SPECIFICATION

IAO Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
Qualification number: 601/8426/7

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date
www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

"We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."

Qualification summary

Qualification Accreditation Number (QAN)	601/8426/7
Qualification review date	31st December 2019
Guided Learning Hours (GLH)	232 hours
Total Qualification Time (TQT)	440 hours
RQF level	3
Qualification credit value	44 credits
Minimum credits at/above level	40 credits
Assessment requirements	Portfolio of Evidence
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools is to provide the learner with in-depth understanding of working with children and young people in school environments, and practical teaching skills. Subjects covered include providing support to bilingual learners and learners with sensory and/or physical needs, invigilating tests and exams, providing literacy and numeracy support, and maintaining learner records.
	This qualification is suitable for learners who hold roles that offer specialist support for pupils' learning in primary, secondary or special schools.
Entry guidance	There are no formal entry requirements for this qualification
	This qualification is suitable for those who work, or hold a placement, within the education and teaching sector. It provides learners with an opportunity to demonstrate their competence and knowledge in a range of job roles.

Progression opportunities Learners who achieve this qualification could progress within their career within a school setting and/or continue their study in this or other areas.

Funding For details on eligibility for government funding please refer to the following websites:
http://www.education.gov.uk/section96/
https://www.gov.uk/government/organisations/skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Training and Development Agency for Schools RQF Assessment Principles

1. Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the RQF arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2. Assessment Principles

2.1. Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:

• they have occupational expertise for specialist areas, or

• the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 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 determined by the Awarding Organisation.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

• designed to test specific knowledge and understanding, or

• where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

• have a working knowledge of the RQF 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

Skills for Care and Development RQF Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 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.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based

- be occupationally competent in their area of expertise.

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Qualification structure

In order to achieve the IAO Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF), learners must achieve a total of 44 credits: 32 credits from the mandatory group A and 12 credits from any of the optional unit groups (A-F). Required combinations are specified in optional groups B and C.

Learners who choose optional group B (English as an additional language) must complete both units to achieve all 10 credits.

Learners who choose optional group C (special educational needs) must achieve unit D/508/1253.

The total Guided Learning Hours (GLH) for this qualification is 232 hours.

The Total Qualification Time (TQT) for this qualification is 440 hours.

Unit Structures

Mandatory units are listed below. For detailed information on optional units, please contact Innovate Awarding by telephone or email:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.co.uk

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
Y/508/1266	Communication and professional relationships with children, young people and adults	3	2	10
K/508/1269	Schools as organisations	3	3	15
K/508/1272	Support learning activities	3	4	20
A/508/1275	Promote children and young people's positive behaviour	3	3	15
J/508/1277	Develop professional relationships with children, young people and adults	3	2	10
L/508/1278	Promote equality, diversity and inclusion in work with children and young people	3	2	10
Y/508/1283	Support assessment for learning	3	4	20
K/508/1286	Engage in personal development in health, social care or children's and young people's settings	3	3	10
J/508/1294	Support children and young people's health and safety	3	2	15
D/508/1298	Understand child and young person development	3	4	30
L/508/1300	Understand how to safeguard the well-being of children and young people	3	3	25

Optional units (Group A)

Unit ref	Unit title	Level	Credit value	GLH
R/508/1217	Supervise whole class learning activities	3	3	15
K/508/1224	Plan and deliver learning activities under the direction of a teacher	3	4	21
F/508/1228	Support literacy development	3	3	18
F/508/1231	Support numeracy development	3	3	18
Y/508/1235	Support teaching and learning in a curriculum area	3	3	12
D/508/1236	Support delivery of the 14 – 19 curriculum	3	3	15
K/508/1238	Provide literacy and numeracy support	3	3	16
M/508/1239	Support gifted and talented learners	3	4	21
F/508/1245	Support children's speech, language and communication	3	4	30

Optional units (Group B)

Unit ref	Unit title	Level	Credit value	GLH
L/508/1247	Support bilingual learners	3	4	23
Y/508/1249	Provide bilingual support for teaching and learning	3	6	32

Optional units (Group C)

Unit ref	Unit title	Level	Credit value	GLH
D/508/1253	Support disabled children and young people and those with special educational needs	3	5	24
H/508/1254	Support children and young people with behaviour, emotional and social development needs	3	4	25
K/508/1255	Support learners with cognition and learning needs	3	4	21
J/508/1263	Support learners with communication and interaction needs	3	4	21
D/508/1267	Support learners with sensory and/or physical needs	3	4	21
T/508/1274	Support individuals to meet personal care needs	2	2	16

Optional units (Group D)

Unit ref	Unit title	Level	Credit value	GLH
J/508/1280	Support children and young people during transitions in their lives	3	4	18
R/508/1282	Develop interviewing skills for work with children and young people	3	3	21
D/508/1284	Facilitate the learning and development of children and young people through mentoring	3	4	30
T/508/1288	Improving the attendance of children and young people in statutory education	3	5	40
F/600/9780	Promote the well-being and resilience of children and young people	3	4	30
T/508/1291	Provide information and advice to children and young people	3	3	22
A/508/1292	Support children and young people to achieve their education potential	3	4	30
L/508/1295	Support children and young people to make positive changes in their lives	3	4	27
Y/508/1297	Support young people in relation to sexual health and risk of pregnancy	3	2	10
H/508/1299	Support young people to develop, implement and review a plan of action	3	3	25
R/508/1301	Support young people who are socially excluded or excluded from school	3	2	10

Optional units (Group E)

Unit ref	Unit title	Level	Credit value	GLH
Y/508/1302	Assist in the administration of medication	2	4	25
H/508/1304	Invigilate tests and examinations	3	3	19
K/508/1305	Lead an extra-curricular activity	3	3	16
M/508/1306	Maintain learner records	3	3	12
A/508/1308	Monitor and maintain curriculum resources	3	3	14
T/508/1310	Organise travel for children and young people	3	2	12
F/508/1312	Supervise children and young people on journeys, visits and activities outside of the setting	3	3	15
L/508/1314	Work in partnership with parents to engage them with their children's learning and development in schools	3	6	31

Optional units (Group F)

Unit ref	Unit title	Level	Credit value	GLH
R/508/1315	Work with other practitioners to support children and young people	3	3	15
Y/508/1316	Plan, allocate and monitor work of a team	3	5	25
D/508/1317	Provide leadership and direction for own area of responsibility	4	5	30
H/508/1318	Set objectives and provide support for team members	3	5	35
K/508/1319	Support learning and development within own area of responsibility	4	5	25
D/508/1320	Team working	3	3	23

