activities

Outcome 2 Prepare learning materials

The learner can:

- 2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing **learning materials**
- 2.2 Prepare learning materials of the quality and quantity required
- 2.3 Use materials carefully to minimise waste
- 2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

Outcome 3 Monitor and maintain learning environments and resources

The learner can:

- 3.1 Describe how **environmental factors** may affect the learning process and how they should be adjusted for different types of activities
- 3.2 Monitor and adapt the physical environment as needed to:
 - a) maintain health, safety and security
 - b) maintain the comfort of learners and adults
 - c) make the best use of the space available for activities
 - d) ensure access and ease of movement for all
- 3.3 Support learners to:
 - a) select learning resources and materials relevant to their learning tasks
 - b) use resources safely and correctly
- 3.4 Demonstrate ways of supporting learners to accept responsibility for:
 - a) the safe use and care of the environment, equipment and materials
 - b) returning equipment and materials to the appropriate place after use
- 3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials

Unit 212 Prepare and maintain learning environments

Notes for guidance

Learning environments: include areas inside or outside of the setting which are used for learning activities eg;

- general teaching areas such as classrooms
- specialist teaching areas such as those set up for science, art, food technology or PE
- outside areas such as the playground, games field or wildlife/nature areas
- areas outside of the setting such as those used for field studies, cultural visits or other off-site activities

Safety equipment:

- the equipment required by legislation and/or the organisation for ensuring the safety of children, young people and adults in the learning environment including:
- a fully equipped first aid box
- equipment to protect children, young people and adults from accidents, eg. circuit breaker, cable guards, landing mats for PE, safety goggles for science activities
- equipment for use in an emergency, eg. fire extinguishers, fire blanket, emergency alarms and emergency exits

Learning resources: materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Learning materials:

- the written materials and consumables needed for the learning activity, including:
- general items such as pencils, rulers and paper
- curriculum-specific materials such as paints, science materials or cooking ingredients
- written materials such as handouts and worksheets

Environmental factors: eg;

- light
- ventilation
- temperature

Unit 213

Provide displays in schools

Level: 2
Credit value: 3
UAN: K/601/6500

Unit aim

This unit provides the knowledge, understanding and skills required to provide displays in schools. It requires demonstration of competence in designing, setting up, maintaining and dismantling displays as well as involving pupils in the design and development of displays.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the school policy and procedures for displays
2. Design displays
3. Set up displays
4. Maintain displays
5. Dismantle displays

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL16 Provide displays (IL3/10)

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 213 Provide displays in schools

Assessment Criteria

Outcome 1 Understand the school policy and procedures for displays

The learner can:

- 1.1 Describe the school policy for **displays**
- 1.2 Describe the importance and purposes of displays in the school
- 1.3 Describe how displays are used in the learning process
- 1.4 Describe the requirements and procedures for carrying out a risk assessment for displays

Outcome 2 Design displays

The learner can:

- 2.1 Plan the design and content of the display to meet an agreed **purpose**
- 2.2 Involve pupils in planning the design and content of the display
- 2.3 Encourage pupils to develop materials for the display
- 2.4 Select and create materials relevant to the purpose of the display

Outcome 3 Set up displays

The learner can:

- 3.1 Locate the display in an appropriate and accessible place for users
- 3.2 Display all relevant material
- 3.3 Use clear labelling and layout to acknowledge and celebrate pupils' work
- 3.4 Check that the display meets relevant health, safety, security and access requirements

Outcome 4 Maintain displays

The learner can:

- 4.1 Identify the optimum time duration for the display by reference to its theme, purpose and materials used
- 4.2 Maintain the display in a tidy, clean and correctly laid out condition
- 4.3 Monitor the display for stability and safety and take appropriate action if required
- 4.4 Assess the display regularly for its continuing usefulness and attractiveness
- 4.5 Add to, amend and up-date the display as required by its theme and use

Outcome 5 Dismantle displays

The learner can:

- 5.1 Dismantle the display as soon as it is no longer required
- 5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures
- 5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

Unit 213 Provide displays in schools

Notes for guidance

Displays: the arrangement of material (graphic, text and/or objects) into an assembly specifically intended to attract users' attention and interest, or to provide information, or to educate - or a combination of these. Displays may be wall mounted or free-standing. The display must be designed with a specific purpose in mind.

Purpose: what the display aims to achieve eg;

- learning resource
- celebrating achievement
- celebrating diversity
- promoting a sense of community and belonging
- improving the environment
- providing information
- to prompt feedback

Unit 214

Support children and young people at meal or snack times

Level: 2
Credit value: 3
UAN: A/601/6517

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know the principles of healthy eating for children and young people
2. Know the benefits of healthy eating for children and young people
3. Know how to encourage children and young people to make healthier food choices
4. Support hygiene during meal or snack times
5. Support the code of conduct and policies for meal and snack times

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 214 Support children and young people at meal or snack times

Assessment Criteria

Outcome 1 Know the principles of healthy eating for children and young people

The learner can:

- 1.1 Outline the nutritional requirements of a healthy diet for children and young people
- 1.2 Describe examples of healthy meals and snacks for children and young people
- 1.3 Describe how culture, religion and health conditions impact on food choices

Outcome 2 Know the benefits of healthy eating for children and young people

The learner can:

- 2.1 Describe the benefits of healthy eating for children and young people
- 2.2 Describe the possible consequences of an unhealthy diet
- 2.3 Describe how to recognise and deal with allergenic reactions to food
- 2.4 Describe where to get advice on dietary concerns

Outcome 3 Know how to encourage children and young people to make healthier food choices

The learner can:

- 3.1 Describe the food policy of the setting
- 3.2 Describe with examples ways of encouraging children and young people:
 - a) to make **healthier food choices**
 - b) to eat the food provided for them

Outcome 4 Support hygiene during meal or snack times

The learner can:

- 4.1 Explain the importance of personal hygiene at meal and snack times
- 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal
- 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times

Outcome 5 Support the code of conduct and policies for meal and snack times

The learner can:

- 5.1 Describe the setting's **code of conduct and policies** for meal and snack times
- 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
- 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Unit 214 Support children and young people at meal or snack times

Notes for guidance

Healthier food choices in relation to:

- meals provided in the setting
- packed lunches
- snacks
- meals and snacks purchased off-site

Code of conduct and policies for meal and snack times eg:

- entry to and exit from the dining area
- collecting/serving food
- noise levels
- conduct in the dining area
- conduct at the table
- clearing away
- sustainability

Unit 215

Support children and young people with disabilities and special educational needs

Level: 2
Credit value: 4
UAN: D/601/6526

Unit aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the rights of disabled children and young people and those with special educational needs
2. Understand the disabilities and/or special educational needs of children and young people in own care
3. Contribute to the inclusion of children and young people with disabilities and special educational needs
4. Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL12 Support a child with disabilities or special educational needs (CCLD 209)

STL38 Support children with disabilities or special educational needs (CCLD 321)

Introductory training materials:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 215 Support children and young people with disabilities and special educational needs

Assessment Criteria

Outcome 1 Know the rights of disabled children and young people and those with special educational needs

The learner can:

- 1.1 Outline the legal entitlements of **disabled** children and young people and those with **special educational needs**
- 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
- 1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs
- 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs

Outcome 2 Understand the disabilities and/or special educational needs of children and young people in own care

The learner can:

- 2.1 Describe the relationship between disability and special educational needs
- 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
- 2.3 Describe the **special provision** required by children and young people with whom they work

Outcome 3 Contribute to the inclusion of children and young people with disabilities and special educational needs

The learner can:

- 3.1 **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
- 3.2 Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work
- 3.3 Work with children, young people and **others** to remove barriers to participation
- 3.4 Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs

Outcome 4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

The learner can:

- 4.1 Identify and implement **adaptations** that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
- 4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
- 4.3 Demonstrate ways of supporting **participation** and **equality of access** for disabled children and young people and those with special educational needs
- 4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

Unit 215 Support children and young people with disabilities and special educational needs

Notes for guidance

Disabled: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people

Special provision: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area

Obtain information: about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

Barriers to participation: anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service

Others according to own role eg:

- family members
- colleagues within the setting
- professionals external to the setting

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Adaptations: that can be made to support participation of disabled children and young people and those with special educational needs in relation to:

- the environment
- activities
- working practice
- resources

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Unit 216

Support children and young people's play and leisure

Level: 2
Credit value: 3
UAN: T/601/6564

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the nature and importance of play and leisure
2. Support children and young people's play and leisure
3. Support children and young people in balancing risk and challenge
4. Reflect on and improve own practice

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 216 Support children and young people's play and leisure

Assessment Criteria

Outcome 1 Understand the nature and importance of play and leisure

The learner can:

- 1.1 Describe the importance of play and leisure for children and young people
- 1.2 Describe how play and leisure contribute to children and young people's development
- 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- 1.4 Describe the characteristics of freely chosen, self-directed play and leisure

Outcome 2 Support children and young people's play and leisure

The learner can:

- 2.1 Describe own role in supporting children and young people's play and leisure activities
- 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities
- 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
- 2.4 Supervise children and young people's play and leisure ensuring their safety
- 2.5 Interact with children and young people in a way that demonstrates:
 - a) interest in what they say, experience and feel
 - b) respect for their privacy and freedom to make choices for themselves
 - c) encouragement and praise for play and leisure activities

Outcome 3 Support children and young people in balancing risk and challenge

The learner can:

- 3.1 Outline the value of risk and challenge in children and young people's play and leisure
- 3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure
- 3.3 Describe why it is important for children and young people to manage risk and challenge for themselves
- 3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

Outcome 4 Reflect on and improve own practice

The learner can:

- 4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure
- 4.2 Identify own strengths and areas where practice could improve
- 4.3 Describe how own practice has been improved following reflection

Unit 216 Support children and young people’s play and leisure

Notes for guidance

Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.

Unit 217

Support children and young people's travel outside of the setting

Level: 2
Credit value: 3
UAN: Y/601/6573

Unit aim

This unit provides the knowledge, understanding and skills to support children and young people's travel outside of the setting. It requires competence in supporting the arrival and departure of children and young people and supporting them on journeys outside of the setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the policy and procedures for children and young people's travel outside of the setting
2. Support the arrival and departure of children and young people
3. Support children and young people during travel

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Based on SkillsActive playwork unit 20 Support the travel of children and young people outside the play environment

STL59 Escort and supervise pupils on educational visits and out-of-school activities

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 217 Support children and young people's travel outside of the setting

Assessment Criteria

Outcome 1 Know the policy and procedures for children and young people's travel outside of the setting

The learner can:

- 1.1 Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements
- 1.2 Describe the different **travel arrangements** which are appropriate to the individual needs of children and young people and the range of **journeys** which are being undertaken
- 1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken
- 1.5 Identify the kinds of issues that might occur when supporting children and young people's travel
- 1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling

Outcome 2 Support the arrival and departure of children and young people

The learner can:

- 2.1 Obtain **information** about the children and young people to be dropped off/picked up
- 2.2 Communicate arrangements to colleagues when relevant
- 2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting
- 2.4 Follow the organisational procedures for:
 - a) supervising the arrival and departure of children and young people
 - b) checking that all children and young people have been accounted for
 - c) dealing with any issues arising when children and young people are arriving at or leaving the setting

Outcome 3 Support children and young people during travel

The learner can:

- 3.1 Remind children and young people of agreed ways to keep safe during travel
- 3.2 Respond to the needs of individual children and young people and offer help when required
- 3.3 Follow organisational procedures for travel:
 - a) on foot
 - b) by public transport
 - c) by private transport
- 3.4 Respond to children and young people's feelings and behaviour as they move from one environment to another
- 3.5 Encourage children and young people to look after themselves and their belongings during travel

Unit 217

Support children and young people's travel outside of the setting

Notes for guidance

Travel arrangements: as appropriate to the journey eg;

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

Journeys:

- on foot
- in a organisation/hired vehicle
- public transport

Information: about the children and young people to be dropped off/picked up eg;

- number of children and young people
- names of the children and young people
- the age of the children and young people
- where the children and young people are coming from or going to
- the travel arrangements for individuals and/or groups of children and young people
- any additional needs of the children or young people involved

Level: 2
Credit value: 3
UAN: M/601/6577

Unit aim

This unit provides the knowledge, understanding and skills to support extra-curricular activities under the direction of the school. It requires demonstration of competence in preparing for extra-curricular activities, delivering activities and bringing activities to an end.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare for extra-curricular activities
2. Deliver extra-curricular activities
3. Bring extra-curricular activities to an end
4. Reflect on own contribution to extra-curricular activities

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL53 Lead an extra-curricular activity

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 218 Support extra-curricular activities

Assessment Criteria

Outcome 1 Prepare for extra-curricular activities

The learner can:

- 1.1 Describe the aims and content of the **extra-curricular activity**
- 1.2 Obtain equipment and resources for the activity
- 1.3 Prepare the environment for the safe conduct of the activity
- 1.4 Support children and young people to prepare for the activity

Outcome 2 Deliver extra-curricular activities

The learner can:

- 2.1 Interact with children and young people in a way that makes them feel welcome and at ease
- 2.2 Comply with organisational procedures for:
 - a) checking the children and young people present
 - b) making sure children and young people's dress and equipment are safe and appropriate
- 2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing
- 2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities
- 2.5 Recognise when children and young people need encouragement and/or help with activities
- 2.6 Provide children and young people with additional explanations and demonstrations when necessary

Outcome 3 Bring extra-curricular activities to an end

The learner can:

- 3.1 Prepare children and young people to finish their activities
- 3.2 Give the children and young people clear and supportive feedback on their participation and progress
- 3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately
- 3.4 Follow organisational procedures for:
 - a) the safe and orderly departure of children and young people from the activity session
 - b) clearing and storing equipment and resources

Outcome 4 Reflect on own contribution to extra-curricular activities

The learner can:

- 4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities

Unit 218 Support extra-curricular activities

Notes for guidance

Extra-curricular activities: are activities that are held outside of normal school hours that can benefit the development of children and young people eg:

- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme

Unit 219

Support the use of information and communication technology for teaching and learning

Level: 2
Credit value: 2
UAN: A/601/6579

Unit aim

This unit covers the knowledge and skills needed for supporting the use of ICT for teaching and learning. It requires demonstration of competence in preparing ICT resources to support teaching and learning and supporting the teacher, colleagues and learners to use ICT resources safely and effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the policy and procedures for the use of ICT for teaching and learning
2. Prepare ICT resources for use in teaching and learning
3. Support the use of ICT for teaching and learning

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL7 Support the use of information and communication technology for teaching and learning

Introductory training materials:

ICT

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 219 Support the use of information and communication technology for teaching and learning

Assessment Criteria

Outcome 1 Know the policy and procedures for the use of ICT for teaching and learning

The learner can:

- 1.1 Describe the setting's policy for the use of ICT for teaching and learning
- 1.2 Identify the **ICT resources** used for teaching and learning within the setting
- 1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT eg. software licensing
- 1.4 Describe the setting's procedures for dealing with faulty ICT equipment
- 1.5 Describe the requirements and procedures for storage and security of ICT resources in the setting

Outcome 2 Prepare ICT resources for use in teaching and learning

The learner can:

- 2.1 Follow the manufacturers' and safety instructions for setting up ICT resources
- 2.2 Describe the risks associated with ICT resources and how to minimise them
- 2.3 Identify and obtain accessories, consumables and information needed to use ICT resources
- 2.4 Use screening devices to prevent access to unsuitable material via the internet
- 2.5 Identify and resolve common problems with ICT resources

Outcome 3 Support the use of ICT for teaching and learning

The learner can:

- 3.1 Operate ICT resources correctly and safely when asked to do so
- 3.2 Give clear **guidance and instructions** on the use of ICT resources
- 3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT
- 3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous
- 3.5 Describe the sorts of **problems** that might occur when supporting learners using ICT and how to deal with these

Unit 219 Support the use of information and communication technology for teaching and learning

Notes for guidance

ICT resources: includes a range of different equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available.

Guidance and instructions: on the use of ICT resources;

- to teachers
- to learners
- to other support staff

Problems: may relate to;

- the learning activities
- the learning resources
- the learning environment
- the learners

Level: 2
Credit value: 4
UAN: A/601/9420

Unit aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.