Mandatory combinations within optional groups

Those taking	Provide bilingual support for teaching and learning (Y/508/1249)	must also take	Support bilingual learners (L/508/1247)
Those taking	Support children and young people with behaviour, emotional and social development needs (H/508/1254)	must also take	Support disabled children and young people and those with special educational needs (D/508/1253)
Those taking	Support learners with cognition and learning needs (K/508/1255)	must also take	Support disabled children and young people and those with special educational needs (D/508/1253)
Those taking	Support learners with communication and interaction needs (J/508/1263)	must also take	Support disabled children and young people and those with special educational needs (D/508/1253)
Those taking	Support learners with sensory and/or physical needs (D/508/1267)	must also take	Support disabled children and young people and those with special educational needs (D/508/1253)
Those taking	Support individuals to meet personal care needs (T/508/1274)	must also take	Support disabled children and young people and those with special educational needs (D/508/1253)

Barred units from optional group A

Unit	Barred against
Provide leadership and direction for own area of responsibility (D/508/1317)	Set objectives and provide support for team members (H/508/1318)

Equivalence Exceptions

Description	Source Unit
Invigilate tests and examinations (Y/601/7416)	Invigilate tests and examinations (A/104/0197)

Title:	Y/508/1266 Communication and professional relationships with children, young people and adults
Level:	3
Credit Value:	2
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of developing positive relationships with children, young people and adults	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
2. Understand how to communicate with children, young people and adults	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: • The age of the child or young person • The context of the communication • 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

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

| **Additional information about this unit** | |
| N/A | |

Unit aim (s)	This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	STL20 Develop and promote positive relationships (CCLD 301) Introductory training materials: • Promoting positive behaviour

Title:	K/508/1269 Schools as organisations
Level:	3
Credit Value:	3
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure of education from early years to post-compulsory education	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
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: • School governors • Senior management team • Other statutory roles e.g. SENCO • Teachers • Support staff roles 2.2 Explain the roles of external professionals who may work with a school e.g. educational psychologist
3. Understand school ethos, mission, aims and values	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
4. Know about the legislation affecting schools	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: • General bodies such as the Health and Safety Executive • School specific regulatory bodies
5. Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures 5.2 Summarise the policies and procedures schools may have relating to: • Staff • Pupil welfare • Teaching and learning • Equality, diversity and inclusion • Parental engagement 5.3 Evaluate how school policies and procedures may be developed and communicated
6. Understand the wider context in which schools operate	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

Additional information about this unit

N/A

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	SWiS 3.2 Support the ethos, policies and working practices of the school Introductory training materials: • Role and context

Title:	K/508/1272 Support learning activities
Level:	3
Credit Value:	4
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to contribute to planning learning activities	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
2. Be able to prepare for learning activities	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
3. Be able to support learning activities	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: • Literacy skills • Numeracy skills • ICT skills • Problem solving skills
		3.6	Explain the sorts of **problems** that might occur when supporting **learning activities** and how to deal with these
4.	Be able to observe and report on learner participation and progress	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
5.	Be able to contribute to the evaluation of learning activities	5.1	Explain the importance of evaluating learning activities
		5.2	Use the outcomes of observations and assessments to: • Provide feedback to learners on progress made • Provide the teacher with constructive feedback on the learning activities • Provide the teacher with feedback on learners' participation and progress • Reflect on and improve own practice in supporting learning activities
6.	Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	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

Additional information about this unit

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 aim (s)	This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 and 5.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational 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

Title:	A/508/1275 Promote children and young people's positive behaviour
Level:	3
Credit Value:	3
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand **policies and procedures** for promoting children and young people's positive behaviour	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: • Feel safe • Make a positive contribution • Develop social and emotional skills • 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
2. Be able to promote positive behaviour	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

3. Be able to manage inappropriate behaviour	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
4. Be able to respond to **challenging behaviour**	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

5. Be able to contribute to reviews of behaviour and behaviour policies	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

Additional information about this unit

Policies and procedures of the setting relevant to promoting positive behaviour e.g.:

- 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 (e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational 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

Title:	J/508/1277 Develop professional relationships with children, young people and adults
Level:	3
Credit Value:	2
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to develop professional relationships with children and young people	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
2. Be able to communicate with children and young people	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: • The age and stage of development of the child or young person • The context of the communication • **Communication differences** 2.3 Demonstrate **strategies and techniques** to promote understanding and trust in communication with children and young people

3. Be able to develop professional relationships with adults	3.1 Demonstrate how to establish rapport and professional relationships with adults
	3.2 Demonstrate how to adapt communication with adults for:
	• Cultural and social differences
	• The context of the communication
	• **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
4. Be able to support children and young people in developing relationships	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:
	• Individuality, diversity and differences
	• 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

5. Be able to comply with policies and procedures for confidentiality, sharing information and data protection	5.1 Apply the setting's policies and procedures for: • Sharing information • Confidentiality • Data protection 5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

Additional information about this unit

Forms of communication e.g.:

- Spoken language
- Play
- Body language
- Sign language

Communication differences between individuals which may create barriers to effective communication between them e.g.:

- Language
- Sensory impairment
- Speech, language or communication impairment
- Cognitive abilities
- Emotional state
- Cultural differences

Strategies and techniques to promote understanding and trust in communication, e.g.:

- Active listening
- Avoiding assumptions
- Using questions to clarify and check understanding
- Summarising and confirming key points

Unit aim (s)	This unit covers the competence required to develop professional relationships with children, young people and adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. All assessment criteria other than 3.5 must be assessed in the workplace.

Details of the relationship of the unit and relevant national occupational standards	STL20 Develop and promote positive relationships (CCLD 301) Introductory training materials: • Promoting positive behaviour

Title:	L/508/1278 Promote equality, diversity and inclusion in work with children and young people
Level:	3
Credit Value:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to promote equality and diversity in work with children and young people	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
2. Understand the impact of prejudice and discrimination on children and young people	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

3. Be able to support **inclusion** and inclusive practices in work with children and young people	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

Additional information about this unit

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.

Unit aim (s)	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**.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles.