This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Know the current legislation, guidelines and policies relevant to the administration of medication
2. Understand own role in assisting in the administration of medication
3. Understand the requirements and procedures for assisting in the administration of medication
4. Understand the requirements and procedures for ensuring patient safety
5. Prepare for the administration of medication
6. Assist in the administration of medication
7. Contribute to the management of medications and administration records

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL43 Assist in the administration of medication (SfH CHS2)

Support of the unit by a sector or other appropriate body



Unit 220 Assist in the administration of medication

Assessment Criteria

Outcome 1 Know the current legislation, guidelines and policies relevant to the administration of medication

The learner can:

- 1.1 Identify the current national legislation and guidelines relevant to the administration of **medication**
- 1.2 Outline the organisational policies for the management and administration of medication

Outcome 2 Understand own role in assisting in the administration of medication

The learner can:

- 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication
- 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
- 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence

Outcome 3 Understand the requirements and procedures for assisting in the administration of medication

The learner can:

- 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication
- 3.2 Describe the different **routes for the administration of medication**
- 3.3 Describe the types, purpose and function of **materials and equipment** needed for the administration of medication within own area of responsibility
- 3.4 Describe the various aids which can be used to help individuals take their medication
- 3.5 Explain the importance of applying **standard precautions for infection control** and the potential consequences of poor practice
- 3.6 Explain why medication should only be administered against the individual's **medication administration record** and consistent with the prescriber's advice

Outcome 4 Understand the requirements and procedures for ensuring patient safety

The learner can:

- 4.1 Explain the importance of identifying the individual for whom the medications are prescribed
- 4.2 Explain the importance of confirming the medication against the prescription/ protocol with the **person leading the administration** before administering it

Outcome 5 Prepare for the administration of medication

The learner can:

- 5.1 Obtain or confirm valid **consent** for the administration of medication
- 5.2 Apply standard precautions for infection control
- 5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet
- 5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
- 5.5 Check and confirm the **identity of the individual who is to receive the medication** with the person leading the activity and with the individual themselves before the medication is administered

Outcome 6 Assist in the administration of medication

The learner can:

- 6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
- 6.2 Assist the individual to be as self managing as possible
- 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
- 6.4 Monitor the individual's condition throughout the administration process
- 6.5 Explain the kinds of adverse effects that may occur and the appropriate action to take
- 6.6 Check and confirm that the individual actually takes the medication and does not pass medication to others

Outcome 7 Contribute to the management of medications and administration records

The learner can:

- 7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
- 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
- 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
- 7.4 Maintain the confidentiality of information relating to the individual at all times
- 7.5 Check the stock level of medications and take **appropriate action to obtain new stocks** when required

Unit 220 Assist in the administration of medication

Notes for guidance

Medication: may be from various drug categories such as;

- general sales list
- pharmacy only
- prescription only

Routes for the administration of medication: eg;

- oral
- topical – including skin creams
- eye/ear or nasal drops
- inhaled
- injection – intra-muscular/subcutaneous

Materials and equipment: needed for the administration of medication eg;

- medicine trolley
- medicine pots
- spoons
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag
- medication administration record sheets/charts

Standard precautions for infection control: including;

- hand washing/cleansing before, during and after the activity
- the use of personal protective clothing
- management of blood and bodily fluid spillage
- waste management

Medication administration record: the documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging

Person leading the administration: will be the senior professional in overall charge of the administration of medication in the setting eg;

- a registered nurse
- a registered midwife
- social worker

Obtain **consent** according to current legislation and guidelines eg;

- for adults
- for children and young people
- for children and young people in schools
- for adults who lack the capacity to give consent for themselves

Check and confirm the identity of the individual who is to receive the medication: eg;

- verbally
- using other appropriate communication eg. Makaton
- using identity bracelets
- using photo ID

Appropriate action to obtain new stocks: of medication;

- inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s)
- inform the relevant health professional
- assist in reordering if applicable

Unit 221

Move and position individuals in accordance with their plan of care

Level: 2
Credit value: 4
UAN: J/601/8027

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand anatomy and physiology in relation to moving and positioning individuals
2. Understand legislation and agreed ways of working when moving and positioning individuals
3. Minimise risk before moving and positioning individuals
4. Prepare individuals before moving and positioning
5. Move and position an individual
6. Know when to seek advice from and/or involve others when moving and positioning an individual

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CHS6

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit 221 Move and position individuals in accordance with their plan of care

Assessment Criteria

Outcome 1 Understand anatomy and physiology in relation to moving and positioning individuals

The learner can:

- 1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
- 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual

Outcome 2 Understand legislation and agreed ways of working when moving and positioning individuals

The learner can:

- 2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
- 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this

Outcome 3 Minimise risk before moving and positioning individuals

The learner can:

- 3.1 Access up-to-date copies of risk assessment documentation
- 3.2 Carry out preparatory checks using:
 - c) the individual's care plan
 - d) the moving and handling risk assessment
- 3.3 Identify any immediate risks to the individual
- 3.4 Describe actions to take in relation to identified risks
- 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
- 3.6 Prepare the immediate environment ensuring
 - a) adequate space for the move in agreement with all concerned
 - b) that potential hazards are removed
- 3.7 Apply standard precautions for infection prevention and control

Outcome 4 Prepare individuals before moving and positioning

The learner can:

- 4.1 Demonstrate effective communication with the individual to ensure that they:
 - a) understand the details and reasons for the action/activity being undertaken
 - b) agree the level of support required
- 4.2 Obtain valid consent for the planned activity

Outcome 5 Move and position an individual

The learner can:

- 5.1 Follow the care plan to ensure that the individual is positioned
 - a) using the agreed technique
 - b) in a way that will avoid causing undue pain or discomfort
- 5.2 Demonstrate effective communication with any others involved in the manoeuvre
- 5.3 Describe the aids and equipment that may be used for moving and positioning
- 5.4 Use equipment to maintain the individual in the appropriate position
- 5.5 Encourage the individual's active participation in the manoeuvre
- 5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
- 5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due

Outcome 6 Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:

- 6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely
- 6.2 Describe what sources of information are available about moving and positioning individuals

Unit 221 Move and position individuals in accordance with their plan of care

Notes for guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles

Learning outcomes 3, 4 and 5 must be assessed in a real work environment

Unit 222

Provide support for therapy sessions

Level: 2
Credit value: 2
UAN: D/601/9023

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the benefits of therapy sessions
2. Prepare for therapy sessions
3. Provide support in therapy sessions
4. Observe and record therapy sessions
5. Contribute to the review of therapy sessions

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit links to NOS HSC212.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit 222 Provide support for therapy sessions

Assessment Criteria

Outcome 1 Understand the benefits of therapy sessions

The learner can:

- 1.1 Identify different types of **therapy sessions** in which an **individual** may participate
- 1.2 Describe how therapy sessions can benefit an individual

Outcome 2 Prepare for therapy sessions

The learner can:

- 2.1 Establish own responsibilities in preparing for a therapy session
- 2.2 Identify with the individual their preferences and requirements for the therapy session
- 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session

Outcome 3 Provide support in therapy sessions

The learner can:

- 3.1 Provide support during a therapy session that takes account of:
 - a) the therapist's directions
 - b) the individual's preferences and requirements
- 3.2 Promote the **active participation** of the individual during the session
- 3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

Outcome 4 Observe and record therapy sessions

The learner can:

- 4.1 Agree what observations need to be carried out during therapy sessions
- 4.2 Agree how observations will be recorded
- 4.3 Carry out agreed observations
- 4.4 Record agreed observations as required

Outcome 5 Contribute to the review of therapy sessions

The learner can:

- 5.1 Contribute to a review of therapy sessions to identify issues and progress
- 5.2 Contribute to agreeing changes to therapy sessions with the individual and **others**

Unit 222 Provide support for therapy sessions

Notes for guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An **individual** is someone requiring care or support

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 301

Communication and professional relationships with children, young people and adults

Level: 3
Credit value: 2
UAN: F/601/3327

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of developing positive relationships with children, young people and adults
2. Understand how to communicate with children, young people and adults
3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL20 Develop and promote positive relationships (CCLD 301)

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 301 Communication and professional relationships with children, young people and adults

Assessment Criteria

Outcome 1 Understand the principles of developing positive relationships with children, young people and adults

The learner can:

- 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

Outcome 2 Understand how to communicate with children, young people and adults

The learner can:

- 2.1 Explain the skills needed to communicate with children and young people
- 2.2 Explain how to adapt communication with children and young people for:
 - a) the age of the child or young person
 - b) the context of the communication
 - c) communication differences**
- 2.3 Explain the main differences between communicating with adults and communicating with children and young people
- 2.4 Explain how to adapt communication to meet different communication needs of adults
- 2.5 Explain how to manage disagreements with children, young people and adults

Outcome 3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

The learner can:

- 3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
- 3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
- 3.3 Justify the kinds of situation when confidentiality protocols must be breached

Unit 301 **Communication and professional relationships with children, young people and adults**

Notes for guidance

Communication differences between individuals which may create barriers to effective communication between them eg;

language

sensory impairment

speech, language or communication impairment

cognitive abilities

emotional state

cultural differences

Suggested units assignment

Explain the purpose and principles of effective communication and relationships in a diverse school.

Write a short case study on communication difficulties in a classroom situation and how these were addressed.

Consider the role of a learning support professional in a school. Outline essential considerations for someone in that role when dealing with confidential information.

Level: 3
Credit value: 3
UAN: A/601/3326

Unit aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know the structure of education from early years to post-compulsory education
2. Understand how schools are organised in terms of roles and responsibilities
3. Understand school ethos, mission, aims and values
4. Know about the legislation affecting schools
5. Understand the purpose of school policies and procedures
6. Understand the wider context in which schools operate

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SWiS 3.2 Support the ethos, policies and working practices of the school

Introductory training materials:

Role and context

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 302 Schools as organisations

Assessment Criteria

Outcome 1 Know the structure of education from early years to post-compulsory education

The learner can:

- 1.1 Summarise entitlement and provision for early years education
- 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
- 1.3 Explain the post 16 options for young people and adults

Outcome 2 Understand how schools are organised in terms of roles and responsibilities

The learner can:

- 2.1 Explain the strategic purpose of:
 - a) school governors
 - b) senior management team
 - c) other statutory roles eg SENCO
 - d) teachers
 - e) support staff roles
- 2.2 Explain the roles of external professionals who may work with a school eg. educational psychologist

Outcome 3 Understand school ethos, mission, aims and values

The learner can:

- 3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices
- 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values

Outcome 4 Know about the legislation affecting schools

The learner can:

- 4.1 Summarise the laws and codes of practice affecting work in schools
- 4.2 Explain how legislation affects how schools work
- 4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:
 - a) general bodies such as the Health and Safety Executive
 - b) school specific regulatory bodies

Outcome 5 Understand the purpose of school policies and procedures

The learner can:

- 5.1 Explain why schools have policies and procedures
- 5.2 Summarise the policies and procedures schools may have relating to:
 - a) staff
 - b) pupil welfare
 - c) teaching and learning
 - d) equality, diversity and inclusion
 - e) parental engagement
- 5.3 Evaluate how school policies and procedures may be developed and communicated

Outcome 6 Understand the wider context in which schools operate

The learner can:

- 6.1 Summarise the roles and responsibilities of national and local government for education policy and practice
- 6.2 Explain the role of schools in national policies relating to children, young people and families
- 6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.

Unit 302 Schools as organisations

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Suggested unit assignment

Research schools, both state and independent, across the full age range, including early years. Make use of the internet and/or school prospectuses. Compare and contrast the structure and management of these schools. You may want to produce a table or chart to show your findings.

Explain the post 16 options for young people and adults. You may like to use a table.

Outline your plans for an ideal or 'dream' school for a selected age group.

Providing examples, explain the contribution of external professionals working with a school.

Explain the wider context in which schools operate.

Level: 3
Credit value: 4
UAN: F/601/4073

Unit aim

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Contribute to planning learning activities
2. Prepare for learning activities
3. Support learning activities
4. Observe and report on learner participation and progress
5. Contribute to the evaluation of learning activities
6. Evaluate own practice in relation to supporting literacy, numeracy and ICT

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL18 Support pupils' learning activities

STL8 Use information and communication technology to support pupils' learning

STL29 Observe and promote pupil performance and development

Introductory materials for teaching assistants:

Role and context

Literacy

Mathematics

Information and communication technology

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 303 Support learning activities

Assessment Criteria

Outcome 1 Contribute to planning learning activities

The learner can:

- 1.1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities
- 1.2 Evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided
- 1.3 Use knowledge of the learners and curriculum to contribute to the teacher's planning
- 1.4 Offer constructive suggestions for own role in supporting planned learning activities
- 1.5 Identify and obtain the **information required** to support learning activities

Outcome 2 Prepare for learning activities

The learner can:

- 2.1 Select and prepare the **resources** required for the planned learning activities
- 2.2 Develop and adapt resources to meet the needs of learners
- 2.3 Ensure the learning environment meets relevant health, safety, security and access requirements

Outcome 3 Support learning activities

The learner can:

- 3.1 Select and demonstrate **learning support strategies** to meet the needs of learners
- 3.2 Explain how **social organisation and relationships** may affect the learning process
- 3.3 Give attention to learners in a way that balances the needs of individuals and the group as a whole
- 3.4 Demonstrate ways of encouraging learners to take responsibility for their own learning
- 3.5 Demonstrate ways of supporting learners to develop:
 - a) literacy skills
 - b) numeracy skills
 - c) ICT skills
 - d) problem solving skills
- 3.6 Explain the sorts of **problems** that might occur when supporting learning activities and how to deal with these

Outcome 4 Observe and report on learner participation and progress

The learner can:

- 4.1 Apply skills and techniques for monitoring learners' response to learning activities
- 4.2 Assess how well learners are participating in activities and the progress they are making
- 4.3 Record observations and assessments of learner participation and progress in the required format

Outcome 5 Contribute to the evaluation of learning activities

The learner can:

- 5.1 Explain the importance of evaluating learning activities
- 5.2 Use the outcomes of observations and assessments to:
 - a) provide feedback to learners on progress made
 - b) provide the teacher with constructive feedback on the learning activities
 - c) provide the teacher with feedback on learners' participation and progress
 - d) reflect on and improve own practice in supporting learning activities

Outcome 6 Evaluate own practice in relation to supporting literacy, numeracy and ICT

The learner can:

- 6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice
- 6.2 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT

Unit 303 Support learning activities

Notes for guidance

Information required: to support learning activities includes;

- relevant school curriculum and age-related expectations of learners
- the teaching and learning objectives
- the learning resources required
- own role in supporting the learning activities
- any additional needs of the children or young people involved

Resources: to support learning activities including;

- materials
- equipment (including ICT)
- software
- books and other written materials

Learning support strategies: to support the needs of learners, for example;

- creating a positive learning environment
- managing behaviour
- encouraging group cohesion and collaborative learning
- prompting shy or reticent learners to ask questions and check understanding
- translating or explaining words and phrases
- reminding learners of teaching points made by the teacher
- modelling correct use of language and vocabulary
- ensuring learners understand the learning tasks
- helping learners to use resources relevant to the learning activity
- providing individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- modifying or adapting activities

Social organisation and relationships: for example;

- learner grouping
- group development
- group dynamics
- the way adults interact and respond to learners

Problems; relating to:

- the learning activities
- the learning resources
- the learning environment
- the learners
- assessment

Unit 304

Promote children and young people's positive behaviour

Level: 3
Credit value: 3
UAN: A/601/4069

Unit aim

This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand policies and procedures for promoting children and young people's positive behaviour
2. Promote positive behaviour
3. Manage inappropriate behaviour
4. Respond to challenging behaviour
5. Contribute to reviews of behaviour and behaviour policies

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL19 Promote positive behaviour

STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 304 Promote children and young people's positive behaviour

Assessment Criteria

Outcome 1 Understand policies and procedures for promoting children and young people's positive behaviour

The learner can:

- 1.1 Summarise the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- 1.2 Evaluate how the policies and procedures of the setting support children and young people to:
 - a) feel safe
 - b) make a positive contribution
 - c) develop social and emotional skills
 - d) understand expectations and limits
- 1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

Outcome 2 Promote positive behaviour

The learner can:

- 2.1 Explain the benefits of actively promoting positive aspects of behaviour
- 2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others
- 2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting
- 2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
- 2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

Outcome 3 Manage inappropriate behaviour

The learner can:

- 3.1 Demonstrate strategies for minimising disruption through **inappropriate behaviour** of children and young people
- 3.2 Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting
- 3.3 Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people
- 3.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people
- 3.5 Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred

Outcome 4 Respond to challenging behaviour

The learner can:

- 4.1 Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points
- 4.2 Use agreed strategies for dealing with **challenging behaviour** according to the policies and procedures of the setting
- 4.3 Assess and manage risks to own and others' safety when dealing with challenging behaviour
- 4.4 Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening
- 4.5 Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting

Outcome 5 Contribute to reviews of behaviour and behaviour policies

The learner can:

- 5.1 Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment
- 5.2 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets
- 5.3 Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions
- 5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development

Unit 304 Promote children and young people's positive behaviour

Notes for guidance

Policies and procedures: of the setting relevant to promoting positive behaviour eg;

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour: is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Challenging behaviour: may involve;

- verbal abuse (eg. racist comments, threats, bullying others)
- physical abuse (such as assault of others, damaging property)
- behaviour which is destructive to the child/young person
- behaviour which is illegal

Unit 305

Develop professional relationships with children, young people and adults

Level: 3
Credit value: 2
UAN: H/601/4065

Unit aim

This unit covers the competence required to develop professional relationships with children, young people and adults.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Develop professional relationships with children and young people
2. Communicate with children and young people
3. Develop professional relationships with adults
4. Support children and young people in developing relationships
5. Comply with policies and procedures for confidentiality, sharing information and data protection

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL20 Develop and promote positive relationships (CCLD 301)

Introductory training materials:

Promoting positive behaviour

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 305 **Develop professional relationships with children, young people and adults**

Assessment Criteria

Outcome 1 Develop professional relationships with children and young people

The learner can:

- 1.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
- 1.2 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
- 1.3 Demonstrate how to support children and young people in making choices for themselves
- 1.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole

Outcome 2 Communicate with children and young people

The learner can:

- 2.1 Use different **forms of communication** to meet the needs of children and young people
- 2.2 Demonstrate how to adapt communication with children and young people for:
 - a) the age and stage of development of the child or young person
 - b) the context of the communication
 - c) communication differences**
- 2.3 Demonstrate **strategies and techniques to promote understanding and trust in communication** with children and young people

Outcome 3 Develop professional relationships with adults

The learner can:

- 3.1 Demonstrate how to establish rapport and professional relationships with adults
- 3.2 Demonstrate how to adapt communication with adults for:
 - a) cultural and social differences
 - b) the context of the communication
 - c) communication differences
- 3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults
- 3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively
- 3.5 Explain when and how to refer other adults to further sources of information, advice or support

Outcome 4 Support children and young people in developing relationships

The learner can:

- 4.1 Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others
- 4.2 Provide an effective role model in own relationships with children, young people and adults
- 4.3 Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people's:
 - a) individuality, diversity and differences
 - b) feelings and points of view
- 4.4 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves
- 4.5 Provide encouragement and support for other adults in the setting to have positive relationships with children and young people

Outcome 5 Comply with policies and procedures for confidentiality, sharing information and data protection

The learner can:

- 5.1 Apply the setting's policies and procedures for:
 - a) sharing information
 - b) confidentiality
 - c) data protection
- 5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

Unit 305

Develop professional relationships with children, young people and adults

Notes for guidance

Forms of communication: eg;

- spoken language
- play
- body language
- sign language

Communication differences: between individuals which may create barriers to effective communication between them eg:

- language
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state
- cultural differences

Strategies and techniques to promote understanding and trust in communication: eg;

- active listening
- avoiding assumptions
- using questions to clarify and check understanding
- summarising and confirming key points

Unit 306

Promote equality, diversity and inclusion in work with children and young people

Level: 3
Credit value: 2
UAN: M/601/4070

Unit aim

This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting inclusion.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Promote equality and diversity in work with children and young people
2. Understand the impact of prejudice and discrimination on children and young people
3. Support inclusion and inclusive practices in work with children and young people

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL18 Support pupils' learning activities

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

Introductory training materials:

Inclusion modules

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 306 Promote equality, diversity and inclusion in work with children and young people

Assessment Criteria

Outcome 1 Promote equality and diversity in work with children and young people

The learner can:

- 1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
- 1.2 Explain the importance of promoting the rights of all children and young people to **participation** and **equality of access**
- 1.3 Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people
- 1.4 Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences
- 1.5 Demonstrate ways of applying the principles of equality, diversity and **anti-discriminatory practice** in own work with children and young people

Outcome 2 Understand the impact of prejudice and discrimination on children and young people

The learner can:

- 2.1 Explain ways in which children and young people can experience prejudice and discrimination
- 2.2 Analyse the impact of prejudice and discrimination on children and young people
- 2.3 Evaluate how own attitudes, values and behaviour could impact on work with children and young people
- 2.4 Explain how to promote anti-discriminatory practice in work with children and young people
- 2.5 Explain how to challenge discrimination

Outcome 3 Support inclusion and inclusive practices in work with children and young people

The learner can:

- 3.1 Explain what is meant by **inclusion** and inclusive practices
- 3.2 Identify barriers to children and young people's participation
- 3.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people

Unit 306 Promote equality, diversity and inclusion in work with children and young people

Notes for guidance

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Level: 3
Credit value: 4
UAN: A/601/4072

Unit aim

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and characteristics of assessment for learning
2. Use assessment strategies to promote learning
3. Support learners in reviewing their learning strategies and achievements
4. Contribute to reviewing assessment for learning

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL30 Contribute to assessment for learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 307 Support assessment for learning

Assessment Criteria

Outcome 1 Understand the purpose and characteristics of assessment for learning

The learner can:

- 1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
- 1.2 Summarise the difference between formative and summative assessment
- 1.3 Explain the characteristics of assessment for learning
- 1.4 Explain the importance and benefits of assessment for learning
- 1.5 Explain how assessment for learning can contribute to planning for future learning carried out by:
 - a) the teacher
 - b) the learners
 - c) the learning support practitioner

Outcome 2 Use assessment strategies to promote learning

The learner can:

- 2.1 Obtain the information required to support assessment for learning
- 2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
- 2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
- 2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop
- 2.5 Provide opportunities and encouragement for learners to improve upon their work

Outcome 3 Support learners in reviewing their learning strategies and achievements

The learner can:

- 3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
- 3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
- 3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements
- 3.4 Support learners to:
 - a) reflect on their learning
 - b) identify the progress they have made
 - c) identify their emerging learning needs
 - d) identify the strengths and weaknesses of their learning strategies and plan how to improve them

Outcome 4 Contribute to reviewing assessment for learning

The learner can:

4.1 Provide feedback to the teacher on:

- a) learner participation and progress in the learning activities
- b) learners' engagement in and response to assessment for learning
- c) learners' progress in taking responsibility for their own learning

4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning

Unit 307 Support assessment for learning

Notes for guidance

Assessment for learning: involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

Information required: to support assessment for learning;

- the learning objectives for the activities
- the personalised learning goals for individual learners
- the success criteria for the learning activities
- the assessment opportunities and strategies relevant to own role in the learning activities

Personalised learning goals: will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.

Assessment opportunities and strategies: are the occasions, approaches and techniques used for ongoing assessment during learning activities, such as;

- using open-ended questions
- observing learners
- listening to how learners describe their work and their reasoning
- checking learners' understanding
- engaging learners in reviewing progress
- encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed
- encouraging learners to review and comment on their work before handing it in or discussing it with the teacher
- praising learners when they focus their comments on their personalised learning goals for the task

Level: 3
Credit value: 3
UAN: T/601/4071

Unit aim

This unit provides the knowledge, understanding and skills to supervise learning activities in the absence of a teacher. It requires competence in preparing for and supervising learning activities, supporting learners to complete work set by the teacher and concluding the lesson in accordance with school policy and procedures.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare for supervising whole class learning activities
2. Supervise whole class learning activities
3. Support learners in completing work set for them
4. Conclude whole class learning activities

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL18 Support pupils' learning activities

STL8 Use information and communication technology to support pupils' learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 308 Supervise whole class learning activities

Assessment Criteria

Outcome 1 Prepare for supervising whole class learning activities

The learner can:

- 1.1 Explain the school policy and procedures for cover supervision
- 1.2 Identify and obtain:
 - a) the work set for the class concerned
 - b) details of the **learning resources** required
 - c) any **specific instructions**
- 1.3 Obtain and organise the resources required for the learning activities
- 1.4 Confirm the learning environment meets relevant health, safety, security and access requirements

Outcome 2 Supervise whole class learning activities

The learner can:

- 2.1 Give clear instructions to learners on the work to be completed
- 2.2 Respond to questions from learners about process and procedures
- 2.3 Use appropriate strategies for supervising completion of the work set
- 2.4 Demonstrate ways of managing the behaviour of learners to ensure a constructive learning environment
- 2.5 Demonstrate ways of encouraging learners to take responsibility for their own learning
- 2.6 Explain the sorts of **problems** that might occur when supervising whole class learning activities and how to deal with these

Outcome 3 Support learners in completing work set for them

The learner can:

- 3.1 Apply skills and techniques for monitoring learners' responses to learning activities
- 3.2 Assess how well learners are participating in activities and the progress they are making in completing the work set for them
- 3.3 Demonstrate ways of supporting learners to stay on task and complete the work set
- 3.4 Introduce extension activities for learners who have completed assigned work before the end of the lesson

Outcome 4 Conclude whole class learning activities

The learner can:

- 4.1 Apply the school procedures for:
 - a) collecting any completed work after the lesson and returning it to the appropriate teacher
 - b) collecting in any learning resources
 - c) informing learners of any follow-up work or homework set for them
 - d) dismissing learners at the end of the lesson
 - e) reporting back as appropriate on the behaviour and participation of learners during the lesson, and any issues arising

Unit 308 Supervise whole class learning activities

Notes for guidance

Learning resources to support learning activities including:

- materials
- equipment (including ICT)
- software
- books and other written materials

Specific instructions relating to for example:

- learners with special educational needs
- seating plan
- behavioural issues
- extension activities
- homework

Problems may relate to:

- the learning activities
- the learning resources
- the learning environment
- the learners

Level: 3
Credit value: 3
UAN: Y/601/7416

Unit aim

This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions.

It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand policy and procedures for the conduct of tests and examinations
2. Prepare for tests and examinations
3. Prepare candidates for tests and examinations
4. Implement invigilation requirements
5. End tests and examinations

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL17 Invigilate tests and examinations

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 309 Invigilate tests and examinations

Assessment Criteria

Outcome 1 Understand policy and procedures for the conduct of tests and examinations

The learner can:

- 1.1 Explain the centre's tests and examinations policy
- 1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
- 1.3 Explain the sorts of **access arrangements** that may be required for candidates with additional needs
- 1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination
- 1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations

Outcome 2 Prepare for tests and examinations

The learner can:

- 2.1 Demonstrate the correct procedures for **setting up an examination room**
- 2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers
- 2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials
- 2.4 Identify and comply with any **specific requirements** for the test or examination and/or the candidates involved
- 2.5 Identify and check any emergency communication system if available

Outcome 3 Prepare candidates for tests and examinations

The learner can:

- 3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time
- 3.2 Demonstrate the correct procedures for admitting candidates into the room
- 3.3 Perform the necessary checks for:
 - a) verifying the identity of the candidates
 - b) ensuring that no inadmissible equipment or materials are brought into the examination room
 - c) confirming candidates are seated according to the seating plan
 - d) ensuring that candidates have the correct papers and materials
- 3.4 Explain the procedures for dealing with:
 - a) candidates who are not on the test or examination attendance list
 - b) candidates who arrive late for a test or examination

Outcome 4 Implement invigilation requirements

The learner can:

- 4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed
- 4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations
- 4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are:
 - a) withdrawn from a test or examination
 - b) not on the register
 - c) late for a test or examination
 - d) absent from a test or examination
- 4.4 Apply the centre's procedures for dealing with:
 - a) queries from candidates
 - b) disruptive behaviour or irregular conduct
 - c) candidates who want or need to leave the examination room during the test or examination

Outcome 5 End tests and examinations

The learner can:

- 5.1 Demonstrate the correct procedures for ending tests and examinations including:
 - a) collecting papers
 - b) allowing candidates to leave the examination room
 - c) completing test and examination records
- 5.2 Differentiate between ending tests and examinations when:
 - a) all candidates are due to finish their test or examination at the same time
 - b) some candidates are still engaged in a test or examination

Unit 309 Invigilate tests and examinations

Notes for guidance

Access arrangements: the arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, eg reading assistance, scribe, sign interpreter

Setting up an examination room: includes;

- the required number and positioning of desks/work stations
- display of notices
- clock
- centre number
- instructions for candidates
- seating plan
- attendance register
- health and safety arrangements
- environmental conditions such as heating, lighting, ventilation and the level of outside noise

Specific requirements: for the test or examination and/or the candidates involved eg;

- further guidance
- erratum notices
- supervision of individual candidates between tests or examinations
- access arrangements

Unit 310

Plan and deliver learning activities under the direction of a teacher

Level: 3
Credit value: 4
UAN: D/601/7711

Unit aim

This unit provides the knowledge, understanding and skills to plan and deliver learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It requires competence in planning and delivering learning activities for individuals and small groups, under the direction of a teacher, as well as working in partnership with the teacher to deliver learning activities to whole classes.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Plan learning activities under the direction of the teacher
2. Deliver learning activities
3. Monitor and assess learning outcomes

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of the teacher
Supports progression to the Professional standards for higher level teaching assistants (HLTAs)

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 310 Plan and deliver learning activities under the direction of a teacher

Assessment Criteria

Outcome 1 Plan learning activities under the direction of the teacher

The learner can:

- 1.1 Explain the objectives, content and intended outcomes of learning activities as agreed with the teacher
- 1.2 Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum
- 1.3 Plan and prepare learning activities, as directed by the teacher, for:
 - a) individual learners
 - b) small groups of learners
- 1.4 Use knowledge of the learners, the curriculum and own expertise to contribute to planning **partnership working** with the teacher as part of the overall lesson plan

Outcome 2 Deliver learning activities

The learner can:

- 2.1 Demonstrate the use of teaching and learning methods to:
 - a) meet the agreed learning objectives and intended outcomes
 - b) maintain learners' motivation and interest
 - c) support and challenge learners
 - d) gather feedback on learners' progress and achievements
- 2.2 Promote and support the inclusion of all learners involved in learning activities
- 2.3 Organise and manage learning activities to ensure the safety of learners
- 2.4 Work in partnership with the teacher to support learning activities for the whole class

Outcome 3 Monitor and assess learning outcomes

The learner can:

- 3.1 Monitor learners' responses to activities
- 3.2 Demonstrate ways of modifying activities to meet learners' needs
- 3.3 Monitor learners' participation and progress in learning activities
- 3.4 Use monitoring outcomes to provide learners with focused support and feedback
- 3.5 Use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes

Unit 310 **Plan and deliver learning activities under the direction of a teacher**

Notes for guidance

Partnership working: working with the teacher to support teaching and learning, for example in whole-class plenary sessions

Level: 3
Credit value: 3
UAN: M/601/7714

Unit aim

This unit provides the knowledge, understanding and skills to support literacy development. This includes understanding national and organisational frameworks for literacy development and using skills and techniques to support learners in developing reading, writing, speaking/talking and listening skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand current national and organisational policies and practices for literacy development
2. Support learners in developing reading and writing skills
3. Support learners in developing speaking/talking and listening skills

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL25 Support literacy development

Introductory training materials for teaching assistants:

Literacy

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 311 Support literacy development

Assessment Criteria

Outcome 1 Understand current national and organisational policies and practices for literacy development

The learner can:

- 1.1 Explain the aims and importance of learning provision for **literacy development**
- 1.2 Summarise the relevant **policy** and age-related expectations of learners relevant to literacy development in the setting
- 1.3 Summarise the teacher's programme and plans for literacy development

Outcome 2 Support learners in developing reading and writing skills

The learner can:

- 2.1 Use a range of **strategies for supporting learners to develop reading and writing skills**
- 2.2 Select and use support strategies to meet the individual needs and learning targets of learners

Outcome 3 Support learners in developing speaking/talking and listening skills

The learner can:

- 3.1 Use a range of **strategies for supporting learners to develop speaking/talking and listening skills**
- 3.2 Create opportunities to help learners' understand the importance of attentive listening and taking turns to speak
- 3.3 Encourage learners to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem
- 3.4 Encourage learners to respond constructively to other learners' contributions to conversations and discussions
- 3.5 Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images

Unit 311 Support literacy development

Notes for guidance

Literacy development: covers the interrelated skills of;

- reading
- writing
- speaking/talking and listening

Policy relevant to literacy development is the policy for English, Welsh and/or language as appropriate to the setting.

Strategies for supporting learners to develop reading and writing skills:, eg;

- use of targeted prompts and feedback to develop use of independent reading and writing strategies
- facilitating the participation of individuals or small groups in shared reading and writing activities
- using phonics to help learners understand the sound and spelling system and use this to read and spell accurately
- use of specific support strategies, eg. paired reading, writing frames
- use of specific support programmes, eg. graded reading books, differentiated computer-based learning programmes, Additional literacy support programmes

Strategies for supporting learners to develop speaking/talking and listening skills: eg;

- providing opportunities for learners to engage in conversation, discussion and questioning
- using open-ended questions to encourage learners to contribute to conversations and discussions
- prompting shy or reticent learners to contribute to conversations and discussions and to respond to questions
- using language and vocabulary which is appropriate to the learners' level of understanding and development
- introducing learners to new words and language structures to help extend their vocabulary and structural command of language

Level: 3
Credit value: 3
UAN: A/601/7716

Unit aim

This unit provides the knowledge, understanding and skills to support numeracy development. This includes understanding national and organisational frameworks for mathematics and using skills and techniques to support learners in developing numeracy skills and using and applying mathematics.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand current national and organisational frameworks for mathematics
2. Support learners in developing numeracy skills
3. Support learners in using and applying mathematics

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL26 Support numeracy development

Introductory materials for teaching assistants:

Mathematics

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 312 Support numeracy development

Assessment Criteria

Outcome 1 Understand current national and organisational frameworks for mathematics

The learner can:

- 1.1 Explain the aims and importance of learning provision for **numeracy** development
- 1.2 Summarise the national curriculum framework for mathematics including age-related expectations of learners as relevant to the setting
- 1.3 Summarise the organisation's policy and curriculum framework for mathematics
- 1.4 Explain the teacher's programme and plans for mathematics teaching and learning

Outcome 2 Support learners in developing numeracy skills

The learner can:

- 2.1 Use a range of **strategies for supporting learners** to develop **numeracy** skills
- 2.2 Select and use support strategies to meet the individual needs and learning targets of learners

Outcome 3 Support learners in using and applying mathematics

The learner can:

- 3.1 Use a range of strategies for supporting learners to **use and apply mathematics** to solve problems
- 3.2 Select and use support strategies to meet the individual needs and learning targets of learners
- 3.3 Encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems

Unit 312 Support numeracy development

Notes for guidance

Numeracy: a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables.