	Assessment criteria 1.4, 1.5 and 3.3 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational 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

Title:	Y/508/1283 Support assessment for learning
Level:	3
Credit Value:	4
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the purpose and characteristics of **assessment for learning**	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: • The teacher • The learners • The learning support practitioner
2. Be able to use assessment strategies to promote learning	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

3.	Be able to support learners in reviewing their learning strategies and achievements	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: • Reflect on their learning • Identify the progress they have made • Identify their emerging learning needs • Identify the strengths and weaknesses of their learning strategies and plan how to improve them
4.	Be able to contribute to reviewing **assessment for learning**	4.1	Provide feedback to the teacher on: • Learner participation and progress in the learning activities • Learners' engagement in and response to **assessment for learning** • 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

Additional information about this unit

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL30 Contribute to assessment for learning

Title:	K/508/1286 Engage in personal development in health, social care or children's and young people's settings
Level:	3
Credit Value:	3
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	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
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Demonstrate use of feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	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

5. Be able to use learning opportunities and reflective practice to contribute to personal development	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

| **Additional information about this unit** | |
| N/A | |

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy.
Details of the relationship of the unit and relevant national occupational standards	CCLD 304
	GCU 6
	GEN 12 GEN 13
	HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

Title:	J/508/1294 Support children and young people's health and safety
Level:	3
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to plan and provide environments and services that support children and young people's health and safety	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
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	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

3. Understand how to support children and young people to assess and manage risk for themselves	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 examples from own practice of supporting children or young people to assess and manage risk
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	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

Additional information about this unit

N/A

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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 RQF Assessment Principles.

Details of the relationship of the unit and relevant national occupational 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

Title:	D/508/1298 Understand child and young person development
Level:	3
Credit Value:	4
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the expected pattern of development for children and young people from birth - 19 years	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
2. Understand the factors that influence children and young people's development and how these affect practice	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
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	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

4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	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
5. Understand the potential effects of transitions on children and young people's development	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
Additional information about this unit N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational 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

Title:	L/508/1300 Understand how to safeguard the wellbeing of children and young people
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	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
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	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

3. Understand the importance of ensuring children and young people's safety and protection in the work setting	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 whistle blowers 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
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	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
5. Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people
	5.2 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
	5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and wellbeing	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 wellbeing and safety
7. Understand the importance of e-safety for children and young people	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: • Social networking • Internet use • Buying online • Using a mobile phone

Additional information about this unit	
N/A	

Unit aim (s)	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational 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

Title:	R/508/1217 Supervise whole class learning activities
Level:	3
Credit Value:	3
GLH:	15
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to prepare for supervising whole class learning activities	1.1 Explain the school policy and procedures for cover supervision 1.2 Identify and obtain: • the work set for the class concerned • details of the **learning resources** required • 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
2. Be able to supervise whole class learning activities	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
3. Be able to support learners in completing work set for them	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
4. Be able to conclude whole class learning activities	4.1	Apply the school procedures for: • collecting any completed work after the lesson and returning it to the appropriate teacher • collecting in any **learning resources** • informing learners of any follow-up work or homework set for them • dismissing learners at the end of the lesson • reporting back as appropriate on the behaviour and participation of learners during the lesson, and any issues arising

Additional information about this unit

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 and 4.1 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL18 Support pupils' learning activities STL8 Use information and communication technology to support pupils' learning.

Title:	K/508/1224 Plan and deliver learning activities under the direction of a teacher
Level:	3
Credit Value:	4
GLH:	21
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to plan learning activities under the direction of the teacher	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: • individual learners • 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
2. Be able to deliver learning activities	2.1 Demonstrate the use of teaching and learning methods to: • meet the agreed learning objectives and intended outcomes • maintain learners' motivation and interest • support and challenge learners • 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.
3. Be able to monitor and assess learning outcomes.	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.

Additional information about this unit

Partnership working:

Working with the teacher to support teaching and learning, for example in whole-class plenary sessions.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/508/1228 Support literacy development
Level:	3
Credit Value:	3
GLH:	18

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current national and organisational policies and practices for **literacy development**	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**
2. Be able to support learners in developing reading and writing skills	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
3. Be able to support learners in developing speaking/talking and listening skills	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

Additional information about this unit

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, e.g.:
- 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, e.g. paired reading, writing frames
- use of specific support programmes, e.g. graded reading books, differentiated computer-based learning programmes, additional literacy support programmes.

Strategies for supporting learners to develop speaking/talking and listening skills, e.g.:
- 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.

Unit aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/508/1231 Support numeracy development
Level:	3
Credit Value:	3
GLH:	18

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current national and organisational frameworks for mathematics	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
2. Be able to support learners in developing numeracy skills	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
3. Be able to support learners in **using and applying mathematics**	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

Additional information about this unit

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, e.g.:
- 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, e.g. 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, e.g. problem-solving tasks, mathematical games, puzzles.

Numeracy skills covers the skills needed to use and apply mathematics including:
- counting and understanding numbers
- 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 aim (s)	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

Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcomes 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	STL26 Support numeracy development

Title:	Y/508/1235 Support teaching and learning in a curriculum area
Level:	3
Credit Value:	3
GLH:	12
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use subject knowledge to support teaching and learning in a curriculum area	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: • contribute to the planning, delivery and evaluation of learning activities or lessons • support learners in developing knowledge, understanding and skills in the curriculum area • help learners address errors or misconceptions in understanding the principles and concepts of the subject area
2. Be able to develop own subject knowledge	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

3. Be able to contribute to developing teaching and learning in a curriculum area	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

Additional information about this unit

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 through e.g.:
- research
- observing lessons
- school-based development opportunities
- external development programmes
- journals and reports

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	STL 28 Support teaching and learning in a subject area.

Title:	D/508/1236 Support delivery of the 14–19 curriculum
Level:	3
Credit Value:	3
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand educational policy and practice for the education and training of 14 to 19 year olds	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
2. Be able to support teaching and learning for 14 to 19 year olds	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**

3. Be able to work collaboratively to support delivery of the 14 to 19 curriculum	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

Additional information about this unit

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 aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/508/1238 Provide literacy and numeracy support
Level:	3
Credit Value:	3
GLH:	16
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to identify pupils' needs for **literacy and numeracy support**	1.1 Explain the importance of literacy and numeracy skills for accessing the wider curriculum 1.2 Obtain and interpret information about pupils': • literacy and numeracy skills • learning targets • literacy and numeracy support needs 1.3 Obtain and interpret information about: • the teaching and learning objectives of learning activities • the literacy and numeracy demands of learning activities
2. Be able to provide **literacy support** to help pupils to access the wider curriculum	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
3. Be able to provide **numeracy support** to help pupils to access the wider curriculum	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
Additional information	

Literacy support is the support given to pupils to help them meet the literacy demands of the wider curriculum, e.g.:
- 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, e.g. 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, e.g. 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, e.g.
- 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, e.g. 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 numbers
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum.