Strategies for supporting learners to develop numeracy skills and to use and apply mathematics: eg;

- helping learners to interpret and follow instructions
- reminding learners of teaching points made by the teacher
- questioning and prompting learners
- helping learners to select and use appropriate mathematical resources, eg. number lines, measuring instruments, games, computer software and learning programmes
- explaining and reinforcing correct use of mathematical vocabulary
- using praise, commentary and assistance to encourage learners to stay on task
- introducing follow-on tasks to reinforce and extend learning, eg. problem-solving tasks, mathematical games, puzzles

Numeracy skills covers the skills needed to use and apply mathematics including:

- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

Using and applying mathematics: problem solving or pursuing a line of enquiry that involves representing ideas using numbers, symbols or diagrams, reasoning and predicting and communicating results orally or in writing

Unit 313

Support teaching and learning in a curriculum area

Level: 3
Credit value: 3
UAN: J/601/7718

Unit aim

This unit provides the knowledge, understanding and skills to support teaching and learning in a curriculum area. This includes developing and using subject knowledge and skills to support teaching and learning.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Use subject knowledge to support teaching and learning in a curriculum area
2. Develop own subject knowledge
3. Contribute to developing teaching and learning in a curriculum area

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL28 Support teaching and learning in a subject area

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 313 Support teaching and learning in a curriculum area

Assessment Criteria

Outcome 1 Use subject knowledge to support teaching and learning in a curriculum area

The learner can:

- 1.1 Explain the aims of learning provision in a curriculum area
- 1.2 Summarise the relevant school curriculum and age-related expectations of learners in the **curriculum area**
- 1.3 Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area
- 1.4 Use own subject knowledge to:
 - a) contribute to the planning, delivery and evaluation of learning activities or lessons
 - b) support learners in developing knowledge, understanding and skills in the curriculum area
 - c) help learners address errors or misconceptions in understanding the principles and concepts of the subject area

Outcome 2 Develop own subject knowledge

The learner can:

- 2.1 Carry out a realistic self-evaluation of own subject knowledge and skills
- 2.2 Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area
- 2.3 Identify and use **opportunities to improve own subject knowledge and skills**
- 2.4 Demonstrate how new subject knowledge and skills have been incorporated into own practice

Outcome 3 Contribute to developing teaching and learning in a curriculum area

The learner can:

- 3.1 Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments
- 3.2 Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area
- 3.3 Make suggestions for improving support for teaching and learning in the curriculum area
- 3.4 Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area

Unit 313 Support teaching and learning in a curriculum area

Notes for guidance

Curriculum area: covers all forms of organised learning experienced across the curriculum. For example, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.

Opportunities to improve own subject knowledge and skills: eg;

- research
- observing lessons
- school-based development opportunities
- external development programmes
- journals and reports

Level: 3
Credit value: 3
UAN: F/601/7720

Unit aim

This unit provides the knowledge, understanding and skills to support delivery of the 14 to 19 curriculum. It involves understanding education and training provision for 14 to 19 years olds, providing learning support appropriate to this age range, and working collaboratively to support planning, delivery and review of education and training for 14 to 19 year olds.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand educational policy and practice for the education and training of 14 to 19 year olds
2. Support teaching and learning for 14 to 19 year olds
3. Work collaboratively to support delivery of the 14 to 19 curriculum

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards**Support of the unit by a sector or other appropriate body**

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 314 Support delivery of the 14 to 19 curriculum

Assessment Criteria

Outcome 1 Understand educational policy and practice for the education and training of 14 to 19 year olds

The learner can:

- 1.1 Summarise current provision for 14 to 19 year olds in the compulsory and post compulsory education sectors
- 1.2 Explain the relationship between the compulsory and post compulsory education sectors for 14 to 19 education and training
- 1.3 Explain progression opportunities and routes for 14 to 19 year olds

Outcome 2 Support teaching and learning for 14 to 19 year olds

The learner can:

- 2.1 Explain approaches to teaching and learning for 14 to 19 year old learners in the setting
- 2.2 Select and demonstrate learning support strategies to meet the needs of 14 to 19 year old learners
- 2.3 Select, develop and use learning resources to meet the needs of 14 to 19 year old learners
- 2.4 Demonstrate ways of supporting 14 to 19 year old learners to transfer learning to other **areas of life**

Outcome 3 Work collaboratively to support delivery of the 14 to 19 curriculum

The learner can:

- 3.1 Explain the roles of different services and agencies in providing education and training for 14 to 19 year olds
- 3.2 Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19 year old learners
- 3.3 Demonstrate ways of contributing to collaborative and **cross sector working** for planning, delivery and review of education and training for 14 to 19 year olds
- 3.4 Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work

Unit 314 **Support delivery of the 14 to 19 curriculum**

Notes for guidance

Areas of life include:

- work
- social
- personal
- home
- education

Cross sector working: involves working with colleagues from both the compulsory and post compulsory education sectors

Unit 315

Provide literacy and numeracy support

Level: 3
Credit value: 3
UAN: L/601/7722

Unit aim

This unit provides the knowledge, understanding and skills to provide literacy and numeracy support across the curriculum or within a subject or vocational area. This involves helping pupils to cope with the literacy and numeracy demands of learning activities designed to develop subject or vocational knowledge and skills, as well as using subject or vocational learning to develop and/or reinforce literacy and numeracy skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Identify pupils' needs for literacy and numeracy support
2. Provide literacy support to help pupils to access the wider curriculum
3. Provide numeracy support to help pupils to access the wider curriculum

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 315 Provide literacy and numeracy support

Assessment Criteria

Outcome 1 Identify pupils' needs for literacy and numeracy support

The learner can:

- 1.1 Explain the importance of literacy and numeracy skills for accessing the wider curriculum
- 1.2 Obtain and interpret information about pupils':
 - a) literacy and numeracy skills
 - b) learning targets
 - c) literacy and numeracy support needs
- 1.3 Obtain and interpret information about:
 - a) the teaching and learning objectives of learning activities
 - b) the literacy and numeracy demands of learning activities

Outcome 2 Provide literacy support to help pupils to access the wider curriculum

The learner can:

- 2.1 Use knowledge of the individual needs of pupils to provide **literacy support**
- 2.2 Identify and use opportunities provided by the learning activities to support development of pupils' **literacy skills**
- 2.3 Deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem

Outcome 3 Provide numeracy support to help pupils to access the wider curriculum

The learner can:

- 3.1 Use knowledge of the individual needs of pupils to provide **numeracy support**
- 3.2 Identify and use opportunities provided by the learning activities to support development of pupils' **numeracy skills**
- 3.3 Deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem

Unit 315 Provide literacy and numeracy support

Notes for guidance

Literacy support: is the support given to pupils to help them meet the literacy demands of the wider curriculum, eg;

- helping pupils to interpret and follow oral and written instructions
- prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions
- helping pupils to select and use appropriate resources, eg. personal dictionaries
- adapting or differentiating learning materials
- explaining words and phrases used by the teacher
- use of targeted prompts and feedback to support pupils' use of relevant subject-specific language and vocabulary
- acting as a scribe while the teacher is talking with the class
- preparing pupils for lessons by, for example, reading the relevant chapter of a book in advance with them
- encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks
- specific reading or writing support, eg. amanuensis, reader

Literacy: unites the important skills of reading, writing, speaking/talking and listening

Numeracy support: is the support given to pupils to help them meet the numeracy demands of the wider curriculum, eg;

- clarifying the learning task and helping pupils understand the mathematical aspect or content of the task
- helping pupils to draw on their previous mathematical learning and experiences to encourage their active involvement in the learning activity
- explaining words and phrases used by the teacher
- helping pupils to select and use appropriate mathematical resources, eg. individual number lines, measuring instruments, mathematical equipment
- adapting or differentiating learning materials
- using targeted prompts and feedback to support pupils' use of relevant mathematical knowledge and skills
- explaining and reinforcing the relevant mathematical language, vocabulary and concepts

Numeracy skills: covers the skills needed to use and apply mathematics including;

- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

Level: 3
Credit value: 4
UAN: R/601/7723

Unit aim

This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the needs of gifted and talented learners
2. Contribute to planning learning programmes for gifted and talented learners
3. Support learning activities for gifted and talented learners

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL34 Support gifted and talented pupils

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 316 Support gifted and talented learners

Assessment Criteria

Outcome 1 Understand the needs of gifted and talented learners

The learner can:

- 1.1 Explain the particular gifts or talents of learners in the setting
- 1.2 Analyse the additional learning needs of **gifted** and **talented learners** in the setting
- 1.3 Identify sources of support for gifted and talented pupils:
 - a) within the setting
 - b) outside of the setting

Outcome 2 Contribute to planning learning programmes for gifted and talented learners

The learner can:

- 2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
- 2.2 Work with **others** to identify **acceleration**, **extension** and **enrichment** activities to meet the needs of gifted and talented learners in the setting
- 2.3 Develop learning activities based on the planned learning objectives to:
 - a) add breadth and depth
 - b) accelerate the pace of learning
 - c) develop higher order learning skills
 - d) promote independent learning
 - e) support reflection and self-evaluation
 - f) maintain learners' motivation and interest
- 2.4 Select and prepare **learning resources** relevant to:
 - a) the learners' needs, interests and abilities
 - b) the enriched teaching and learning objectives

Outcome 3 Support learning activities for gifted and talented learners

The learner can:

- 3.1 Demonstrate a range of **strategies for ensuring the active participation of gifted and talented learners** in learning activities
- 3.2 Work in partnership with learners to support the learning process
- 3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives
- 3.4 Support learners to evaluate their learning strategies and achievements and plan future learning
- 3.5 Provide information to learners about **other opportunities for developing their particular gifts or talents**

Unit 316 Support gifted and talented learners

Notes for guidance

Gifted learners: learners who have exceptional academic abilities

Talented learners: learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama

Others: people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, eg:

- learners and their families
- subject specialists in the setting
- subject specialists from the next stage of education eg. secondary or FE/HE
- local business people
- undergraduate and postgraduate students

Acceleration: is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.

Extension: involves working in greater depth, with increasing complexity, subtlety or abstraction.

Enrichment: is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

Learning resources: materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Strategies for ensuring the active participation of gifted and talented learners in learning activities, eg:

- providing information, guidance and support
- using challenging questions to extend learners' thinking and engagement with the learning process
- providing opportunities for learners to negotiate learning objectives
- encouraging learners to make decisions about the methods they will use to achieve learning objectives
- encouraging learners to collaborate in achieving learning objectives
- encouraging learners to reflect on what they have achieved and what they could do next

Other opportunities for developing particular gifts or talents: eg;

- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups

Level: 3
Credit value: 4
UAN: Y/601/7724

Unit aim

This unit provides the knowledge and skills to support bilingual learners. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit requires competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Interact with bilingual learners
2. Support bilingual learners to develop skills in the target language
3. Support bilingual learners to access the curriculum

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL35 Support bilingual/ multilingual pupils

Introductory training materials for teaching assistants:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 317 Support bilingual learners

Assessment Criteria

Outcome 1 Interact with bilingual learners

The learner can:

- 1.1 Interact with **bilingual learners** in a way that:
 - a) demonstrates respect for their first or home language(s), values, culture and beliefs
 - b) shows sensitivity to individual needs
 - c) reinforces positive self-images for the learners
- 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the **target language**

Outcome 2 Support bilingual learners to develop skills in the target language

The learner can:

- 2.1 Summarise the organisation's policy and procedures for supporting bilingual learners
- 2.2 Summarise theories of first language acquisition and additional language acquisition and learning
- 2.3 Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language
- 2.4 Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language

Outcome 3 Support bilingual learners to access the curriculum

The learner can:

- 3.1 Develop learning resources to meet the needs of bilingual learners
- 3.2 Demonstrate **teaching, learning and assessment methods** to support the learning and language development of individual learners
- 3.3 Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem
- 3.4 Encourage learners to become increasingly independent in their learning
- 3.5 Provide feedback to the teacher on the learner's participation and progress in relation to:
 - a) the learning activities
 - b) language development
 - c) subject knowledge, understanding and skills

Unit 317 Support bilingual learners

Notes for guidance

Bilingual learners: are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Target language: is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language.

Teaching, learning and assessment methods: to support the learning and language development of bilingual learners eg;

- allowing time for learners to adjust and become familiar with the structure and pace of lessons
- ensuring learning objectives are explained clearly through visual supports
- introducing, explaining and illustrating key vocabulary related to subject content
- providing key visuals and displays that illustrate the process of tasks and the steps to take
- scaffolding writing tasks
- scaffolding oracy
- modelling oral and written language to support acquisition
- using ICT programs to support language skills and to reinforce learning
- integrating speaking, listening, reading and writing in the target language
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- differentiating learning tasks including homework
- using peer support to promote thinking and talking in first languages to support understanding

Unit 318

Provide bilingual support for teaching and learning

Level: 3
Credit value: 6
UAN: D/601/7725

Unit aim

This unit provides the knowledge and skills needed to provide bilingual support for learners and their families whose first or dominant language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit involves using both the first and target language to support assessment and learning. It also involves supporting communication with families of bilingual learners.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Contribute to assessment of bilingual learners
2. Provide bilingual support for learners
3. Support communication with families of bilingual learners
4. Contribute to reviews of communication with families of bilingual learners

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL36 Provide bilingual/multilingual support for teaching and learning
Introductory training materials for teaching assistants:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 318 Provide bilingual support for teaching and learning

Assessment Criteria

Outcome 1 Contribute to assessment of bilingual learners

The learner can:

- 1.1 Carry out an **initial assessment** of **bilingual learners**, under the direction of a teacher, using learners' preferred language
- 1.2 Work with **relevant people** to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme
- 1.3 Explain why a **specialist assessment** may be required and the setting's procedures for arranging this
- 1.4 Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner
- 1.5 Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner

Outcome 2 Provide bilingual support for learners

The learner can:

- 2.1 Use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting
- 2.2 Work with relevant people to identify learning activities that promote **personalised learning** including development of learners' language skills
- 2.3 Select and use **bilingual support strategies** to meet the needs of individual learners
- 2.4 Provide good role models of both the first and **target language** for learners
- 2.5 Use learners' first language to draw on their previous knowledge and experience to support further learning
- 2.6 Maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning

Outcome 3 Support communication with families of bilingual learners

The learner can:

- 3.1 Interact with **families** of bilingual learners in a way that:
 - a) demonstrates a non-judgemental attitude
 - b) values diversity
 - c) recognises cultural, religious and ethnic differences
 - d) promotes trust
- 3.2 Provide accessible information to families as agreed by the setting
- 3.3 Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education
- 3.4 Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay

Outcome 4 Contribute to reviews of communication with families of bilingual learners

Assessment Criteria

The learner can:

- 4.1 Consult relevant people about the effectiveness of **communication** with families of bilingual learners
- 4.2 Use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods
- 4.3 Identify any communication difficulties or issues arising as a result of **communication differences**
- 4.4 Work with relevant people to resolve any communication difficulties or issues

Unit 318 Provide bilingual support for teaching and learning

Notes for guidance

Initial assessment: provides the necessary information for the careful planning of learning activities needed for newly arrived learners including;

- first language and ethnic background
- fluency in English
- previous educational experience and achievements
- wider needs such as a learner's home situation

Bilingual learners: are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Relevant people: are those with a need and right to provide and receive information about bilingual learners as relevant to the setting eg;

- family members
- teachers responsible for the learner
- ethnic minority achievement coordinator
- bilingual language support teacher
- bilingual teaching assistants
- EAL specialist teacher
- language coordinator
- English/Welsh/Gaeilge language teacher
- relevant local authority advisory or peripatetic staff
- Information sharing must always adhere to the setting's confidentiality policy and child protection procedures.

Specialist assessment: an assessment administered and interpreted by an appropriately qualified professional to explore specific needs, often in detail, eg;

- proficiency in the first language
- special educational needs
- health assessment
- care assessment

Personalised learning: maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach

Bilingual support strategies: eg;

- interpreting oral and written information
- using shared language or appropriate target language to explain information or instructions
- supporting the use of learners' first languages with peers and bilingual staff
- developing bilingual learning resources
- using appropriate bilingual books and materials to support learning
- selecting culturally relevant resources to increase motivation and involvement
- monitoring learners' understanding in ways that do not involve the use of the target language only
- exploiting previously used language to activate prior knowledge and link to learners' experience
- promoting thinking and talking in first languages to support understanding

Target language: is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language

Families: includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of individual learners and who may or may not have legal responsibility

Communication: includes;

- verbal
- non-verbal
- informal
- formal

Communication differences: between individuals which may create barriers to effective communication between them eg;

- language
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state
- cultural differences

Unit 319

Support disabled children and young people and those with special educational needs

Level: 3
Credit value: 5
UAN: H/601/7726

Unit aim

This unit provides the knowledge, understanding and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs; supporting inclusion and participation; and helping others to respond to the needs of disabled children and young people and those with special educational needs.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the rights of disabled children and young people and those with special educational needs
2. Understand the disabilities and/or special educational needs of children and young people in own care
3. Support the inclusion of disabled children and young people and those with special educational needs
4. Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences
5. Support others to respond to the needs of disabled children and young people and those with special educational needs

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD 321 (STL38) Support children with disabilities or special educational needs

Introductory training materials:

Inclusion

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 319 Support disabled children and young people and those with special educational needs

Assessment Criteria

Outcome 1 Understand the rights of disabled children and young people and those with special educational needs

The learner can:

- 1.1 Summarise the legal entitlements of **disabled** children and young people and those with **special educational needs**
- 1.2 Summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- 1.3 Explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs
- 1.4 Explain the purpose of individual plans for disabled children and young people and those with special educational needs
- 1.5 Explain the principles of working inclusively with disabled children and young people and those with special educational needs

Outcome 2 Understand the disabilities and/or special educational needs of children and young people in own care

The learner can:

- 2.1 Explain the relationship between disability and special educational needs
- 2.2 Explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
- 2.3 Explain the **special provision** required by children and young people with whom they work
- 2.4 Explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work

Outcome 3 Support the inclusion of disabled children and young people and those with special educational needs

The learner can:

- 3.1 **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
- 3.2 Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work
- 3.3 Use knowledge of individual children and young people to remove barriers to participation
- 3.4 Involve and consult children, young people and **others** at each stage of determining the steps that have to be taken to support **participation** and **equality of access**
- 3.5 Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs

Outcome 4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

The learner can:

- 4.1 Identify and implement **adaptations** that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
- 4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
- 4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs

Outcome 5 Support others to respond to the needs of disabled children and young people and those with special educational needs

The learner can:

- 5.1 Encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs
- 5.2 Encourage and support others to participate in activities with disabled children and young people and those with special educational needs
- 5.3 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

Unit 319 Support disabled children and young people and those with special educational needs

Notes for guidance

Disabled: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people

Special provision: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

Barriers to participation: anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service

Others: according to own role eg;

- family members
- colleagues within the setting
- professionals external to the setting

Participation involves asking children and young people what works, doesn't work and could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Adaptations: that can be made to support participation of disabled children and young people and those with special educational needs in relation to;

- the environment
- activities
- working practice
- resources

Unit 320

Support children and young people with behaviour, emotional and social development needs

Level: 3
Credit value: 4
UAN: Y/601/7707

Unit aim

This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the influences impacting on the behaviour, emotional and social development of children and young people
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs
3. Support the behaviour management of children and young people with behaviour, emotional and social development needs
4. Support children and young people with behaviour, emotional and social development needs to develop relationships with others
5. Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL41 Support pupils with behaviour, emotional and social development needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 320 Support children and young people with behaviour, emotional and social development needs

Assessment Criteria

Outcome 1 Understand the influences impacting on the behaviour, emotional and social development of children and young people

The learner can:

- 1.1 Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others
- 1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
- 1.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
- 1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

Outcome 2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs

The learner can:

- 2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting
- 2.2 Summarise the individual plans of **children and young people with behaviour, emotional and social development needs** with whom they work

Outcome 3 Support the behaviour management of children and young people with behaviour, emotional and social development needs

The learner can:

- 3.1 Work with children, young people and **others** to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs
- 3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills
- 3.3 Provide support for children, young people and others to understand and apply goals and boundaries
- 3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people
- 3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction
- 3.6 Demonstrate strategies for promoting positive behaviour and managing **inappropriate behaviour** of children and young people with behaviour, emotional and social development needs

Outcome 4 Support children and young people with behaviour, emotional and social development needs to develop relationships with others

The learner can:

- 4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
- 4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
- 4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships
- 4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
- 4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between:
 - a) children and young people
 - b) children or young people and adults
- 4.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves

Outcome 5 Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem

The learner can:

- 5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to:
 - a) communicate their feelings, needs and ideas
 - b) make their own decisions
 - c) accept responsibility for their actions
- 5.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost
- 5.3 Provide opportunities for children and young people to develop **self-management skills**
- 5.4 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development

Unit 320 Support children and young people with behaviour, emotional and social development needs

Notes for guidance

Children and young people with behaviour, emotional and social development needs: include those;

- who experience emotional and behavioural difficulties
- who are withdrawn or isolated or display school phobic reactions
- who are disruptive and disturbing, hyperactive and lack concentration
- with immature social skills or personality disorders
- presenting challenging behaviours which may arise from other complex needs

Others: according to own role eg;

- family members
- teachers
- other adults in the setting
- professionals external to the setting eg; educational psychologist

Inappropriate behaviour: is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Self- management skills:

- personal skills that will help children and young people to organise themselves and manage their behaviour, including:
- exercising choice
- decision making
- problem solving
- self expression
- general life skills

Unit 321

Support learners with cognition and learning needs

Level: 3
Credit value: 4
UAN: M/601/8121

Unit aim

This unit provides the understanding, knowledge and skills to support learners with cognition and learning needs. This involves understanding the special educational needs of learners; supporting them during learning activities; and helping them to develop effective learning strategies.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the special educational needs of learners with cognition and learning needs
2. Support learners with cognition and learning needs during learning activities
3. Support learners with cognition and learning needs to develop learning strategies

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL40 Support pupils with cognition and learning needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 321 Support learners with cognition and learning needs

Assessment Criteria

Outcome 1 Understand the special educational needs of learners with cognition and learning needs

The learner can:

- 1.1 Explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning
- 1.2 Explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities
- 1.3 Explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing
- 1.4 Explain the particular **cognition and learning needs** of learners in the setting and the implications of these for supporting different types of learning activities
- 1.5 Summarise the individual plans of **learners with cognition and learning needs** with whom they work

Outcome 2 Support learners with cognition and learning needs during learning activities

The learner can:

- 2.1 Explain the importance of active learning for learners with cognition and learning difficulties
- 2.2 Select and modify **learning resources** to meet the needs of learners with cognition and learning needs
- 2.3 Demonstrate a range of **strategies for supporting learners with cognition and learning needs to actively participate in learning activities**
- 2.4 Demonstrate ways of modifying learning activities to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress

Outcome 3 Support learners with cognition and learning needs to develop learning strategies

The learner can:

- 3.1 Demonstrate a range of **strategies for supporting learners with cognition and learning needs to develop learning strategies**
- 3.2 Demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills
- 3.3 Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning
- 3.4 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
- 3.5 Support learners to review their learning strategies and plan how to improve them

Unit 321 Support learners with cognition and learning needs

Notes for guidance

Cognition and learning needs: needs in relation to the skills required by effective learners, including;

- language, memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills

Learners with cognition and learning needs: are those who demonstrate features of;

- moderate, severe or profound learning difficulties
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder

Learning resources: materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Strategies for supporting learners with cognition and learning needs to actively participate in learning activities: eg;

- providing levels of individual attention, reassurance and help with learning tasks as appropriate to the learner's needs
- providing support as needed to enable the learner to follow instructions
- giving positive encouragement, feedback and praise to reinforce and sustain the learner's interest and efforts in the learning activities

Learning activities: the planned learning tasks and activities for individual learners, groups of learners or the whole class

Strategies for supporting learners with cognition and learning needs to develop learning strategies: eg;

- structuring the learning environment to facilitate the development of organisational and memory skills
- sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills
- using specific visual, auditory and tactile methods to help the learner understand the functional use of objects and gain information about the environment
- providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning

Unit 322

Support learners with communication and interaction needs

Level: 3
Credit value: 4
UAN: K/601/8134

Unit aim

This unit provides the understanding, knowledge and skills to support learners with communication and interaction needs. This involves understanding the special educational needs of learners and demonstrating competence in supporting them during learning activities and interactions with others.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the special educational needs of learners with communication and interaction needs
2. Support learners with communication and interaction needs to maximise learning
3. Support learners with communication and interaction needs to develop relationships with others

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL39 Support pupils with communication and interaction needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 322 Support learners with communication and interaction needs

Assessment Criteria

Outcome 1 Understand the special educational needs of learners with communication and interaction needs

The learner can:

- 1.1 Explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction and learning
- 1.2 Explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment or those having some form of communication or language disorder
- 1.3 Explain the interaction between delayed language acquisition, cognitive development and sensory deficit
- 1.4 Explain the specific language, communication and interaction needs of learners in the setting
- 1.5 Summarise the individual plans of **learners with communication and interaction needs** with whom they work

Outcome 2 Support learners with communication and interaction needs to maximise learning

The learner can:

- 2.1 Demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities
- 2.2 Select and use the most appropriate **mode of communication** to reinforce spoken language
- 2.3 Support learners to make effective use of **augmented and alternative means of communication** as appropriate to their needs
- 2.4 Demonstrate ways of supporting learners' efforts to participate in learning tasks and activities
- 2.5 Demonstrate ways of promoting learners' self-esteem and independence

Outcome 3 Support learners with communication and interaction needs to develop relationships with others

The learner can:

- 3.1 Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with **others**
- 3.2 Demonstrate ways of supporting learners to:
 - a) contribute to conversations and discussions with others
 - b) respond constructively to other people's contributions to conversations and discussions
- 3.3 Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs
- 3.4 Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy

Unit 322 Support learners with communication and interaction needs

Notes for guidance

Learners with communication and interaction needs:

- learners with severe and/or complex special educational needs arising from one or more of the following:
- speech and language delay, impairments or disorders
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including deafblindness, deafness and visual impairment
- moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others

Mode of communication to reinforce spoken language: eg;

- visual
- auditory
- tactile
- signing

Augmented and alternative means of communication; are the systems and equipment used by learners with sensory or physical impairment to enable them to communicate with others and take part in learning activities, eg:

- Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language
- Braille
- equipment to enhance hearing, vision or speech, eg. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesisers

Others: with whom learners interact in the setting eg;

- peers
- class teacher
- subject teachers
- support staff
- parent helpers
- professionals from outside of the setting eg. speech and language therapist

Unit 323

Support learners with sensory and/or physical needs

Level: 3
Credit value: 4
UAN: M/601/8135

Unit aim

This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners eg independence programmes or speech and language therapy.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities
2. Understand the special educational needs of learners with sensory and/or physical needs
3. Support learners with sensory and/or physical needs to maximise learning
4. Implement structured learning programmes for children and young people with sensory and/or physical needs

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL42 Support pupils with sensory and/or physical needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 323 Support learners with sensory and/or physical needs

Assessment Criteria

Outcome 1 Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities

The learner can:

- 1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development
- 1.2 Explain the effect of:
 - a) long-standing or progressive conditions
 - b) chronic illness, pain and fatigue
 - c) on the emotions, learning, behaviour and quality of life of children and young people
- 1.3 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

Outcome 2 Understand the special educational needs of learners with sensory and/or physical needs

The learner can:

- 2.1 Explain the nature and level of sensory and/or physical needs of learners in the setting
- 2.2 Summarise the individual plans of **learners with sensory and/or physical needs** with whom they work
- 2.3 Explain the roles and responsibilities of **others** who contribute to the support of learners with sensory and/or physical needs
- 2.4 Explain the sorts of **specialist equipment** and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment
- 2.5 Explain the importance of making optimal use of learners' residual sensory and physical functions

Outcome 3 Support learners with sensory and/or physical needs to maximise learning

The learner can:

- 3.1 Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities
- 3.2 Select, develop and use **teaching and learning materials** in the appropriate medium as required by learners with sensory and/or physical needs
- 3.3 Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions
- 3.4 Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities
- 3.5 Demonstrate ways of promoting learners' self-esteem and independence

Outcome 4 Implement structured learning programmes for children and young people with sensory and/or physical needs

The learner can:

- 4.1 Use knowledge of individual children and young people to contribute to planning **structured learning programmes**
- 4.2 Work with children, young people and others to plan delivery of structured learning programmes to:
 - a) minimise distractions
 - b) minimise disruptions to normal routines and schedules
 - c) take place at a time when children and young people are most receptive and will receive maximum benefit
- 4.3 Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs
- 4.4 Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs

Unit 323 Support learners with sensory and/or physical needs

Notes for guidance

Learners with sensory and/or physical needs: learners who demonstrate degrees of hearing, visual and/or physical impairment

Others: who may contribute to supporting learners with sensory and/or physical needs eg:

- lead professional
- family members
- teachers responsible for the learner
- specialist teachers within the setting or part of local support services
- Special Educational Needs Coordinator
- health professionals
- allied health professionals eg therapists

Specialist equipment:

- equipment and learning aids which may be required by learners with sensory and/or physical needs, eg:
- auditory aids
- visual aids
- mobility aids
- Braille machines
- information and communication technology (ICT) hardware and software

Teaching and learning materials: the materials suitable for learners with sensory, multi-sensory or physical disabilities, eg:

- tactile diagrams
- Braille
- subtitled video or DVD material
- ICT hardware and software

Structured learning programmes: individual learning programmes to address the additional needs of learners with sensory and/or physical needs, eg. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes

Unit 324

Support children and young people during transitions in their lives

Level: 3
Credit value: 4
UAN: D/601/8325

Unit aim

This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the range and impact of transitions that children and young people may experience
2. Recognise and respond to transitions in children and young people's lives
3. Work with others to plan integrated support for children and young people going through transitions
4. Support children and young people to manage transitions in their lives

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL49 Support children and young people during transitions in their lives
Common core of skills and knowledge for the children's workforce

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 324 Support children and young people during transitions in their lives

Assessment Criteria

Outcome 1 Understand the range and impact of transitions that children and young people may experience

The learner can:

- 1.1 Explain the different **types of transitions** that children and young people may experience
- 1.2 Explain patterns of transition from childhood to adulthood
- 1.3 Explain how different types of transitions may affect a child or young person
- 1.4 Explain how a child or young person's approach to transitions may be affected by their:
 - a) culture
 - b) religion
 - c) personal beliefs
 - d) gender
 - e) stage of development
 - f) previous experiences
- 1.5 Explain how transitions may affect children and young people most at risk of exclusion or underachievement
- 1.6 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions

Outcome 2 Recognise and respond to transitions in children and young people's lives

The learner can:

- 2.1 Explain with examples the signs and indications that a child or young person is experiencing a transition in their life
- 2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them
- 2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience
- 2.4 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people
- 2.5 Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting

Outcome 3 Work with others to plan integrated support for children and young people going through transitions

The learner can:

- 3.1 Explain the **support** available for children and young people going through transitions
- 3.2 Explain the legal frameworks, organisational procedures, and **referral routes** to ensure **integrated working** for children and young people going through transition
- 3.3 Use knowledge of individual children and young people to contribute to planning how to support them in managing transition
- 3.4 Comply with legal, organisational and ethical requirements relating to the exchange of information
- 3.5 Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions

Outcome 4 Support children and young people to manage transitions in their lives

The learner can:

- 4.1 Work within the boundaries and protocols that govern own role in supporting children or young people through transitions
- 4.2 Demonstrate ways of **supporting children and young people to manage transitions** in their lives
- 4.3 Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes
- 4.4 Support children and young people to recognise and build on their strengths to manage change positively
- 4.5 Provide opportunities for children and young people to discuss the effects and results of transition
- 4.6 Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary

Unit 324 Support children and young people during transitions in their lives

Notes for guidance

Transition: refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

Types of transitions: including;

- emotional, affected by personal experiences, eg. bereavement
- physical, eg. moving to a new educational establishment, a new home/locality
- intellectual, eg. moving from pre school to primary, or primary to secondary school
- physiological, eg. puberty, long-term medical conditions

Support available for children and young people going through transitions:

- within the setting
- from other agencies

Referral routes:

- within the setting
- to other agencies

Integrated working: involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives.