Title:	M/508/1239 Support gifted and talented learners
Level:	3
Credit Value:	4
GLH:	21
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the needs of **gifted and talented learners**	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: • within the setting • outside of the setting
2. Be able to contribute to planning learning programmes for gifted and talented learners	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: • add breadth and depth • accelerate the pace of learning • develop higher order learning skills • promote independent learning • support reflection and self-evaluation • maintain learners' motivation and interest 2.4 Select and prepare **learning resources** relevant to: • the learners' needs, interests and abilities • the enriched teaching and learning objectives

3	Be able to support learning activities for gifted and talented learners	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**

Additional information about this unit

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, e.g.:
- learners and their families
- subject specialists in the setting
- subject specialists from the next stage of education e.g. 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 (e.g. 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, e.g.:
- 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 e.g.:
- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcome 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	STL34 Support gifted and talented pupils.

Title:	F/508/1245 Support children's speech, language and communication
Level:	3
Credit Value:	4
GLH	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of speech, language and communication for children's overall development	1.1 Explain each of the terms: • Speech • Language • Communication • Speech, language and communication needs 1.2 Explain how speech, language and communication skills support each of the following areas in children's development: • Learning • Emotional • Behaviour • 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
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	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
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Demonstrate **methods** of providing support taking into account the: • age

		• specific needs • abilities • home language where this is different to that of setting • interests of 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: • 1:1 basis • groups
	3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	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

Additional information about this unit

General Guidance for whole unit

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

2.1   Ways may include:
- the words and levels of language adults use with children(including the use of questions)
- their conversations / interactions with children
- information and activities used
- work with parents / carers

2.2   Positive effects may include improvements in:
- speech, language and communication skills
- social interaction
- behaviour
- emotional development / self confidence

3.1   Methods may include:
- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers

4.2   Key Factors may include:
- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers

Unit aim (s)	The 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcomes 3 and 4 should be assessed in a real work environment. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	CCLD NOS 301, 312

Title:	L/508/1247 Support bilingual learners
Level:	3
Credit Value:	4
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Be able to interact with bilingual learners.	1.1 Interact with **bilingual learners** in a way that:
	    • demonstrates respect for their first or home language(s), values, culture and beliefs
	    • shows sensitivity to individual needs
	    • 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**.

2. Be able to support bilingual learners to develop skills in the target language	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
3. Be able to support bilingual learners to access the curriculum	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:
	• the learning activities
	• language development
	• subject knowledge, understanding and skills

Additional information about this unit

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 e.g.:

- 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment.
Details of the relationship of the unit and relevant national occupational standards	STL35 Support bilingual / multilingual pupils Introductory training materials for teaching assistants: • Inclusion

Title:	Y/508/1249 Provide bilingual support for teaching and learning
Level:	3
Credit Value:	6
GLH:	32
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to contribute to assessment of bilingual learners	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 arrange 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
2. Be able to provide bilingual support for learners	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 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
3.	Be able to support communication with families of bilingual learners	3.1	Interact with **families** of bilingual learners in a way that: • Demonstrates a non-judgemental attitude • Values diversity • Recognises cultural, religious and ethnic differences • 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
4.	Be able to contribute to reviews of communication with families of bilingual learners	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

Additional information about this unit

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 e.g.:
- 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, e.g.:
- 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 about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach.

Bilingual support strategies e.g.:
- 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 e.g.:
• language
• sensory impairment
• speech, language or communication impairment
• cognitive abilities
• emotional state
• cultural

Unit aim (s)	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

Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL36 Provide bilingual/multilingual support for teaching and learning Introductory training materials for teaching assistants: • Inclusion

Title:	D/508/1253 Support disabled children and young people and those with special educational needs
Level:	3
Credit Value:	5
GLH:	24

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the rights of disabled children and young people and those with special educational needs	1.1 Summarise the legal entitlements of **disabled** 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
2. Understand the disabilities and/or special educational needs of children and young people in own care	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

3. Be able to support the inclusion of disabled children and young people and those with special educational needs	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
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences	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
5. Be able to support others to respond to the needs of disabled children and young people and those with special educational needs	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

Additional information about this unit

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, e.g.:
• family members
• colleagues within the setting
• professionals external to the setting.

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.

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 3, 4 and 5 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	CCLD 321 (STL38) Support children with disabilities or special educational needs Introductory training materials: • Inclusion

Title:	H/508/1254 Support children and young people with behaviour, emotional and social development needs
Level:	3
Credit Value:	4
GLH:	25
Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1. Understand the influences impacting on the behaviour, emotional and social development of children and young people	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
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs	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

3. Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs	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
4. Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others	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: • children and young people • 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
5. Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem	5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to: • communicate their feelings, needs and ideas • make their own decisions • 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

Additional information about this unit

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 e.g.:
- family members
- teachers

• other adults in the setting
• professionals external to the setting e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 3, 4 and 5 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL41 Support pupils with behaviour, emotional and social development needs

Title:	K/508/1255 Support learners with cognition and learning needs
Level:	3
Credit Value:	4
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the special educational needs of learners with cognition and learning needs	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 of 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 cognitive and learning needs** with whom they work
2. Be able to support learner with cognition and learning needs during learning activities	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
3. Be able to support learners with cognition and learning needs to develop learning strategies		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

Additional information about this unit

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, e.g. dyslexia, dyspraxia
- autistic spectrum disorder.
-

Learning resources:
materials, equipment (including ICT), software, books and other written materials (e.g. 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 e.g.:
- 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 e.g.:
- 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 2 and 3 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL40 Support pupils with cognition and learning needs

Title:	J/508/1263 Support learners with communication and interaction needs
Level:	3
Credit Value:	4
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the special educational needs of learners with communication and interaction needs	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
2. Be able to support learners with communication and interaction needs to maximise learning	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
3. Be able to support learners with communication and interaction needs to develop relationships with others	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: • contribute to conversations and discussions with others • 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.

Additional information about this unit

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, e.g. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including blindness, 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 e.g.:
- 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, e.g.:
- 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, e.g. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesizers

Others with whom learners interact in the setting e.g.:
- peers
- class teacher
- subject teachers
- support staff
- parent helpers
- professionals from outside of the setting e.g. speech and language therapist

Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 2 and 3 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL39 Support pupils with communication and interaction needs

Title:	D/508/1267 Support learners with sensory and/or physical needs
Level:	3
Credit Value:	4
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of physical, motor and/or sensory disability on children and young people	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: • long-standing or progressive conditions • chronic illness, pain and fatigue 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
2. Understand the special educational needs of learners with sensory and/or physical needs	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

3.	Be able to support learners with sensory and/or physical needs to maximise learning	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
4.	Be able to implement structured learning programmes for children and young people with sensory and/or physical needs	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: - minimise distractions - minimise disruptions to normal routines and schedules - 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

Additional information about this unit

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 e.g.:
- 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 e.g. therapists

Specialist equipment:
equipment and learning aids which may be required by learners with sensory and/or physical needs, e.g.:
- auditory aids
- visual aids
- mobility aids
- Brailling 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, e.g.:
- 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, e.g. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes.