Supporting children and young people to manage transitions: in their lives eg;

- encouraging children and young people to ask questions about transitions in their lives
- listening actively to what children and young people are saying about transitions in their lives
- communicating simple, reassuring messages about key transitions
- responding constructively to children and young people's concerns about transitions in their lives
- explaining situations fully and accurately, setting out what is happening and, if possible and appropriate, the reasons for the changes
- working with children and young people to explore possible actions to deal with new and challenging situations
- involving children and young people in making decisions
- summarising and confirming key points in discussions with children and young people

Level: 3
Credit value: 3
UAN: A/601/8333

Unit aim

This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the aims and requirements of the extra-curricular activity
2. Prepare for leading an extra-curricular activity
3. Prepare children and young people for an extra-curricular activity
4. Lead an extra-curricular activity
5. Review and improve extra-curricular activities

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL53 Lead an extra-curricular activity

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 325 Lead an extra-curricular activity

Assessment Criteria

Outcome 1 Understand the aims and requirements of the extra-curricular activity

The learner can:

- 1.1 Explain the aims and content of the **extra-curricular activity**
- 1.2 Explain the values or codes of practice relevant to the activity
- 1.3 Explain the **requirements for health and safety** that are relevant to the activity

Outcome 2 Prepare for leading an extra-curricular activity

The learner can:

- 2.1 Select equipment and resources for the extracurricular activity
- 2.2 Prepare equipment and resources for the activity
- 2.3 Prepare the environment for the safe conduct of the activity
- 2.4 Dress appropriately for the planned activity

Outcome 3 Prepare children and young people for an extra-curricular activity

The learner can:

- 3.1 Interact with children and young people in a way that makes them feel welcome and at ease
- 3.2 Comply with organisational procedures for:
 - a) checking the children and young people present
 - b) making sure children and young people's dress and equipment are safe and appropriate
- 3.3 Provide children and young people with **information** about the activity
- 3.4 Find out if the children and young people have any relevant experience and/or skills
- 3.5 Use skills and techniques for ensuring the children and young people:
 - a) understand the activity and what they will be doing
 - b) are **mentally and physically prepared** for the planned activity
 - c) are motivated to take part without putting undue pressure on them

Outcome 4 Lead an extra-curricular activity

The learner can:

- 4.1 Develop the activity at a pace suited to the children and young people and in a way that meets its aims
- 4.2 Give the children and young people clear and supportive feedback at appropriate points
- 4.3 Provide the children and young people with additional explanations and demonstrations when necessary
- 4.4 Encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately
- 4.5 Vary the activity to meet new needs and opportunities
- 4.6 Prepare children and young people to finish their activities

Outcome 5 Review and Improve extra-curricular activities

The learner can:

- 5.1 Work with children and young people to review the activity
- 5.2 Support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life
- 5.3 Use feedback from the children and young people to reflect on and improve own contribution to extra-curricular activities

Unit 325 Lead an extra-curricular activity

Notes for guidance

Extra-curricular activities: are activities that are held outside of normal school hours that can benefit the development of children and young people eg:

- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme

Requirements for health and safety: eg;

- the health and safety policies and procedures of the setting
- Duty of Care
- the Health and Safety at Work Act
- requirements for activities in the scope of the national governing bodies for sports

Information: about the activity eg;

- aims and content of the session
- how long the session will last
- details of any future sessions
- any health and safety issues
- rules for behaviour
- skills and techniques
- use of equipment

Mentally and physically prepared: Participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

Level: 3
Credit value: 3
UAN: Y/601/8338

Unit aim

This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the organisational policy and procedures for maintaining learner records
2. Maintain learner records
3. Maintain the safety and security of learner records
4. Share information with those authorised to receive it

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL55 Contribute to maintaining pupil records

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 326 Maintain learner records

Assessment Criteria

Outcome 1 Understand the organisational policy and procedures for maintaining learner records

The learner can:

- 1.1 Explain the organisational **policy** for maintaining **learner records**
- 1.2 Explain own **role** in maintaining learner records and how this relates to the roles of others in the setting
- 1.3 Explain with examples the difference between different **types of information**
- 1.4 Explain the importance of:
 - a) updating records on a regular basis
 - b) checking the validity and reliability of information
- 1.5 Describe with examples the sorts of information which may indicate **potential problems** with individual learners and what action to take in response to these

Outcome 2 Maintain learner records

The learner can:

- 2.1 Obtain the information needed to update learner records from valid and reliable sources
- 2.2 Check information for completeness, relevance and validity
- 2.3 Raise any **concerns** about the information with the **relevant people**
- 2.4 Update learner records at agreed time intervals
- 2.5 Ensure that learner records are accurate, complete and up-to-date
- 2.6 Maintain confidentiality according to organisational and legal requirements

Outcome 3 Maintain the safety and security of learner records

The learner can:

- 3.1 **Return learner records** promptly to the correct place after use
- 3.2 Comply with organisational procedures for storage and security of learner records
- 3.3 Report actual or potential breaches to the security of learner records to the appropriate person

Outcome 4 Share information with those authorised to receive it

The learner can:

- 4.1 Explain the importance of information sharing, how it can help and the dangers of not doing so
- 4.2 Explain how the Data Protection Act can be a tool to enable and encourage information sharing
- 4.3 Assess the relevance and **status of information**
- 4.4 Comply with legal and organisational requirements for information sharing

Unit 326 Maintain learner records

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.3 and 4.4 must be assessed in the workplace.

Policy for maintaining learner records, including:

- what information is recorded
- the frequency of updating needed for different types of record
- confidentiality requirements
- data protection
- information sharing
- storage and security of learner records
- how long records are kept
- what records are transferred and to whom
- how records are transferred or disposed of

Learner records: the information about learners that is recorded and stored by the setting, such as:

- activity records eg. in relation to programmes of study, schemes of work, assignments
- assessment records
- learner progress records and reports
- off-site activities eg. educational visits, work experience
- registers eg. for attendance, school meals

Learner records may be paper-based or electronic.

Roles of others in relation to learner records eg:

- those who provide data or information to be included in learner records
- those who contribute to maintaining learner records
- those who use information stored in learner records

Types of information eg:

- confidential
- personal data
- sensitive personal data

Potential problems with individual learners in relation to eg:

- progress made
- health and wellbeing
- child protection
- attendance

Concerns relating to eg:

- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (eg. attendance patterns, child protection concerns)

Relevant people eg:

- teachers
- head of subject/year group
- special educational needs coordinator
- programme coordinator
- senior management
- designated person for child protection
- Education Welfare Officer
- office staff

Return learner records to the correct place after use includes using the correct filing protocols for electronic records

Status of information eg:

- whether it is observation or opinion
- where an individual is at risk of harm
- where there is a legal obligation to disclose
- where consent for sharing information has been given
- where consent for sharing information is not required

Level: 3
Credit value: 3
UAN: D/601/8342

Unit aim

This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the organisational policy and procedures for maintaining curriculum resources
2. Establish requirements for curriculum resources
3. Maintain supplies of curriculum resources
4. Monitor stocks of curriculum resources
5. Maintain curriculum resources
6. Prepare and issue curriculum resources

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL56 Monitor and maintain curriculum resources

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 327 Monitor and maintain curriculum resources

Assessment Criteria

Outcome 1 Understand the organisational policy and procedures for maintaining curriculum resources

The learner can:

- 1.1 Explain the organisational **policy and procedures** for maintaining **curriculum resources**
- 1.2 Explain where to get information and advice about:
 - a) curriculum resources appropriate to the needs of learners in the setting
 - b) use of curriculum resources
 - c) suppliers
 - d) maintenance of curriculum resources
- 1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources

Outcome 2 Establish requirements for curriculum resources

The learner can:

- 2.1 Explain how resources in own area of responsibility are used to support teaching and learning
- 2.2 Liaise with teachers regarding their lesson plans and anticipated resource needs
- 2.3 Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility
- 2.4 Identify any **specific requirements** in relation to the resources required
- 2.5 Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability

Outcome 3 Maintain supplies of curriculum resources

The learner can:

- 3.1 Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources
- 3.2 Identify the resources that provide best value in terms of suitability, cost and organisational requirements
- 3.3 Demonstrate ways to ensure that resources meet the specific requirements of **users**
- 3.4 Comply with organisational procedures for:
 - a) a) obtaining authorisation to purchase resources
 - b) b) ordering materials and equipment
 - c) c) maintaining records of orders and deliveries
- 3.5 Track orders and deliveries of materials and equipment
- 3.6 Take appropriate action in response to any **delivery problems**

Outcome 4 Monitor stocks of curriculum resources

The learner can:

- 4.1 Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate
- 4.2 Carry out regular stock checks to monitor and maintain the availability of resources
- 4.3 Maintain a complete and accurate inventory of resources in own area of responsibility
- 4.4 Demonstrate ways of keeping **relevant people** informed of stock availability

Outcome 5 Maintain curriculum resources

The learner can:

- 5.1 Carry out regular inspections of resources in line with legal, regulatory and organisational requirements
- 5.2 Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable
- 5.3 Inform relevant people when there is a problem with maintaining resources
- 5.4 Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment
- 5.5 Work safely at all times, complying with health, safety and environmental regulations and guidelines

Outcome 6 Prepare and issue curriculum resources

The learner can:

- 6.1 Prepare resources for use as requested by relevant people
- 6.2 Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources
- 6.3 Maintain accurate records of resources issued

Unit 327 Monitor and maintain curriculum resources

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2 and 6.3 must be assessed in the workplace.

Policy and procedures for maintaining curriculum resources including:

- storage and security of curriculum resources
- authorising purchases of curriculum resources
- ordering materials and equipment
- stock control
- managing materials with a limited shelf-life
- health and safety
- requirements for handling and storage of hazardous materials and/or equipment
- recycling and sustainable development
- waste disposal

Curriculum resources: materials, equipment (including ICT), software, books and other written materials, DVDs, etc, that are required to support teaching and learning in a subject/curriculum area.

Specific requirements: particular requirements in relation to curriculum resources, such as:

- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus

Users: the people who will use the materials to support learning, including teachers, support staff and learners.

Delivery problems eg:

- non-receipt of orders
- late delivery of orders
- damaged items
- missing items
- incorrect items

Relevant people: those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff.

Level: 3
Credit value: 2
UAN: H/601/8342

Unit aim

This unit provides the knowledge, understanding and skills to organise travel for children and young people, eg for home-to-school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the policy and procedures for organising children and young people's travel outside of the setting
2. Make travel arrangements

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL58 Organise and supervise travel (SkillsActive B228)

Support of the unit by a sector or other appropriate body**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 328 Organise travel for children and young people

Assessment Criteria

Outcome 1 Understand the policy and procedures for organising children and young people's travel outside of the setting

The learner can:

- 1.1 Explain the organisational and legal requirements for children and young people's travel outside of the setting
- 1.2 Explain the organisational procedures for organising children and young people's travel
- 1.3 Explain the factors to bear in mind when organising travel for children and young people
- 1.4 Explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 1.5 Explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling

Outcome 2 Make travel arrangements

The learner can:

- 2.1 Plan travel arrangements that are appropriate to the requirements of the journey and the needs of the participants
- 2.2 Carry out a risk assessment for the journey illustrating how its implementation will reduce risk
- 2.3 Plan travel arrangements that are safe and take account of the likely conditions during the journey
- 2.4 Develop contingency plans appropriate to the issues that may arise when children and young people are travelling
- 2.5 Make travel arrangements that balance:
 - a) efficiency
 - b) cost-effectiveness
 - c) comfort
 - d) concern for the environment
- 2.6 Provide relevant people with clear, correct and up-to-date information about the travel arrangements in good time
- 2.7 Comply with all relevant organisational and legal requirements for the journey

Unit 329

Supervise children and young people on journeys, visits and activities outside of the setting

Level: 3
Credit value: 3
UAN: H/601/8360

Unit aim

This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during, journeys, visits and activities outside of the setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting
2. Prepare for journeys, visits and activities outside of the setting
3. Supervise children and young people on journeys outside of the setting
4. Supervise children and young people during visits and activities outside of the setting

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL58 Organise and supervise travel (SkillsActive B228)

STL59 Escort and supervise pupils on educational visits and out-of-school activities

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 329 Supervise children and young people on journeys, visits and activities outside of the setting

Assessment Criteria

Outcome 1 Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting

The learner can:

- 1.1 Explain the organisational and legal requirements for supervising children and young people on **journeys, visits and activities outside of the setting**
- 1.2 Explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 1.3 Describe typical preparations which children and young people and those accompanying them would have to make for the range of journeys, visits and off-site activities undertaken
- 1.4 Explain the contingency arrangements appropriate to the **issues** that may arise when children and young people are on journeys, visits and activities outside of the setting

Outcome 2 Prepare for journeys, visits and activities outside of the setting

The learner can:

- 2.1 Obtain **information about the children and young people** involved in the journey, visit or activity
- 2.2 Clarify and confirm details of the **travel arrangements** with the person responsible for organising the journey, visit or activity
- 2.3 Obtain the necessary **resources** for the journey, visit or activity

Outcome 3 Supervise children and young people on journeys outside of the setting

The learner can:

- 3.1 Take reasonable action to enable the timely departure and arrival of children and young people
- 3.2 Escort children and young people in a safe manner using the agreed route and method of transport
- 3.3 Respond to the needs of individual children and young people and offer help when required
- 3.4 Encourage children and young people to look after themselves and their belongings during travel
- 3.5 Check that all children and young people are accounted for throughout the journey
- 3.6 Deal with any issues arising during the journey in ways which maintain the safety, security and comfort of **participants**

Outcome 4 Supervise children and young people during visits and activities outside of the setting

The learner can:

- 4.1 Check that children and young people are prepared for the visit and/or activities
- 4.2 Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities
- 4.3 Encourage and support children and young people to:
 - a) maintain the safety and security of equipment and belongings
 - b) show respect for the environment
 - c) finish activities on time
 - d) return equipment and materials to the appropriate place at the end of the visit and/or activities
- 4.4 Check that all children and young people are accounted for throughout the visit and/or activities
- 4.5 Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants
- 4.6 Take reasonable action to enable children and young people to be ready for departure at the agreed time

Unit 329 Supervise children and young people on journeys, visits and activities outside of the setting

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.6 must be assessed in the workplace. Simulation may be used for assessment criteria 3.6 and 4.5.

Journeys:

- on foot
- in a organisation/hired vehicle
- public transport

Visits eg:

- local outings
- residential trips
- visits abroad

Activities outside of the setting eg:

- community-based projects
- field studies
- cultural activities
- sports, recreation and outdoor activities

Issues eg:

- accident
- missing person(s)
- illness
- late departure or arrival
- transport problems
- loss of equipment or belongings

Information about the children and young people to be supervised eg:

- number of children and young people
- names of the children and young people
- the age of the children and young people
- any additional needs of the children or young people involved

Travel arrangements as appropriate to the journey eg:

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

Resources eg:

- travel documents
- first aid kit
- equipment

Participants eg:

- children and young people
- staff
- other adults eg parent helpers

Unit 330

Work with other practitioners to support children and young people

Level: 3
Credit value: 3
UAN: R/601/8368

Unit aim

This unit provides the knowledge, understanding and skills to work with other practitioners to support children and young people. It covers integrated and multi-agency working and requires demonstration of competence in maintaining working relationships and working in partnership with other practitioners.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand multi-agency and integrated working
2. Maintain working relationships with other practitioners
3. Work in partnership with other practitioners

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL62 Develop and maintain working relationships with other practitioners

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Unit 330 Work with other practitioners to support children and young people

Assessment Criteria

Outcome 1 Understand multi-agency and integrated working

The learner can:

- 1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people
- 1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting
- 1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice
- 1.4 Explain own role in different group situations including multi-agency and integrated working
- 1.5 Explain the importance of respecting:
 - a) a) the contribution of other professionals to supporting children and young people
 - b) b) own and others' professional boundaries
 - c) c) the skills and expertise of other professionals
- 1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals

Outcome 2 Maintain working relationships with other practitioners

The learner can:

- 2.1 Provide information to assist other **practitioners** in their role in accordance with the policies and procedures of the setting
- 2.2 Share information which is complete, accurate and within the boundaries of own role and responsibilities
- 2.3 Explain when and why another practitioner should be referred to other sources of information, advice or support within the setting
- 2.4 Interact with other practitioners in a manner likely to promote trust and confidence in the relationship
- 2.5 Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise
- 2.6 Provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles

Outcome 3 Work in partnership with other practitioners

The learner can:

- 3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate
- 3.2 Clearly explain to other practitioners any factors limiting your ability to Cooperate
- 3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions
- 3.4 Carry out agreed commitments to undertake work in partnership with other practitioners
- 3.5 Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role

Unit 330 **Work with other practitioners to support children and young people**

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Practitioners: colleagues within the setting or contacts from external organisations whose work impacts on your role.

Unit 331

Understand child and young person development

Level: 3
Credit value: 4
UAN: L/601/1693

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD 303: Promote children's development

HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans

CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 331 Understand child and young person development

Assessment Criteria

Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years

The learner can:

- 1.1 Explain the sequence and rate of each aspect of development from birth – 19 years
- 1.2 Explain the difference between sequence of development and rate of development and why the difference is important

Outcome 2 Understand the factors that influence children and young people's development and how these affect practice

The learner can:

- 2.1 Explain how children and young people's development is influenced by a range of personal factors
- 2.2 Explain how children and young people's development is influenced by a range of external factors
- 2.3 Explain how theories of development and frameworks to support development influence current practice

Outcome 3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

The learner can:

- 3.1 Explain how to monitor children and young people's development using different methods
- 3.2 Explain the reasons why children and young people's development may not follow the expected pattern
- 3.3 Explain how disability may affect development
- 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

Outcome 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

The learner can:

- 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- 4.2 Explain how multi agency teams work together to support speech, language and communication
- 4.3 Explain how play and activities are used to support the development of speech, language and communication

Outcome 5 Understand the potential effects of transitions on children and young people's development

The learner can:

5.1 Explain how different types of transitions can affect children and young people's development

5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Unit 331 Understand child and young person development

Notes for guidance

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Suggested unit assignment

Produce a chart with explanatory comments, showing the overall sequence of development from birth to 19 years old.

Research and write about the following:

- theories of and factors influencing development
- monitoring and supporting development
- speech, language and communication
- the effect of transitions.

Unit 332

Engage in personal development in health, social care or children's and young people's settings

Level: 3
Credit value: 3
UAN: A/601/1429

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand what is required for competence in own work role
2. Reflect on practice
3. Evaluate own performance
4. Agree a personal development plan
5. Use learning opportunities and reflective practice to contribute to personal development

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD 304

GCU 6

GEN 12 GEN 13

HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 332 Engage in personal development in health, social care or children’s and young people’s settings

Assessment Criteria

Outcome 1 Understand what is required for competence in own work role

The learner can:

- 1.1 Describe the duties and responsibilities of own work role
- 1.2 Explain expectations about own work role as expressed in relevant standards

Outcome 2 Reflect on practice

The learner can:

- 2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
- 2.2 Demonstrate the ability to reflect on practice
- 2.3 Describe how own values, belief systems and experiences may affect working practice

Outcome 3 Evaluate own performance

The learner can:

- 3.1 Evaluate own knowledge, performance and understanding against relevant standards
- 3.2 Demonstrate use of feedback to evaluate own performance and inform development

Outcome 4 Agree a personal development plan

The learner can:

- 4.1 Identify sources of support for planning and reviewing own development
- 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
- 4.3 Demonstrate how to work with others to agree own personal development plan

Outcome 5 Use learning opportunities and reflective practice to contribute to personal development

The learner can:

- 5.1 Evaluate how learning activities have affected practice
- 5.2 Demonstrate how reflective practice has led to improved ways of working
- 5.3 Show how to record progress in relation to personal development

Unit 332 **Engage in personal development in health,
social care or children’s and young people’s
settings**

Notes for guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy

Unit 333

Understand how to safeguard the well being of children and young people

Level: 3
Credit value: 3
UAN: Y/601/1695

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD 305: Protect and promote children's rights

LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse

HSC 34: Promote the well-being and protection of children and young people

CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people

UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit 333 Understand how to safeguard the well being of children and young people

Assessment Criteria

Outcome 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

The learner can:

- 1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- 1.2 Explain child protection within the wider concept of safeguarding children and young people
- 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
- 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing

Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children and young people

The learner can:

- 2.1 Explain the importance of safeguarding children and young people
- 2.2 Explain the importance of a child or young person centred approach
- 2.3 Explain what is meant by partnership working in the context of safeguarding
- 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

Outcome 3 Understand the importance of ensuring children and young people's safety and protection in the work setting

The learner can:

- 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting
- 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them
- 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits

Outcome 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

The learner can:

- 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged

Outcome 5 Understand how to respond to evidence or concerns that a child or young person has been bullied

The learner can:

- 6.1 Explain different types of bullying and the potential effects on children and young people
- 6.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- 6.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged

Outcome 6 Understand how to work with children and young people to support their safety and wellbeing

The learner can:

- 6.1 Explain how to support children and young people's self-confidence and self-esteem
- 6.2 Analyse the importance of supporting resilience in children and young people
- 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety

Outcome 7 Understand the importance of e-safety for children and young people

The learner can:

- 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
- 7.2 Describe ways of reducing risk to children and young people from:
 - a) social networking
 - b) internet use
 - c) buying online
 - d) using a mobile phone

Unit 333 Understand how to safeguard the well being of children and young people

Notes for guidance

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Suggested unit assignment

Consider the responsibilities and limits of learning support staff in ensuring the safety of children and young people in a school, in terms of:

- legal and other requirements
- working with other organisations
- recognising and dealing with abuse, harm and bullying
- supporting the ability of children and young people to be resilient, self confident and empowered to make informed choices.

Unit 334

Support children and young people's health and safety

Level: 3
Credit value: 2
UAN: D/601/1696

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD 302: Develop and maintain a healthy, safe and secure environment for children

HSC 32: Promote, monitor and maintain health, safety and security in the working environment

LDSS Unit 2: Ensure your own actions reduce risk to health and safety

CWDC Training, support and development standards for Foster care

Standard 3: Understand health and safety, and healthy care

UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 334 Support children and young people's health and safety

Assessment Criteria

Outcome 1 Understand how to plan and provide environments and services that support children and young people's health and safety

The learner can:

- 1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
- 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- 1.3 Identify sources of current guidance for planning healthy and safe environments and services
- 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service

Outcome 2 Recognise and manage risks to health, safety and security in a work setting or off site visits

The learner can:

- 2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
- 2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits
- 2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
- 2.4 Explain how health and safety risk assessments are monitored and reviewed

Outcome 3 Understand how to support children and young people to assess and manage risk for themselves

The learner can:

- 3.1 Explain why it is important to take a balanced approach to risk management
- 3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements
- 3.3 Give example from own practice of supporting children or young people to assess and manage risk

Outcome 4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

The learner can:

- 4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
- 4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Unit 334 Support children and young people’s health and safety

Notes for guidance

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Level: 3
Credit value: 3
UAN: A/501/5163

Unit aim

This unit aims to develop teamwork skills within the workplace.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Plan collaborative work with others
2. Seek to develop co-operative ways of working and check progress towards agreed objectives
3. Review work with others and agree ways of improving collaborative work in the future

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some direct relationships between the unit and those of other standards such as Key Skills, especially Wider Key Skills. No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

Support of the unit by a sector or other appropriate body

No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 335 Team working

Assessment Criteria

Outcome 1 Plan collaborative work with others

The learner can:

- 1.1 Describe what makes groups or teams effective in the workplace
- 1.2 Agree realistic objectives for working together and identify what needs to be done to achieve them
- 1.3 Share relevant information to help agree roles and responsibilities
- 1.4 Agree suitable working arrangements with other team members

Outcome 2 Seek to develop co-operative ways of working and check progress towards agreed objectives

The learner can:

- 2.1 Organise and carry out tasks efficiently to meet his/her responsibilities
- 2.2 Seek effective ways to work co-operatively, including ways to resolve conflict
- 2.3 Share accurate information on progress and agree changes where necessary to achieve objectives

Outcome 3 Review work with others and agree ways of improving collaborative work in the future

The learner can:

- 3.1 Provide a detailed account of what went well and less well from his/her point of view
- 3.2 Identify factors influencing the outcome of working with others, including own role
- 3.3 Identify ways of improving own work with others

Unit 335 Team working

Notes for guidance

N/A

Unit 336

Support children's speech, language and communication

Level: 3
Credit value: 4
UAN: T/600/9789

Unit aim

This unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Provide support for the speech, language and communication development of the children in own setting
4. Contribute to maintaining a positive environment that supports speech, language and communication

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Speech, language and communication framework

This unit covers, or links to competences from the SLCF:

Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2

Enhanced: A4, B7, C1, C2, C3, C4, C15

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development and Communication Trust.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 336 Support children’s speech, language and communication

Assessment Criteria

Outcome 1 Understand the importance of speech, language and communication for children’s overall development

The learner can:

1.1 Explain each of the terms:

- e) speech
- f) language
- g) communication
- h) speech, language and communication needs

1.2 Explain how speech, language and communication skills support each of the following areas in children’s development:

- a) learning
- b) emotional
- c) behaviour
- d) social

1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term

Outcome 2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

The learner can:

2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years

2.2 Explain the relevant positive effects of adult support for the children and their carers

2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

Outcome 3 Provide support for the speech, language and communication development of the children in own setting

The learner can:

- 3.1 Demonstrate methods of providing support taking into account the:
 - a) age
 - b) specific needs
 - c) abilities
 - d) home language where this is different to that of setting
 - e) interestsof the children in own setting
- 3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
- 3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in:
 - a) 1:1 basis
 - b) groups
- 3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting

Outcome 4 Contribute to maintaining a positive environment that supports speech, language and communication

The learner can:

- 4.1 Explain the importance of the environment in supporting speech, language and communication development
- 4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment
- 4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

Unit 336 Support children’s speech, language and communication

Notes for guidance

Learning Outcomes 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 337

Support individuals to meet personal care needs

Level: 2
Credit value: 2
UAN: F/601/8060

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Work with individuals to identify their needs and preferences in relation to personal care
2. Provide support for personal care safely
3. Support individuals to use the toilet
4. Support individuals to maintain personal hygiene
5. Support individuals to manage their personal appearance
6. Monitor and report on support for personal care

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC218

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 337 Support individuals to meet personal care needs

Assessment Criteria

Outcome 1 Work with individuals to identify their needs and preferences in relation to personal care

The learner can:

- 1.1 Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care
- 1.2 Establish the level and type of support and individual needs for personal care
- 1.3 Agree with the individual how privacy will be maintained during personal care

Outcome 2 Provide support for personal care safely

The learner can:

- 2.1 Support the individual to understand the reasons for hygiene and safety precautions
- 2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
- 2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
- 2.4 Describe ways to ensure the individual can summon help when alone during personal care
- 2.5 Ensure safe disposal of waste materials

Outcome 3 Support individuals to use the toilet

The learner can:

- 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity
- 3.2 Support individual to make themselves clean and tidy after using toilet facilities

Outcome 4 Support individuals to maintain personal hygiene

The learner can:

- 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
- 4.2 Ensure toiletries, materials and equipment are within reach of the individual
- 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation

Outcome 5 Support individuals to manage their personal appearance

The learner can:

- 5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation
- 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure

Outcome 6 Monitor and report on support for personal care

The learner can:

- 6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
- 6.2 Monitor personal care functions and activities in agreed ways
- 6.3 Record and report on an individual's personal care in agreed ways

Unit 337 Support individuals to meet personal care needs

Notes for guidance

Unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles

Unit 338

Support young people to develop, implement and review a plan of action

Level: 3
Credit value: 3
UAN: M/601/1329

Unit aim

This unit aims to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Support young people to develop an action plan
3. Support young people to work towards implementation of their action plan
4. Support young people to review and revise their action plan
5. Review own role in supporting the development and implementation of the young person's action plan

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are links with: Legal advice NOS Unit (Skills for Justice):

Support clients to plan, implement and review action

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 338 Support young people to develop, implement and review a plan of action

Assessment Criteria

Outcome 1 Understand the importance for young people of developing a personal action plan for their future development needs

The learner can:

- 1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development
- 1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan

Outcome 2 Support young people to develop an action plan

The learner can:

- 2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
- 2.2 Demonstrate how young people are encouraged to identify their needs and aspirations
- 2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
- 2.4 Demonstrate in own practice work with young people to develop an action plan

Outcome 3 Support young people to work towards implementation of their action plan

The learner can:

- 3.1 Give examples from own practice of support required by young people implementing actions within their plan
- 3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan

Outcome 4 Support young people to review and revise their action plan

The learner can:

- 4.1 Explain why it is important for young people to review their progress against their action plan
- 4.2 Demonstrate in own practice how to review the action plan with young people

Outcome 5 Review own role in supporting the development and implementation of the young person's action plan

The learner can:

- 5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
- 5.2 Evaluate own contribution to the process

Unit 338 Support young people to develop, implement and review a plan of action

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 339

Provide information and advice to young people

Level: 3
Credit value: 3
UAN: A/601/1334

Unit aim

This unit aims to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the role of practitioners in providing information and advice to children and young people
2. Establish and address the information and advice needs of children and young people
3. Provide children and young people with appropriate information and advice to enable them to make informed choices

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

ENTO Unit: AG2: Support clients to make use of the advice and guidance service

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 339 Provide information and advice to young people

Assessment Criteria

Outcome 1 Understand the role of practitioners in providing information and advice to children and young people

The learner can:

- 1.1 Explain the importance of providing accurate and up to date information and advice to children and young people
- 1.2 Explain the role of practitioners in providing impartial information and advice to children and young people

Outcome 2 Establish and address the information and advice needs of children and young people

The learner can:

- 2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs
- 2.2 Select information from appropriate sources that will best meet the needs of the young person
- 2.3 Verify the accuracy and currency of information before presenting it to the young person
- 2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers

Outcome 3 Provide children and young people with appropriate information and advice to enable them to make informed choices

The learner can:

- 3.1 Explain why it is important to provide opportunities for children and young people to make informed choices
- 3.2 Evaluate with the young person the choices available to them
- 3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them
- 3.4 Record the interaction with the young person following all organisational procedures and legal requirements

Unit 339 **Provide information and advice to young people**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 2 and 3 must be assessed in a real work environment.

Unit 340

Develop interviewing skills for work with children and young people

Level: 3
Credit value: 3
UAN: L/601/1337

Unit aim

This unit aims to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the process of preparing for and planning the interviews
2. Conduct the interview with individual children or young people
3. Implement interview follow up procedures

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

ENTO R7: Conduct interviews to support the recruitment process

ENTO AG2: Support clients to make use of the advice and guidance service

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 340 Develop interviewing skills for work with children and young people

Assessment Criteria

Outcome 1 Understand the process of preparing for and planning the interviews

The learner can:

- 1.1 Identify why it is important to plan for the interview
- 1.2 Explain the components of the interview planning process

Outcome 2 Conduct the interview with individual children or young people

The learner can:

- 2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person
- 2.2 Provide any relevant information about the interview to the child or young person
- 2.3 Conduct the interview to achieve the desired outcomes
- 2.4 Record the details of the interview according to confidentiality and information sharing protocols

Outcome 3 Implement interview follow up procedures

The learner can:

- 3.1 Identify the interview follow up procedures
- 3.2 Implement interview follow up procedures

Unit 340 Develop interviewing skills for work with children and young people

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LO2 and 3 must be assessed in a real work environment.

Unit 341

Improving the attendance of children and young people in statutory education

Level: 3
Credit value: 5
UAN: M/601/1377

Unit aim

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the factors that impact on the attendance of children and young people in statutory education
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
3. Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education
4. Support work with children, young people and families to improve attendance according to role and responsibilities

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

LDSS NOS Unit: 307: Contribute to improving attendance

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 341 Improving the attendance of children and young people in statutory education

Assessment Criteria

Outcome 1 Understand the factors that impact on the attendance of children and young people in statutory education

The learner can:

- 1.1 Explain the factors that can affect the attendance of children and young people in statutory education
- 1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised

Outcome 2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education

The learner can:

- 2.1 Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
- 2.2 Explain the role of key individuals in improving whole school attendance
- 2.3 Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance

Outcome 3 Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education

The learner can:

- 3.1 Obtain data on attendance of children and young people in statutory education
- 3.2 Analyse data to identify patterns of attendance of children and young people in statutory education
- 3.3 Store data records in compliance with all organisational and legislative requirements
- 3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence

Outcome 4 Support work with children, young people and families to improve attendance according to role and responsibilities

The learner can:

- 4.1 Support engagement with children, young people and their families to address attendance issues
- 4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
- 4.3 Liaise effectively with other agencies to improve attendance of children and young people in statutory education

Unit 341 Improving the attendance of children and young people in statutory education

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 3 and 4 must be assessed in a real work environment.