Unit aim (s)	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 e.g. independence programmes or speech and language therapy.

Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 3 and 4 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL39 Support pupils with communication and interaction needs

Title:	T/508/1274 Support individuals to meet personal care needs
Level:	2
Credit Value:	2
GLH:	16
Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1. Be able to work with individuals to identify their needs and preferences in relation to **personal care**	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
2. Be able to provide support for personal care safely	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
3. Be able to support individuals to use the toilet	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
4. Be able to support individuals to maintain personal hygiene	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**
5. Be able to support individuals to manage their personal appearance	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
6. Be able to monitor and report on support for personal care	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

Additional information about this unit

Personal care in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance

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

Toilet facilities may include:

- Toilet
- Commode
- Bedpan
- Urinal

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

Activities an individual may use to **manage their personal appearance** may include:

- Hair care
- Nail care
- Shaving
- Skin care
- Use of cosmetics
- Use of prostheses & orthoses

Others may include:

- family
- friends
- advocates
- specialists
- health care professionals
- others who are important to the individuals well being

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
	All learning outcomes must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	HSC218

Title:	J/508/1280 Support children and young people during transitions in their lives
Level:	3
Credit Value:	4
GLH:	18
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**

1. Understand the range and impact of transitions that children and young people may experience	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:
	    • Culture
	    • Religion
	    • Personal beliefs
	    • Gender
	    • Stage of development
	    • Previous experience
	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

2. Be able to recognise and respond to transitions in children and young people's lives	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
3.	Be able to work with others to plan integrated support for children and young people going through transitions	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
4.	Be able to support children and young people to manage transitions in their lives	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
Additional information about this unit			

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, e.g. bereavement
- physical, e.g. moving to a new educational establishment, a new home/locality
- intellectual, e.g. moving from pre-school to primary, or primary to secondary school
- physiological, e.g. 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 e.g.:
- 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.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	STL49 Support children and young people during transitions in their lives Common core of skills and knowledge for the children's workforce

Title:	R/508/1282 Develop interviewing skills for work with children and young people
Level:	3
Credit Value:	3
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the process of preparing for and planning the interviews	1.1 Identify why it is important to plan for the interview 1.2 Explain the **components of the interview planning process**
2. Be able to conduct the interview with individual children or young people	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
3. Be able to implement interview follow up procedures	3.1 Identify the **interview follow up procedures** 3.2 Implement interview follow up procedures

Additional information about this unit

Components of the interview planning process
- define interview objectives
- gather and assess all relevant information
- confirm the interview with the child/young person
- prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee

Communication skills
- active listening skills
- open questioning techniques

- use of appropriate body language
- how to give constructive feedback
- ways of empathising with children and young people whilst maintaining professional boundaries
- how to encourage children and young people to participate and communicate without showing bias or judgement
- using an appropriate environment

Relevant information
- interview objectives
- rights and responsibilities of interviewee
- rights and responsibilities of interviewer
- potential outcomes and interview follow up procedures

Interview follow up procedures
- recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols
- referral details (if appropriate)
- action plans and reviews

Unit aim (s)	The aim of this unit is 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles LO2 and 3 must be assessed in a real work environment. Work with more than one young people would normally be required to demonstrate competence
Details of the relationship of the unit and relevant national occupational standards	There are links with ENTO R7: Conduct interviews to support the recruitment process ENTO AG2: Support clients to make use of the advice and guidance service

Title:	**D/508/1284 Facilitate the learning and development of children and young people through mentoring**
Level:	**3**
Credit Value:	**4**
GLH:	**30**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to facilitate the learning and development needs of children and young people through mentoring	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
2. Be able to support children and young people to address their individual learning and development needs	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
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	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 wellbeing and resilience
4. Be able to review the effectiveness of the mentoring process	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

Additional information about this unit

Interpersonal and communication skills
- effective listening skills
- open questioning techniques
- use of appropriate body language
- how to give constructive feedback
- ways of empathising with children and young people whilst maintaining professional boundaries
- how to encourage children and young people to participate and communicate effectively in the mentoring process

Different learning styles and methods
- 1:1 learning
- working in pairs
- group working
- using electronic learning aids
- visual, auditory and tactile learning styles

Barriers to achievement:
- low levels of literacy/communication skills
- low levels of numeracy skills
- bias and stereotyping in the learning process
- low learner motivation
- parental and/or peer influence

Action Plan for learning e.g.
- sets clear targets and outcomes appropriate for the individual learner
- sets clear timescales for achievement
- agrees the support that will be provided to help achievement of targets
- agrees clear review and revision processes and procedures

Unit aim (s)	This unit is 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

	Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: CCLD NOS Unit: 311: Facilitate individual learning and development through mentoring

Title:	T/508/1288 Improving the attendance of children and young people in statutory education
Level:	3
Credit Value:	5
GLH:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the factors that impact on the attendance of children and young people in statutory education	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
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	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
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	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

4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities	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

Additional information about this unit

Different agencies e.g.

- Education Welfare
- Social Services
- Police

Individuals e.g.
- School staff including Behaviour and Education Support Teams (BEST)
- Education welfare staff
- Children's social workers
- Families and carers

Strategies e.g.
- Linking improved attendance to whole school performance
- Engaging the support of families and carers
- Identifying 'at risk' pupils and providing appropriate support
- Providing appropriate parenting support if required

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles LOs 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: LDSS NOS Unit: 307: Contribute to improving attendance.

Title:	F/600/9780 Promote the wellbeing and resilience of children and young people
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of promoting positive wellbeing and resilience of children and young people	1.1 Explain the **factors that influence the wellbeing** of children and young people 1.2 Explain the importance of resilience for children and young people 1.3 Analyse effective ways of promoting wellbeing and resilience in the work setting 1.4 Describe ways of working with carers to promote wellbeing and resilience in children and young people
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	2.1 Explain why social and emotional identity are important to the wellbeing 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
3. Be able to provide children and young people with a positive outlook on their lives	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
4. Be able to respond to the health needs of children and young people	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 wellbeing 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 wellbeing
	4.5 Record concerns about a child or young person's health or wellbeing following recognised procedures

Additional information about this unit

All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Factors that influence wellbeing e.g.

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

Ways to encourage e.g.

- Positive role models
- Cultural/ethnic networks
- Life story work

Heath needs e.g.