Unit 342

Facilitate the learning and development of children and young people through mentoring

Level: 3
Credit value: 4
UAN: T/601/1381

Unit aim

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to facilitate the learning and development needs of children and young people through mentoring
2. Support children and young people to address their individual learning and development needs
3. Promote the wellbeing, resilience and achievement of individual children and young people through mentoring
4. Review the effectiveness of the mentoring process

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

CCLD NOS Unit:

311: Facilitate individual learning and development through mentoring

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 342 Facilitate the learning and development of children and young people through mentoring

Assessment Criteria

Outcome 1 Understand how to facilitate the learning and development needs of children and young people through mentoring

The learner can:

- 1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
- 1.2 Explain how different learning styles and methods impact on the learning and development of children and young people

Outcome 2 Support children and young people to address their individual learning and development needs

The learner can:

- 2.1 Support children or young people to express their goals and aspirations
- 2.2 Support children or young people to identify ways of removing barriers to achievement
- 2.3 Develop an action plan to address individual learning and development needs of children or young people

Outcome 3 Promote the wellbeing, resilience and achievement of individual children and young people through mentoring

The learner can:

- 3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
- 3.2 Demonstrate mentoring strategies and activities with children or young people that support their well being and resilience

Outcome 4 Review the effectiveness of the mentoring process

The learner can:

- 4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements
- 4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Unit 342 Facilitate the learning and development of children and young people through mentoring

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 343

Promote the well being and resilience of children and young people

Level: 3
Credit value: 4
UAN: F/600/9780

Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting positive well being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Provide children and young people with a positive outlook on their lives
4. Respond to the health needs of children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC NOS Units 34 and 313

CCLD NOS Units 307 and 308

Professional Practice in residential child care

Standards: 1.5, 2.2, 2.3 and 4.3

Training Support and Development Standards for Foster Care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 343 Promote the well being and resilience of children and young people

Assessment Criteria

Outcome 1 Understand the importance of promoting positive well being and resilience of children and young people

The learner can:

- 1.1 Explain the factors that influence the well being of children and young people
- 1.2 Explain the importance of resilience for children and young people
- 1.3 Analyse effective ways of promoting well being and resilience in the work setting
- 1.4 Describe ways of working with carers to promote well being and resilience in children and young people

Outcome 2 Understand how to support the development of children and young people's social and emotional identity and self esteem in line with their age and level of understanding

The learner can:

- 2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people
- 2.2 Explain how to support children and young people to identify with their own self image and identity
- 2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- 2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- 2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people

Outcome 3 Provide children and young people with a positive outlook on their lives

The learner can:

- 3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
- 3.2 Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
- 3.3 Support and encourage children and young people to respond positively to challenges and disappointments
- 3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
- 3.5 Support children and young people to reflect on the impact of their own actions and behaviour

Outcome 4 Respond to the health needs of children and young people

The learner can:

- 4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
- 4.2 Encourage children and young people to make positive choices about all of their health needs
- 4.3 Assess any risks or concerns to the health and well being of children and young people and take appropriate action
- 4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
- 4.5 Record concerns about a child or young person's health or well being following recognised procedures

Unit 343 Promote the well being and resilience of children and young people

Notes for guidance

LOs 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 344

Support children and young people to achieve their education potential

Level: 3
Credit value: 4
UAN: D/600/9785

Unit aim

This unit aims to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Support children and young people to work towards their educational goals
4. Review educational achievements with children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

LDSS Unit 322: Support children and young people to achieve their educational potential

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 344 Support children and young people to achieve their education potential

Assessment Criteria

Outcome 1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential

The learner can:

- 1.1 Explain the principles and values that underpins work to support children and young people to achieve their educational potential
- 1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
- 1.3 Evaluate the factors that can contribute to low achievement by children and young people

Outcome 2 Support children and young people to identify and articulate their learning needs, set goals and plan actions

The learner can:

- 2.1 Support children or young people to articulate their educational needs and aspirations
- 2.2 Support children or young people to develop a plan of action identifying realistic goals for their educational development

Outcome 3 Support children and young people to work towards their educational goals

The learner can:

- 3.1 Identify and celebrate individual children or young people's successes and achievements
- 3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions
- 3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals

Outcome 4 Review educational achievements with children and young people

The learner can:

- 4.1 Evaluate with individual children or young people, their achievements against their action plans
- 4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Unit 344 Support children and young people to achieve their education potential

Notes for guidance

LOs 2, 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 345

Support children and young people to make positive changes in their lives

Level: 3
Credit value: 4
UAN: M/600/9788

Unit aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to support children and young people to make positive changes in their lives
2. Support children and young people to make positive changes in their lives
3. Review support to children and young people to make positive changes in their lives

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 345 Support children and young people to make positive changes in their lives

Assessment Criteria

Outcome 1 Understand how to support children and young people to make positive changes in their lives

The learner can:

- 1.1 Identify the factors that can impact on the lives of children and young people
- 1.2 Analyse the impact such factors can have on the lives of children and young people
- 1.3 Explain how individuals and agencies support children and young people to make positive changes in their lives

Outcome 2 Support children and young people to make positive changes in their lives

The learner can:

- 2.1 Explain interventions that can be provided to support children and young people to make positive changes in their lives
- 2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
- 2.3 Work with a child or young person to develop an action plan to support positive changes in their lives

Outcome 3 Review support to children and young people to make positive changes in their lives

The learner can:

- 3.1 Support children or young people to review and amend their action plan
- 3.2 Give examples from own practice of supporting children or young people to access further interventions
- 3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives

Unit 345 Support children and young people to make positive changes in their lives

Notes for guidance

LOs 2 and 3 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 346

Support young people who are socially excluded or excluded from school

Level: 3
Credit value: 2
UAN: R/502/5231

Unit aim

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the issues affecting young people who are socially excluded or excluded from school
2. Understand how to support young people who are socially excluded or excluded from school

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Skills for Justice

- BA4 Raise awareness to promote community safety and social inclusion
- BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion
- BA12 Address problems identified with community safety and social inclusion
- BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

CWDC Common Core

- Effective communication and engagement with children, young people, their families and carers
- Child and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 346 Support young people who are socially excluded or excluded from school

Assessment Criteria

Outcome 1 Understand the issues affecting young people who are socially excluded or excluded from school

The learner can:

- 1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
- 1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people

Outcome 2 Understand how to support young people who are socially excluded or excluded from school

The learner can:

- 2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- 2.2 Describe the information, support and community services which are available to support excluded young people
- 2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

Unit 346 **Support young people who are socially excluded or excluded from school**

Notes for guidance

N/A

Unit 347

Support young people in relation to sexual health and risk of pregnancy

Level: 3
Credit value: 2
UAN: F/502/5242

Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Skills for Justice

B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended

GD10 Deliver interventions towards enhancing health and social well-being

B602 Enable children and young people who have offended to be supported by healthcare services

Lifelong Learning UK

O30NYW2.2.1 Address the health and well being of young people

CWDC Common Core

Effective communication and engagement with children, young people, their families and carers

Child and young person development

Safeguarding and promoting the welfare of the child

Supporting transitions

Multi-agency working

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 347 Support young people in relation to sexual health and risk of pregnancy

Assessment Criteria

Outcome 1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy

The learner can:

- 1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- 1.2 Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- 1.3 Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy

Outcome 2 Understand how to support young people in relation to sexual health and risk of pregnancy

The learner can:

- 2.1 Describe relevant sources of information, guidance and support and the range of health services available for these young people
- 2.2 Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
- 2.3 Enable young people to make informed choices in relation to their identified needs and priorities
- 2.4 Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

Unit 347 **Support young people in relation to sexual health and risk of pregnancy**

Notes for guidance

N/A

Unit 348

Work with parents to engage them in their child's learning

Level: 3
Credit value: 6
UAN: A/602/1846

Unit aim

The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand barriers to learning and strategies/techniques to address them and encourage children with their learning
2. Support parents to identify and overcome barriers to their children's learning
3. Help parents in developing effective techniques to support and encourage children with their learning
4. Support parents and their children through transitions to ensure continual engagement with schools and learning
5. Facilitate positive relations and effective dialogue between parents and school staff

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

STL52

STL60

WWP 303.2

WWP 305.1

WWP 308.3

WWP 307.1

WWP 307.2

WWP 304.1

WWP 304.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK.

Unit 348 Work with parents to engage them in their child's learning

Assessment Criteria

Outcome 1 Understand barriers to learning and strategies/techniques to address them and encourage children with their learning

The learner can:

- 1.1 Summarise **barriers to learning**
- 1.2 Explain strategies/ techniques which address barriers to learning
- 1.3 Explain how working in partnership with parents, agencies and others can help to address barriers to learning
- 1.4 Explain how parents can support and encourage their children in their learning

Outcome 2 Support parents to identify and overcome barriers to their children's learning

The learner can:

- 2.1 Identify barriers to learning which children and young people may experience
- 2.2 Use strategies to support parents in dealing with:
 - c) **economic and social factors** which may impact on their children's engagement with learning
 - d) **family well being and health** issues
- 2.3 Work in partnership with parents to identify:
 - a) reasons for absence from school
 - b) ways of helping their children to attend school more regularly
- 2.4 Work in partnership with parents, agencies and **others** to address and overcome their children's barriers to learning

Outcome 3 Help parents in developing effective techniques to support and encourage children with their learning

The learner can:

- 3.1 Use strategies to develop parents' understanding of the importance of their role in their children's learning
- 3.2 Support parents to use **strategies to encourage their children's motivation and self esteem**
- 3.3 Support parents in developing approaches that will encourage and facilitate their children's learning
- 3.4 Support parents in developing **strategies to encourage and facilitate their children's full participation in school**

Outcome 4 Support parents and their children through transitions to ensure continual engagement with schools and learning

The learner can:

- 4.1 Provide continuity of support to children or young people and their parents during transition between **educational establishments and phases of education**
- 4.2 Provide support to help parents and children or young people deal with significant **family transitions**
- 4.3 Explain the **stages of child and young person development**
- 4.4 Provide support to parents in relation to the stages of child and young person development

Outcome 5 Facilitate positive relations and effective dialogue between parents and school staff

The learner can:

- 5.1 Support parents in understanding the education system
- 5.2 Support parents in understanding their own and their children's rights and responsibilities in the education system
- 5.3 Work with parents to extend their understanding of the ethos and expectations of their children's school
- 5.4 Work with parents to overcome personal anxieties about education and schools
- 5.5 Use strategies to facilitate positive relationships between parents and school staff
- 5.6 Work with school staff to extend their understanding of parents' and children and young people's:
 - a) personal and social contexts
 - b) **rights and responsibilities** with regards to compulsory education

Unit 348 **Work in partnership with parents to engage them with their children's learning and development in school**

Notes for guidance

Factors that can cause **barriers to learning** include:

- emotional
- physical
- economic
- social and cultural
- language
- specific learning difficulties

Practitioners may also use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc).

Others eg:

- teachers
- learning mentor
- SENCO
- other professionals eg educational psychologist
- Behaviour Education and Support Team

Economic and social factors which may impact on children's engagement with learning include:

- Joblessness
- Poverty
- Housing issues
- A child living between locations (eg periods with each parent when separated)
- Family lifestyle
- Peer group pressures and influences

Family well being and health issues include

- The level of family coherence
- Parenting
- Relationships within the family
- Health and illness issues in the family (eg young carer role, member of family hospitalised, etc)
- Bereavement

Economic and social factors and family well being and health issues may be temporary or long term.

Strategies to encourage their children's motivation and self esteem eg:

- providing an environment (through age appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions
- encouraging children and young people to make choices for themselves

- allowing children and young people time to complete activities without interruption
- resisting the urge to interfere or help with activities
- allowing children and young people to be as independent as possible taking account of their age and abilities
- providing opportunities for children/young people and adults to work together on activities
- providing situations that give children and young people an acceptable challenge
- giving children and young people opportunities to evaluate their own achievements
- listening carefully to children and young people, and encouraging them to communicate their needs and ideas
- giving praise for children and young people's efforts, persistence and achievements
- avoiding excessive rewards which undermine children and young people's ability to value themselves

Strategies to encourage and facilitate their children's full participation in school, eg:

- developing positive home learning environments (work space and facilities, encouragement, supporting learning, access to materials, etc)
- establishing routines (getting up times, breakfast, travel to school, 'homework times', etc)
- encouraging engagement in after school clubs and support provision (eg learning mentors, tutoring opportunities, sports and recreational opportunities)

Educational establishments and phases of education

- Early years to primary to secondary to post 16 (school or college) and beyond
- First to middle to high school (where three tier systems are in place)
- Transition from school year to year or from pre-GCSE focus years to GCSE focus years for example (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition)
- Transition from first to middle to high schools where they exist.

Significant **family transitions** such as:

- bereavement
- family break-up
- ill-health
- moving home
- additions to the family
- redundancy
- loss of family home

Stages of child and young person development

Development stages experienced by children and young people as they grow and mature including:

- physical
- communication
- intellectual / cognitive
- social, emotional and behavioural
- moral

Rights and responsibilities with regards to compulsory education

Attendance requirements, access to information and support, access to schools, progression through the phases of education, etc

Unit 349

Set objectives and provide support for team members

Level: 3
Credit value: 5
UAN: M/600/9600

Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Communicate a team's purpose and objectives to the team members
2. Develop a plan with team members showing how team objectives will be met
3. Support team members identifying opportunities and providing support
4. Monitor and evaluate progress and recognise individual and team achievement

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

MSC B5 Provide leadership for your team

Support of the unit by a sector or other appropriate body

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 349 Set objectives and provide support for team members

Assessment Criteria

Outcome 1 Communicate a team's purpose and objectives to the team members

The learner can:

- 1.1 Describe the purpose of a team
- 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- 1.3 Communicate the team's purpose and objectives to its members

Outcome 2 Develop a plan with team members showing how team objectives will be met

The learner can:

- 2.1 Discuss with team members how team objectives will be met
- 2.2 Ensure team members to participate in the planning process and think creatively
- 2.3 Develop plans to meet team objectives
- 2.4 Set SMART personal work objectives with team members

Outcome 3 Support team members identifying opportunities and providing support

The learner can:

- 3.1 Identify opportunities and difficulties faced by team members
- 3.2 Discuss identified opportunities and difficulties with team members
- 3.3 Provide advice and support to team members to overcome identified difficulties and challenges
- 3.4 Provide advice and support to team members to make the most of identified opportunities

Outcome 4 Monitor and evaluate progress and recognise individual and team achievement

The learner can:

- 4.1 Monitor and evaluate individual and team activities and progress
- 4.2 Provide recognition when individual and team objectives have been achieved

Unit 349 **Set objectives and provide support for team members**

Notes for guidance

N/A

Unit 350

Provide leadership and direction for own area of responsibility

Level: 3
Credit value: 5
UAN: T/600/9601

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Lead in own area of responsibility
2. Provide direction and set objectives in own area of responsibility
3. Communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Assess own leadership performance

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

MSC B6 Provide leadership in your area of responsibility

Support of the unit by a sector or other appropriate body

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 350 Provide leadership and direction for own area of responsibility

Assessment Criteria

Outcome 1 Lead in own area of responsibility

The learner can:

- 1.1 Identify own strengths and ability to lead in a leadership role
- 1.2 Evaluate strengths within own area of responsibility

Outcome 2 Provide direction and set objectives in own area of responsibility

The learner can:

- 2.1 Outline direction for own area of responsibility
- 2.2 Implement objectives with colleagues that align with those of the organisation

Outcome 3 Communicate the direction for own area of responsibility and collect feedback to inform improvement

The learner can:

- 3.1 Communicate the agreed direction to individuals within own area of responsibility
- 3.2 Collect feedback to inform improvement

Outcome 4 Assess own leadership performance

The learner can:

- 4.1 Assess feedback on own leadership performance
- 4.2 Evaluate own leadership performance

Unit 350 **Provide leadership and direction for own area of responsibility**

Notes for guidance

N/A

Unit 351

Plan, allocate and monitor work of a team

Level: 3
Credit value: 5
UAN: Y/600/9669

Unit aim

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Plan work for a team
2. Allocate work across a team
3. Manage team members to achieve team objectives
4. Monitor and evaluate the performance of team members
5. Improve the performance of a team

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

MSC D5 Allocate and check work in your team

Support of the unit by a sector or other appropriate body



Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 351 Plan, allocate and monitor work of a team

Assessment Criteria

Outcome 1 Plan work for a team

The learner can:

- 1.1 Agree team objectives with own manager
- 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

Outcome 2 Allocate work across a team

The learner can:

- 2.1 Discuss team plans with a team
- 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
- 2.3 Agree standard of work required by team

Outcome 3 Manage team members to achieve team objectives

The learner can:

- 3.1 Support all team members in order to achieve team objectives

Outcome 4 Monitor and evaluate the performance of team members

The learner can:

- 4.1 Assess team members' work against agreed standards and objectives
- 4.2 Identify and monitor conflict within a team
- 4.3 Identify causes for team members not meeting team objectives

Outcome 5 Improve the performance of a team

The learner can:

- 5.1 Identify ways of improving team performance
- 5.2 Provide constructive feedback to team members to improve their performance
- 5.3 Implement identified ways of improving team performance

Unit 351 Plan, allocate and monitor work of a team

Notes for guidance

N/A

Unit 352

Support learning and development within own area of responsibility

Level: 3
Credit value: 5
UAN: M/600/9676

Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Identify the learning needs of colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility
3. Support colleagues in learning and its application
4. Evaluate learning outcomes and future learning and development of colleagues

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

MSC D7 Provide learning opportunities for colleagues

Support of the unit by a sector or other appropriate body

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 352 Support learning and development within own area of responsibility

Assessment Criteria

Outcome 1 Identify the learning needs of colleagues in own area of responsibility

The learner can:

- 1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.
- 1.2 Prioritise learning needs of colleagues
- 1.3 Produce personal development plans for colleagues in own area of responsibility

Outcome 2 Understand how to develop a learning environment in own area of responsibility

The learner can:

- 2.1 Explain the benefits of continual learning and development
- 2.2 Explain how learning opportunities can be provided for own area of responsibility

Outcome 3 Support colleagues in learning and its application

The learner can:

- 3.1 Identify information, advice and guidance to support learning
- 3.2 Communicate to colleagues to take responsibility for their own learning
- 3.3 Explain to colleagues how to gain access to learning resources
- 3.4 Support colleagues to practise and reflect on what they have learned

Outcome 4 Evaluate learning outcomes and future learning and development of colleagues

The learner can:

- 4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
- 4.2 Support colleagues when updating their personal development plan

Unit 352 **Support learning and development within own area of responsibility**

Notes for guidance

N/A

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLLA assessments.

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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