- Physical
- Mental
- Sexual

Concerns e.g.

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

Relevant people e.g.
- Carers
- Social worker
- Lead professional
- Residential workers

Unit aim (s)	This unit is 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
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles Assessment of LOs 3 and 4 should be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Units 34 and 313 CCLD NOS Units 307 and 308

Title:	T/508/1291 Provide information and advice to children and young people
Level:	3
Credit Value:	3
GLH:	22

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of practitioners in providing information and advice to children and young people	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
2. Be able to establish and address the information and advice needs of children and young people	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
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	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**

Additional information about this unit

The kind of information needed by practitioners

- interests and aspirations of the young person
- evidence of achievements e.g. academic qualifications, other certificates e.g. first aid, lifeguard, employer testimonials, school report
- young person's motivation
- any other relevant evidence e.g. physical fitness if that is relevant to the aspirations of the young person

Ways of encouraging the participation of and engagement with children and young people

- active listening
- open questioning
- checking understanding
- summarising
- presenting information
- inviting feedback
- using appropriate settings

Appropriate sources

- paper based sources e.g. career development leaflets, college/HEI prospectuses
- Web based sources e.g. UCAS

Available choices

- remaining in full time education
- applying for an apprenticeship/advanced apprenticeship
- progressing to higher education
- employment

3.4. Legal requirements

- data protection
- confidentiality

Unit aim (s)	The aim of this unit is 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
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles LOs 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: ENTO Unit: AG2: Support clients to make use of the advice and guidance service

Title:	A/508/1292 Support children and young people to achieve their education potential
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	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
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	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
3. Be able to support children and young people to work towards their educational goals	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

4. Be able to review educational achievements with children and young people	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

Additional information about this unit

Principles and values:
- putting the needs and rights of the individual child at the Centre of service provision
- promoting integrated working practices
- maintaining personal and professional integrity
- promoting equality of opportunity and valuing diversity

Current legislation:
As appropriate to the relevant UK Home Nation

Factors that can contribute to low achievement:
- poor literacy or numeracy skills
- poor speech and language skills
- lack of parental support
- peer pressure
- low self-esteem and aspirations
- low expectations expressed by others

Plan of action which:
- sets out clear short, medium and long term goals
- identifies the resources needed to achieve the goals (e.g. physical resources such as books, electronic learning aids, appropriate learning environment, time)
- identifies any additional support needed by the child/young person (e.g. additional formal teaching support , literacy, numeracy support or speech and language therapy)
- identifies support to address inappropriate and/or aggressive behaviour
- includes working with carers to enable them to support the child/young person
- identifies the process for reviewing achievement and revising goals

Successes and achievements:
This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.

Barriers:
- lack of appropriate/sufficient physical resources
- lack of available appropriate learning environment at a time suitable for the child/young person
- lack of carer/peer support
- lack of motivation of individual child/young person

Unit aim (s)	The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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 QCF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/508/1295 Support children and young people to make positive changes in their lives
Level:	3
Credit Value:	4
GLH:	27
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to support children and young people to make positive changes in their lives	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
2. Be able to support children and young people to make positive changes in their lives	2.1 Explain **intervention**s 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
3. Be able to review support to children and young people to make positive changes in their lives	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

Additional information about this unit

Factors may include:

- poor socio-economic background
- poor parenting background
- poor literacy, numeracy, speech or language skills

Impact may include:

- inappropriate and /or aggressive behaviour
- low educational achievement
- low self-esteem
- self-harm
- inability to establish and maintain relationships
- offending or at risk of offending behaviour
- misuse of substances (drugs, alcohol, solvents)

Individuals and agencies may include:

- youth workers
- parent support workers
- education professionals
- drug and alcohol support agencies
- social services
- IAG professionals
- speech and language therapists
- behaviour and education support teams (BEST)

Interventions may include:

- learning and development support
- anger management
- behaviour support classes
- restorative justice
- support to address substance misuse
- support to address mental health issues

An **action plan** may include:

- identifying the positive changes the child/young person needs to achieve
- identifying the barriers to achievement
- identifying achievable and realistic goals for the child/young person to achieve
- identifying the interventions required to support achievement
- agreeing a review process

Supporting children or young people to review and amend their action plan may include:

- identifying and celebrating achievements
- identifying where goals have not been met
- agreeing reasons for any non-achievement
- agreeing any additional interventions that might support children/young people to achieve positive changes in their lives
- revising the action plan in light of the review process

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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 QCF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	The unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development: LDSS 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

Title:	Y/508/1297 Support young people in relation to sexual health and risk of pregnancy
Level:	3
Credit Value:	2
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy	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
2. Understand how to support young people in relation to sexual health and risk of pregnancy	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
Additional information about this unit N/A	
Unit aim (s)	This unit aims to provide the knowledge and understanding of the issues affecting young people in relation to sexual health and risk of pregnancy and to know how to provide support to the young people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/508/1299 Support young people to develop, implement and review a plan of action
Level:	3
Credit Value:	3
GLH:	25

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance for young people of developing a personal action plan for their future development needs	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
2. Be able to support young people to develop an action plan	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**
3. Be able to support young people to work towards implementation of their action plan	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
4. Be able to support young people to review and revise their action plan	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

5. Be able to review own role in supporting the development and implementation of the young person's action plan	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.

Additional information about this unit

Reasons why young people should be encouraged to develop an action plan
- to identify personal and/or educational development needs
- to agree achievable goals
- to agree how to achieve those goals
- to identify additional support needs

Preliminary and preparatory actions
- explaining to young people why the action plan is important
- checking their understanding
- establishing constructive and supporting relationships with the young people

Range of options e.g.
- working to continue in full time education
- working towards an apprenticeship
- working towards employment

Action planning that e.g.
- identifies clear goals and outcomes
- identifies achievable timescales for reaching the goals
- specifies the ways in which the young person will achieve their goals
- specifies review dates
- identifies any support needed to achieve those goals such as :
  - additional formal tuition e.g. literacy/language skills
  - support from a learning mentor
  - support in writing a CV
  - support to develop interview/employability skills

Review action plan
- identify achievements
- identify where goals have not been met
- agree reasons for non-achievement
- revise the action plan to set new goals and milestones
- agree any additional support necessary to help the young person to achieve their goals

Unit aim (s)	The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles LOs 2, 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

Title:	R/508/1301 Support young people who are socially excluded or excluded from school
Level:	3
Credit Value:	2
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people who are socially excluded or excluded from school	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
2. Understand how to support young people who are socially excluded or excluded from school	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
Additional information	
N/A	

Unit aim (s)	This unit aims to provide the knowledge and understanding of issues affecting young people who are socially excluded or excluded from school and to know how to provide support to them.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/508/1302 Assist in the administration of medication
Level:	2
Credit Value:	4
GLH:	25

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the current legislation, guidelines and policies relevant to the administration of medication	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
2. Understand own role in assisting in the administration of medication	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
3. Understand the requirements and procedures for assisting in the administration of medication	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
4. Understand the requirements and procedures for ensuring patient safety	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
5. Be able to prepare for the administration of medication	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
6. Be able to assist in the administration of medication	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

7. Be able to contribute to the management of medications and administration records	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

Additional Information about this unit

Medication may be from various drug categories such as:

- general sales list
- pharmacy only
- prescription only

Routes for the administration of medication e.g.

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

Materials and equipment needed for the administration of medication e.g.;

- 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 e.g.;

- a registered nurse
- a registered midwife
- social worker

Obtain consent according to current legislation and guidelines e.g.;

- 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 e.g.:

- verbally
- using other appropriate communication e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/508/1304 Invigilate tests and examinations
Level:	3
Credit Value:	3
GLH:	19

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand policy and procedures for the conduct of tests and examinations	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
2. Be able to prepare for tests and examinations	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
3. Be able to prepare candidates for tests and examinations	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:
		- verifying the identity of the candidates - ensuring that no inadmissible equipment or materials are brought into the examination room - confirming candidates are seated according to the seating plan - ensuring that candidates have the correct papers and materials
	3.4	Explain the procedures for dealing with:
		- candidates who are not on the test or examination attendance list - candidates who arrive late for a test or examination
4. Be able to implement invigilation requirements	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:
		- withdrawn from a test or examination - not on the register - late for a test or examination - absent from a test or examination
	4.4	Apply the centre's procedures for dealing with:
		- queries from candidates - disruptive behaviour or irregular conduct - candidates who want or need to leave the examination room during the test or examination
5. Be able to end tests and examinations	5.1	Demonstrate the correct procedures for ending tests and examinations including:
		- collecting papers - allowing candidates to leave the examination room - completing test and examination records
	5.2	Differentiate between ending tests and examinations when:

	• all candidates are due to finish their test or examination at the same time • some candidates are still engaged in a test or examination

Additional information about this unit

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles.

	Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL17 Invigilate tests and examinations

Title:	K/508/1305 Lead an extra-curricular activity
Level:	3
Credit Value:	3
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the aims and requirements of the extra-curricular activity	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
2. Be able to prepare for leading an extra-curricular activity	2.1 Select equipment and resources for the extra-curricular 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
3. Be able to prepare children and young people for an extra-curricular activity	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: • checking the children and young people present • 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: • understand the activity and what they will be doing • are **mentally and physically prepared** for the planned activity

	• are motivated to take part without putting undue pressure on them
4. Be able to lead an extra-curricular activity	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
5. Be able to review and improve extra-curricular activities	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

Additional information about this unit

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

- 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 e.g.:

- 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 e.g.:

- 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

Unit aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1 and 5.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL53 Lead an extra-curricular activity

Title:	M/508/1306 Maintain learner records
Level:	3
Credit Value:	3
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the organisational policy and procedures for maintaining learner records	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: • updating records on a regular basis • 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
2. Be able to maintain learner records	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

3.	Be able to maintain the safety and security of learner records	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
4.	Be able to share information with those authorised to receive it	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

Additional information about this unit

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 e.g. in relation to programmes of study, schemes of work, assignments
- assessment records
- learner progress records and reports
- off-site activities e.g. educational visits, work experience
- registers e.g. for attendance, school meals

Learner records may be paper-based or electronic.

Roles of others in relation to learner records e.g.:

- 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 e.g.:

- confidential
- personal data
- sensitive personal data

Potential problems with individual learners in relation to e.g.:

- progress made
- health and wellbeing
- child protection
- attendance

Concerns relating to e.g.:

- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (e.g. attendance patterns, child protection concerns)

Relevant people e.g.:

- 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 e.g.:

- 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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	STL55 Contribute to maintaining pupil records

Title:	A/508/1308 Monitor and maintain curriculum resources
Level:	3
Credit Value:	3
GLH:	14

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the organisational policy and procedures for maintaining curriculum resources	1.1 Explain the organisational **policy and procedures for maintaining curriculum resources** 1.2 Explain where to get information and advice about: • curriculum resources appropriate to the needs of learners in the setting • use of curriculum resources • suppliers • maintenance of curriculum resources 1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources
2. Be able to establish requirements for curriculum resources	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
3. Be able to maintain supplies of curriculum resources	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: • obtaining authorisation to purchase resources • ordering materials and equipment • 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**
4. Be able to monitor stocks of curriculum resources	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
5. Be able to maintain curriculum resources	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

6. Be able to prepare and issue curriculum resources	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

Additional information about this unit

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 e.g.:

- 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.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	STL56 Monitor and maintain curriculum resources

Title:	T/508/1310 Organise travel for children and young people
Level:	3
Credit Value:	2
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the policy and procedures for organising children and young people's travel outside of the setting	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
2. Be able to make travel arrangements	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: • efficiency • cost-effectiveness • comfort • 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 |

Additional information about this unit

Factors e.g.:

- age of the children or young people
- children or young people with additional needs
- health, safety and security
- risk assessment
- environmental conditions
- adult/child ratio requirements
- distance and duration of journeys
- cost and convenience

Travel arrangements as appropriate to the journey e.g.:

- 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 an organisation/hired vehicle
- public transport

Participants e.g.:

- staff
- other adults e.g. parent helpers
- children and young people

Relevant people e.g.:

- children, young people and adults undertaking the journey
- parents/guardians/carers of children and young people undertaking the journey
- senior manager in the setting with overall responsibility for travel outside of the setting
- relevant programme leader, e.g. for work experience

• office staff	
Unit aim (s)	This unit provides the knowledge, understanding and skills to organise travel for children and young people, e.g. 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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 and 2.7 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL58 Organise and supervise travel (SkillsActive B228)

Title:	F/508/1312 Supervise children and young people on journeys, visits and activities outside of the setting
Level:	3
Credit Value:	3
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting	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
2. Be able to prepare for journeys, visits and activities outside of the setting	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
3. Be able to supervise children and young people on journeys outside of the setting	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**
4. Be able to supervise children and young people during visits and activities outside of the setting	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: • maintain the safety and security of equipment and belongings • show respect for the environment • finish activities on time • 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

Additional information about this unit

Journeys:
- on foot
- in an organisation/hired vehicle
- public transport

Visits e.g.:

- local outings
- residential trips
- visits abroad

Activities outside of the setting e.g.:
- community-based projects
- field studies
- cultural activities
- sports, recreation and outdoor activities

Issues e.g.:
- 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 e.g.:
- 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 e.g.:
- 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 e.g.:
- travel documents
- first aid kit
- equipment

Participants e.g.:
- children and young people
- staff
- other adults e.g. parent helpers

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	STL58 Organise and supervise travel (SkillsActive B228) STL59 Escort ad supervise pupils on educational visits and out of school activities

Title:	L/508/1314 Work in partnership with parents to engage them with their children's learning and development in school
Level:	3
Credit Value:	6
GLH:	31

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand barriers to learning and strategies/techniques to address them and encourage children with their learning	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

2. Be able to support parents to identify and overcome barriers to their children's learning	2.1 Identify barriers to learning which children and young people may experience
	2.2 Use strategies to support parents in dealing with:
	  • **economic and social factors which may impact on their children's engagement with learning**
	  • **family wellbeing and health issues**
	2.3 Work in partnership with parents to identify:
	  • reasons for absence from school
	  • 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

3. Be able to help parents in developing effective techniques to support and encourage children with their learning	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**
4. Be able to support parents and their children through transitions to ensure continual engagement with schools and learning	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.
5. Be able to facilitate positive relations and effective dialogue between parents and school staff	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: • personal and social contexts • **rights and responsibilities with regards to compulsory education**

Additional information about this unit

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 e.g.:

- teachers
- learning mentor
- SENCO
- other professionals e.g. educational psychologist
- Behaviour Education and Support Team

Economic and social factors which may impact on their children's engagement with learning include:

- Joblessness
- Poverty
- Housing issues
- A child living between locations (e.g. periods with each parent when separated)
- Family lifestyle
- Peer group pressures and influences

Family wellbeing and health issues include:

- The level of family coherence
- Parenting
- Relationships within the family
- Health and illness issues within the family (e.g. young carer role, member of family hospitalised, etc.)
- Bereavement

Economic and social factors and family wellbeing and health issues may be temporary or long term.

Strategies to encourage their children's motivation and self-esteem e.g.:

- 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, e.g.

- 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 (e.g. 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 examples (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	
Unit aim (s)	The aim of this unit is to develop the skills, knowledge and understanding to work in partnership with parents to engage them with their children's learning and development in schools.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the LLUK Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	STL52. STL60, WWP 303.2, WWP 305.1, WWP 308.3, WWP 307.1, WWP 307.2, WWP 304.1, WWP 304.2

Title:	R/508/1315 Work with other practitioners to support children and young people
Level:	3
Credit Value:	3
GLH:	15
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand multi-agency and integrated working	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: • the contribution of other professionals to supporting children and young people • own and others' professional boundaries • 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
2. Be able to maintain working relationships with other practitioners	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
3. Be able to work in partnership with other practitioners	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

Additional information about this unit

Practitioners:

Colleagues within the setting or contacts from external organisations whose work impacts on your role

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	STL62 Develop and maintain working relationships with other practitioners

Title:	Y/508/1316 Plan, Allocate and Monitor Work of a Team
Level:	3
Credit Value:	5
GLH:	25
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to plan work for a team	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
2. Be able to allocate work across a team	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
3. Be able to manage team members to achieve team objectives.	3.1 Support all team members in order to achieve team objectives
4. Be able to monitor and evaluate the performance of team members	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
5. Be able to improve the performance of a team.	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
Additional information about this unit N/A	

Unit aim (s)	This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	MSC D5 Allocate and check work in your team

Title:	D/508/1317 Provide leadership and direction for own area of responsibility
Level:	4
Credit Value:	5
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to lead in own area of responsibility.	1.1 Identify own strengths and ability to lead in a leadership role 1.2 Evaluate strengths within own area of responsibility.
2. Be able to provide direction and set objectives in own area of responsibility.	2.1 Outline direction for own area of responsibility 2.2 Implement objectives with colleagues that align with those of the organisation.
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1 Communicate the agreed direction to individuals within own area of responsibility. 3.2 Collect feedback to inform improvement.
4. Be able to assess own leadership performance.	4.1 Assess feedback on own leadership performance. 4.2 Evaluate own leadership performance.

Additional information about this unit

N/A

Unit aim (s)	This unit helps learners to provide leadership and direction for their area of responsibility.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	MSC B6 Provide leadership in your area of responsibility
Title:	H/508/1318 Set objectives and provide support for team members

Level:	3
Credit Value:	5
GLH	35

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate a team's purpose and objectives to the team members.	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
2. Be able to develop a plan with team members showing how team objectives will be met.	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
3. Be able to support team members identifying opportunities and providing support.	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
4. Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1 Monitor and evaluate individual and team activities and progress 4.2 Provide recognition when individual and team objectives have been achieved
Additional information about this unit	

N/A	
Unit aim (s)	This unit helps learners to set and support individuals and teams to achieve objectives
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	MSC B5 Provide leadership for your team

Title:	K/508/1319 Support learning and development within own area of responsibility
Level:	4
Credit Value:	5
GLH:	25
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to identify the learning needs of colleagues in own area of responsibility.	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.
2. Understand how to develop a learning environment in own area of responsibility.	2.1 Explain the benefits of continual learning and development. 2.2 Explain how learning opportunities can be provided for own area of responsibility.
3. Be able to support colleagues in learning and its application.	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.
4. Be able to evaluate learning outcomes and future learning and development of colleagues.	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.
Additional information about this unit N/A	
Unit aim (s)	This unit helps learners to understand the importance of learning and to develop a

	learning environment within own area of responsibility.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	MSC D7 Provide learning opportunities for colleagues

Title:	D/508/1320 Team working
Level:	3
Credit Value:	3
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan collaborative work with others	1.1 Describe the skills needed to work well in a team 1.2 Agree 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
2. Be able to develop and maintain co-operative ways of working to achieve agreed objectives	2.1 Organise and complete own tasks to agreed standards and timescales 2.2 Seek ways to work co-operatively, such as ways to resolve conflict and ways to maintain open communication 2.3 Share accurate information on progress and agree changes where necessary to achieve objectives
3. Be able to review work with others and agree ways of improving collaborative work in future	3.1 Provide a detailed account of what went well and less well from own point of view 3.2 Identify factors influencing the outcome of working with others, including own role 3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future

Additional information about this unit

N/A

Unit aim (s)	The aim of this unit is to develop teamwork skills within the workplace.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with TDA QCF Assessment Principles. Learning outcomes 1,2 and 3 must be assessed in relation to the real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A